

Third Edition (第3版)

interchange

剑桥国际英语教程

Jack C. Richards

Intro **B**

学生用书 入门级 *STUDENT'S BOOK*

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
剑桥大学出版社
CAMBRIDGE UNIVERSITY PRESS



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教材简介

总体介绍

《剑桥国际英语教程》（第3版）（*Interchange Third Edition*）是《剑桥国际英语教程》的全面修订版。作为世界上最受欢迎、最有影响的英语教程之一，《剑桥国际英语教程》推动了中国传统语言学习模式的革新，加快了我国英语教学的国际化进程。它将交际教学法贯穿于语言技能训练的整个过程之中，强调在“有意义的交流”中培养语言的准确度和流利度，将语言学习变成了一种融视、听、说为一体的愉悦体验，因此广受大中院校、英语特色学校和培训机构的欢迎。

新版《剑桥国际英语教程》（第3版）更全面地体现了国际上最新的英语教学方法。新版总结了上一版在全球的课堂实践经验，保留了为广大师生所喜爱的具有启发性和创新性的课堂活动，同时根据他们的建议对部分内容和活动作了更新和修订。新版为读者奉献了更时尚的内容、更丰富的语法训练和更多的听说实践机会。

新版对上一版的四个级别进行了修订，包括：入门级、1级、2级、3级。每学完一级别，学生可掌握大约1000—1300个活用词。

入门级：针对没有英语基础的初学者，注重基础词汇、语法和语言功能的运用。

1 级：针对具备初级英语水平的学习者，旨在进一步培养语言运用技能。

2 级：针对具备初级偏上英语水平的学习者，旨在掌握和运用比较复杂的语言结构、提高流利度。

3 级：针对具有中级英语水平的学习者，旨在培养学习者运用准确、流利的英语进行交流的能力。

课时安排

每级包括16个单元的内容，课时安排为大约70—120学时。教师可以根据实际情况适当增减课堂活动。为了方便学校灵活安排教学，学生用书和练习册分两个版本——全一册和A、B分册，两个版本内容相同。A、B分册每册包括8个单元，课时安排为35—60学时，可供短期培训和学习使用。

教材组成

■ **Student's Book 学生用书**（附赠词汇手册）

Student Self-study Audio Cassettes 学生用带

Student Self-study Audio CDs 学生用盘（随学生用书一同包装）

每级学生用书按照主题分类，单元练习分为话题性和功能性两类；每2个单元之后有一个复习单元（Progress check）；书的后一部分还有针对各个单元的交际活动（Interchange activities）和自学听力练习（Self-study）。附赠的**词汇手册**按照单元索引，帮助学生理解和记忆口语中常见的词汇

和搭配。

与学生用书配套的录音产品包括学生用带和学生用盘两种，供学生课后自学使用。录音内容包括学生用书中的会话（Conversation）和自学听力练习（Self-study）。

学生用书按照内容多少分为两个版本——全一册和A、B分册。A、B分册也配有相应的词汇手册、磁带和CD产品。

■ Teacher's Edition 教师用书

Class Audio Cassettes with Student Self-study Cassettes 课堂用带

Class Audio CDs with Student Self-study Audio CDs 课堂用盘（随教师用书一同包装）

教师用书设计合理，将学生用书原页和对应的教学指导对开活页装订，方便教师左右对照查阅。教学指导包括语法点讲解、文化背景知识、辅助课堂活动、练习答案和听力录音文本。后一部分为教师补充了很多教学辅助资源（Games, Fresh ideas, Photocopiables, Language summary等）和测试题（Oral quizzes, Written quizzes）。

与教师用书配套的录音产品包括课堂用带和课堂用盘两种，供教师在课堂教学中使用。录音内容包括学生用书中的所有听力内容（所有标注有🎧的练习）和自学听力练习（Self-study）。

■ Workbook 练习册

练习册通过形式多样的练习，加强学生的词汇、语法、阅读和写作能力。每单元练习与学生用书同步进行，既可以作为课堂活动，也可以作为家庭作业。练习册也分成全一册和A、B分册，与学生用书对应。

■ DVD 录像

Video Activity Book 录像活动用书

Video Teacher's Guide 录像教师用书

录像的主题同学生用书对应，主要用来复习和扩展学生用书中的话题和语言点。录像的形式包括幽默风趣的“情景故事”（Drama）和“纪录短片”（Documentary）。

录像活动用书为每个故事和纪录短片都设计了循序渐进的听说活动和语言练习。

录像教师用书为教师们做了周密的教学安排，提供了全面的教学方法，还附上了参考答案和录像脚本。

■ CD-ROM 多媒体光盘

CD-ROM与录像用书配套使用，用于巩固或自学录像内容，同时也可以作为学生用书的辅助学习材料。CD-ROM内容依据16个录像单元进行编排，核心内容取自录像中的短片部分。每册光盘含有150个人机互动活动，可用于学生自学和课堂练习。另外，光盘中每4个单元包含一套进度测试题，以检测学生的学习成果。

■ Teacher's Resource Pack 教师资源包

教师资源包由两部分组成：教师培训教材（含2张VCD）和评估测试包（含2张CD）。

教师培训教材专为即将使用或正在使用本套教材的教师而设计，提供实际课堂操作经验。教师培训VCD展示了世界各地使用本套教材的教学情景和方法，有助于教师明确教学重点、掌握教学方

法,并形成自己的教学特色。本书既适用于各种规模的教师培训,也适用于教师自修。

评估测试包帮助教师有效地评估学生的学习成果。它包括:用于在开课之前评定学生英语水平的“定级测试”和用于期中和期末评定学生学习成果的“成果测试”(测试涵盖整套教材各个级别)。测试题型包括:听力、口语、阅读、写作。

■ Teacher's Resource Book 教师资源手册

教师资源手册包含课堂用的听力、语法、词汇和口语活动,可以作为教师用书的补充。教师可以根据实际情况灵活使用和选择。

主要特色

■ 国际化内容

新版在内容上更富有时代感,与学生的生活紧密相关;同时内容注重跨文化交流,既可以开阔学生的视野,又可以紧跟世界潮流。

■ 综合性大纲

本套教材的编写理念是多种技能综合培养,最终目标是培养语言交际能力。当今社会需要综合能力强的复合型人才,而英语水平应该是建立在听说读写综合能力基础之上的。本套教程的教学大纲将语言技能、语言知识、文化意识等要素有机地结合起来,相互促进、循序渐进,帮助学生最终实现交际目标。

■ 实用有趣的学习活动

本套教程的课堂活动活泼有趣,以各种形式展现教学重点,旨在激发个性不同的学生的兴趣,使得每个学生都能乐在其中,同时达到运用语言的目的。另外,活动多为有实际意义的任务,这样可以提高学生的参与度,做到学有所用,最大程度地提高课堂学习效率。

■ 教师和学生任务

教师的任务是组织课堂,带领学生一步步完成每课的交际教学目标。在词汇和语法练习活动中,教师启发学生理解新的学习要点、总结语法规律;在对话、小组活动中,教师起辅助作用,主要是帮助学生为活动作准备,并对活动作出评价。总体上讲,教师的作用应该是启发、鼓励、指导和监控。

学生的任务是主动地、创造性地参与学习活动,将学习要点运用于语言交际实践,让语言变成一个交际工具。

■ 易教易学的内容安排

本套教材单元内容组织合理、进度适中。每个单元包括两个相关的教学环节,教师可以根据需要灵活安排和选择。另外,丰富的课堂活动和详细的教学指导充分满足教师备课的需要。

■ 完善的复习和测试体系

本套教材提供了单元小结(Language summary)、每2个单元之后的复习单元(Progress check)和进度测试(Progress quiz)。另外,教师资源包中还设计了多套“定级测试”和“成果测

试”，供教师选用。

单元组织结构

每个单元由两个主要话题和功能构成，相关活动和练习都围绕这两个话题和功能安排。在教学指导上这两个部分被称作“环节1”（Cycle 1）和“环节2”（Cycle 2）。

每个环节都是一个相对完整的练习组合：通过“文化点滴”（Snapshot）或“词汇扩展”（Word Power）来引入新的话题；通过“会话练习”（Conversation）来介绍新的语法结构；“观点展示”（Perspectives）为中级水平的学习者展示了语法在现实生活中的应用，同时提供了表达个人观点的机会；“语法重点”（Grammar Focus）提供了控制型练习以及较为自由的口语语法练习；以两人或小组形式进行的交流活动（Interchange activities）可以针对某个语法重点提供实用口语练习活动。另外，不同环节还穿插了听力（Listening）、语音（Pronunciation）、写作（Writing）、阅读（Reading）练习，为培养学生的综合能力提供全面解决方案。

下面图表中列出了本套教材的主要练习种类和教学宗旨：

EXERCISE TITLES 练习名称	PURPOSE 宗旨
Snapshot 文化点滴	介绍现实生活中的各种文化现象，引入本单元或本环节的话题，帮助学生学习和扩展词汇。内容丰富多样，易读易学，鼓励学生进行个性化讨论。
Word Power 词汇扩展	通过各种趣味单词练习，帮助学生学习和扩展与本单元主题相关的词汇。这些活动后面紧跟的口语练习可以帮助学生了解这些词汇在语境中的使用情况。
Conversation 会话练习	引入本环节的新语法点和功能点，通过一定的情景来展示语法，同时为会话和口语练习提供范例。
Perspectives 观点展示	通过广告、调查、测验、广播节目等与现实生活紧密相关的语言形式呈现语法点；活动内容通常涉及观点展示，为中级水平的学习者提供表达个人观点的机会。
Grammar Focus 语法重点	总结会话中的语法项目，针对语法点设计了由教师指导的控制型练习和比较自由的交际型语法练习。后一种练习要求学生运用所学语法知识描述个人情况。
Pair/Group Work 两人/小组活动 Role Play 角色扮演 Class Activity 班级活动	这些口语语流练习针对所学的教学重点作进一步的个性化练习，为学生提供在真实语境中流利运用语言的机会。
Pronunciation 语音	针对重要的语音现象进行练习。这些语音现象经常在前面的会话和语言重点中出现。
Listening 听力	训练学生的各种认知型技能，包括听大意、听细节、根据上下文猜测意思等。
Writing 写作	实用性的写作练习帮助学生扩展和巩固本单元的话题和语法，提高写作技能。
Reading 阅读	旨在提高学生的阅读能力。阅读文章都是根据真实材料改编而成，题材和体裁各异。阅读通常伴随着关于该话题的讨论。
Interchange Activity 交流活动	针对每单元的内容提供交际型扩展活动，使学生针对本单元的语言重点进行深入的个性化练习，真正达到融会贯通。

编者的话

新版《剑桥国际英语教程》将为广大学生提供更多的语言练习机会。我们相信本套教材不仅能使沉闷的英语课堂变得生动有趣，而且能帮助个性不同的学生在英语学习中体味到乐趣和成就感。最后，真诚地祝您教得舒心、学得开心！

To the student

Welcome to ***Interchange Third Edition***! This revised edition of ***New Interchange*** gives you many more opportunities to learn and practice English. I am confident this book will help you improve your English! The course combines topics, functions, and grammar. You will learn the four skills of listening, speaking, reading, and writing, in addition to vocabulary and pronunciation.

Each book has 16 units divided into sections, and each section has its own purpose. The **Snapshot** usually introduces the unit's topic with real-world information. The **Word Power** presents new vocabulary. The **Conversation** is a natural, fun dialog that introduces new grammar. You then see and practice this language in the **Grammar Focus**. The **Pronunciation** exercises help you sound like a native speaker.

In the **Listening** section you hear people speaking in many different contexts. You talk in pairs, in groups, or as a class with the many **Speaking** activities. In the **Interchange activities** you talk even more freely about yourself. These fun activities let you share your own ideas and opinions. Finally, at the end of each unit, you read about and further discuss the unit's topic in the **Reading** section.

Frequent **Progress checks** let you check your own development. In these self-assessment exercises *you* decide what material you need to review.

The **Self-study Audio CD** contains the conversations from the unit for extra listening practice. Your CD also has a section with new, original audio material. You can use this in class, in a lab, or at home with the Self-study exercises at the back of this book.

I think you'll enjoy using this book and hope you become better, more confident learners of English. Good luck!

Jack C. Richards

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Plan of Intro Book B

Titles/Topics	Speaking	Grammar
UNIT 9 PAGES 58-63		
Broccoli is good for you. Food pyramid; basic foods; desserts; meals	Talking about food likes and dislikes; giving opinions about healthy and unhealthy foods; talking about foods you have and need; describing eating habits	<i>Some</i> and <i>any</i> ; count and noncount nouns; specific and general nouns; adverbs of frequency: <i>always</i> , <i>usually</i> , <i>often</i> , <i>sometimes</i> , <i>hardly ever</i> , <i>never</i>
UNIT 10 PAGES 64-69		
I can't ice-skate very well. Sports; abilities and talents	Talking about sports you watch and play; asking for and giving information about abilities and talents	Simple present Wh-questions; <i>can</i> for ability; yes/no and Wh-questions with <i>can</i>
PROGRESS CHECK PAGES 70-71		
UNIT 11 PAGES 72-77		
What are you going to do? Months and dates; birthdays, holidays, festivals, and special occasions	Asking about birthdays; talking about plans for the evening, weekend, and other occasions	The future with <i>be going to</i> ; yes/no and Wh-questions with <i>be going to</i> ; future time expressions
UNIT 12 PAGES 78-83		
What's the matter? Parts of the body; health problems and advice; medications	Describing health problems; talking about common medications; giving advice for health problems	<i>Have</i> + noun; <i>feel</i> + adjective; negative and positive adjectives; imperatives
PROGRESS CHECK PAGES 84-85		
UNIT 13 PAGES 86-91		
You can't miss it. Stores and things you can buy there; tourist attractions	Talking about stores and other places; asking for and giving directions	Prepositions of place: <i>on</i> , <i>on the corner of</i> , <i>across from</i> , <i>next to</i> , <i>between</i> ; giving directions with imperatives
UNIT 14 PAGES 92-97		
Did you have fun? Weekends; chores and fun activities; vacations; summer activities	Asking for and giving information about weekend and vacation activities	Simple past statements with regular and irregular verbs; simple past yes/no questions and short answers
PROGRESS CHECK PAGES 98-99		
UNIT 15 PAGES 100-105		
Where were you born? Biographical information; years; school days	Asking for and giving information about date and place of birth; describing school experiences and memories	Statements and questions with the past of <i>be</i> ; Wh-questions with <i>did</i> , <i>was</i> , and <i>were</i>
UNIT 16 PAGES 106-111		
Can she call you later? Locations; telephone calls; invitations; going out with friends	Describing people's locations; making phone calls; leaving phone messages; making, accepting, and declining invitations; making excuses	Prepositional phrases; subject and object pronouns; invitations with <i>Do you want to . . . ?</i> and <i>Would you like to . . . ?</i> ; verb + <i>to</i>
PROGRESS CHECK PAGES 112-113		
SELF-STUDY		

Pronunciation/Listening

Writing/Reading

Interchange Activity

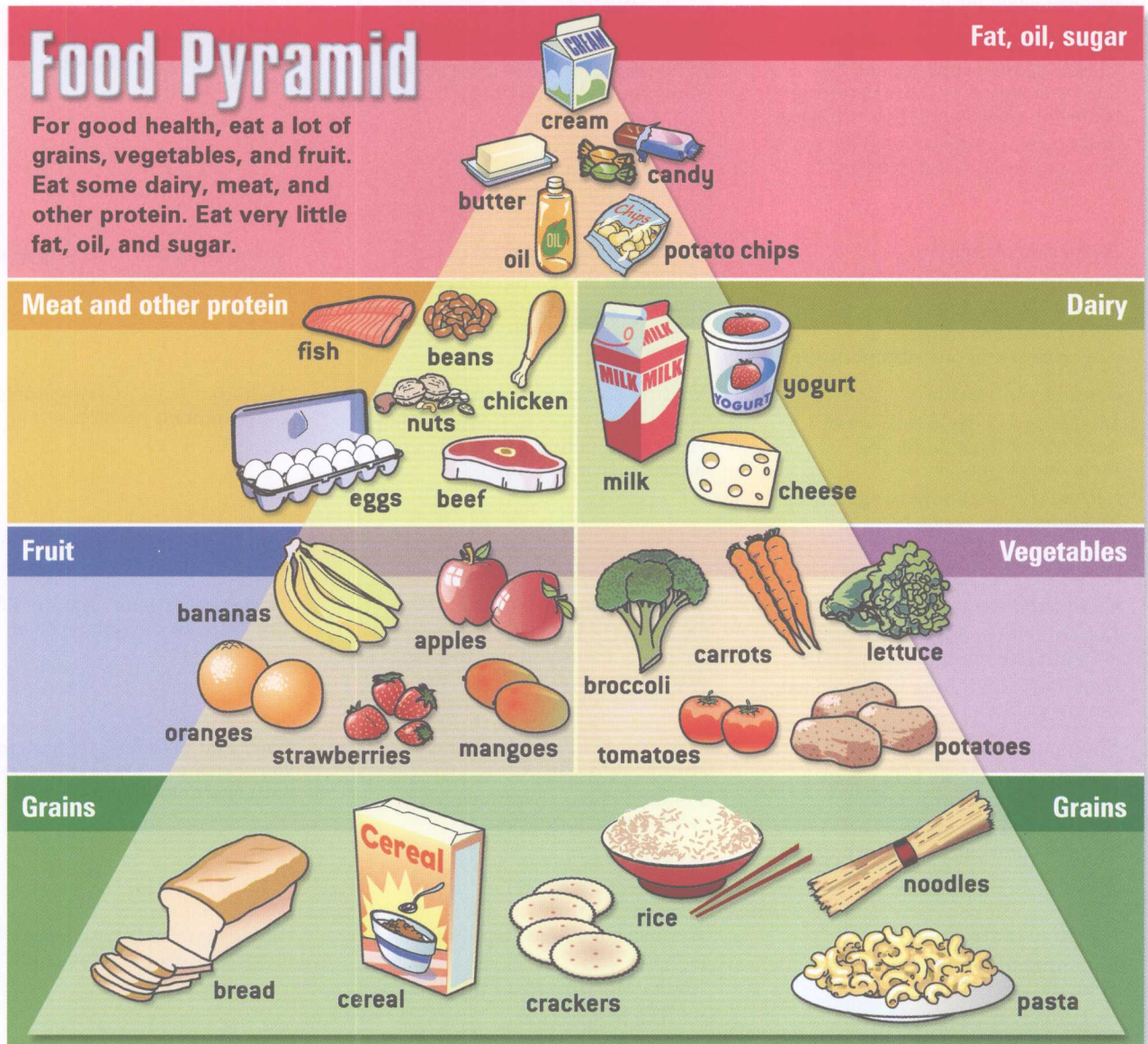
Sentence stress Listening for people's food preferences <i>Self-study</i> : Listening to people discuss foods for a party	Writing questions about mealtime habits "Eating for Good Luck": Reading about foods people eat for good luck in the new year	"Food survey": Taking a survey about foods you eat and comparing answers
Pronunciation of <i>can</i> and <i>can't</i> Listening for people's favorite sports to watch or play; listening to people talk about their abilities <i>Self-study</i> : Listening to people discuss sports and activities	Writing questions about sports "Race the U.S.!": Reading about four unusual races in the U.S.	"Hidden talents": Finding out more about your classmates' hidden talents
Reduction of <i>going to</i> Listening to people talk about their evening plans <i>Self-study</i> : Listening to a conversation about summer events	Writing about weekend plans "What are you going to do on your birthday?": Reading about birthday customs in different places	"Guessing game": Making guesses about a classmate's plans
Sentence intonation Listening to people talk about health problems; listening for medications <i>Self-study</i> : Listening to sentences and questions about health	Writing advice for health problems "10 Simple Ways to Improve Your Health": Reading about ways to improve your health	"Helpful advice": Giving advice for some common problems
Compound nouns Listening to people talk about shopping; listening to directions <i>Self-study</i> : Listening to people ask for directions	Writing directions "A Walk Up Fifth Avenue": Reading about popular tourist attractions in New York City	"Giving directions": Asking for directions in a neighborhood
Simple past <i>-ed</i> endings Listening to people talk about their past summer activities <i>Self-study</i> : Listening to conversations about last weekend	Writing about last weekend "Weekend Stories": Reading about three people's weekend experiences	"Past and present": Comparing your classmates' present lives with their childhoods
Negative contractions Listening for places and dates of birth <i>Self-study</i> : Listening to an interview with an actress	Writing questions about a famous person's life "Ricky Martin": Reading about a famous singer's life	"Life events": Making a time line of important events in your life
Reduction of <i>want to</i> and <i>have to</i> Listening to phone conversations; listening to answering machine messages <i>Self-study</i> : Listening for mistakes in answering machine messages	Writing messages "Miami, Florida: What's on This Saturday?": Reading about shows and events on a Web page	"Let's make a date!": Making plans with your classmates

Broccoli is good for you.

1

WORD POWER Foods

A  Listen and practice.



Source: Adapted from the U.S. Department of Agriculture Food Guide Pyramid

B What foods do you like? What foods don't you like? Make a list. Then tell a partner.

A: I like rice, potato chips, and carrots.
I don't like fish, cheese, and bananas.

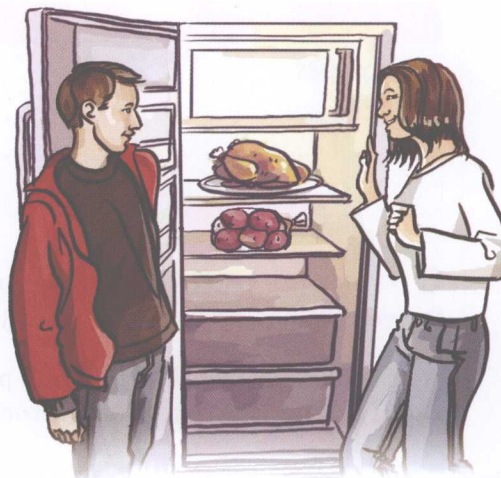
B: I like . . .

<u>I like</u>	<u>I don't like</u>
rice	fish
potato chips	cheese
carrots	bananas

2 CONVERSATION How about some sandwiches?

A Listen and practice.

Adam: What do you want for the picnic?
 Amanda: Hmm. How about some sandwiches?
 Adam: OK. We have some chicken in the refrigerator, but we don't have any bread.
 Amanda: And we don't have any cheese.
 Adam: Do we have any drinks?
 Amanda: No, we need some.
 Adam: All right. Let's get some lemonade.
 Amanda: And let's buy some potato salad.
 Adam: Sure. Everyone likes potato salad.



B Listen to the rest of the conversation.
 Check (✓) the desserts Adam and Amanda want.



☐ fruit salad



☐ cake



☐ pie



☐ cookies



☐ ice cream

3 GRAMMAR FOCUS

Some and any; count and noncount nouns

Do we need **any** eggs?

Yes. Let's get **some** (eggs).

No. We don't need **any** (eggs).

Do we need **any** bread?

Yes. Let's get **some** (bread).

No, we don't need **any** (bread).

Count nouns

an egg → eggs

a sandwich → sandwiches

Noncount nouns

bread

lemonade

Specific

I'm eating **an** egg.

Let's get **some** bread.

General

Eggs are good for you.

Bread is good for you.

A Complete the conversation with *some* or *any*.

Amanda: The store doesn't have *any* potato salad.

Adam: Well, we have lots of potatoes. Let's make *some* !

Amanda: OK. Do we have *any* mayonnaise?

Adam: No, we need to buy *some* .

Amanda: We need *some* onions, too.

Adam: Oh, I don't want *any* onions. I hate onions!

Amanda: Then let's get *some* celery.

Adam: No, I don't want *any* celery in my potato salad.

But let's put *some* apples in it.

Amanda: Apples in potato salad? That sounds awful!



B Complete the chart with foods from Exercise 1 on page 58.

Count	Noncount
potatoes	broccoli
.....	
.....	
.....	

C Group work Look at your chart from part B. What foods are good for you? What foods are bad for you? Make general statements.

A: Broccoli is good for you, but potatoes are bad for you.

B: Are you sure? I think potatoes are good for you. . . .

4 PRONUNCIATION Sentence stress

A Listen and practice. Notice the stressed words.

A: What do you need?

A: Do you need any fruit?

B: I need some bread and some fish.

B: Yes. I want some bananas.

B Make a list of foods you need. Then compare with a partner.

5 SNAPSHOT

Listen and practice.

What Do You Have For Breakfast?

The U.S.	Japan	Mexico
☐ eggs ☐ bacon ☐ toast with butter ☐ orange juice ☐ coffee ☐ jam/jelly	☐ fish ☐ rice ☐ soup ☐ pickles ☐ green tea	☐ eggs ☐ beans ☐ tortillas ☐ fresh fruit ☐ sweet bread ☐ coffee with milk

Source: www.about.com

What do you have for breakfast? Check (✓) the foods.

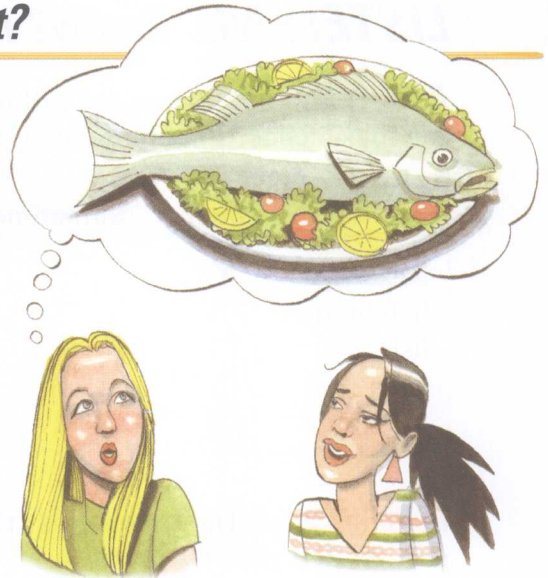
What else do you have for breakfast?

6

CONVERSATION *Fish for breakfast?*

Listen and practice.

Sarah: Let's have breakfast together on Sunday.
 Kumiko: OK. Come to my house. My family always has a Japanese-style breakfast on Sundays.
 Sarah: Really? What do you have?
 Kumiko: We usually have fish, rice, and soup.
 Sarah: Fish for breakfast? That's interesting.
 Kumiko: Sometimes we have a salad, too.
 And we always have green tea.
 Sarah: Well, I never eat fish for breakfast, but I like to try new things.



7

GRAMMAR FOCUS

Adverbs of frequency

always

usually

often

I sometimes eat breakfast.

hardly ever

never

Sometimes I eat breakfast.

Do you **ever** have fish for breakfast?Yes, I **always** do.**Sometimes** I do.No, I **never** do.

100%

always

usually

often

sometimes

hardly ever

never

0%

A Put the adverbs in the correct places. Then practice with a partner.

A: What do you ^{usually} have for breakfast? (usually)
 B: Well, I have coffee, cereal, and juice. (often)
 A: Do you eat breakfast at work? (ever)
 B: I have breakfast at my desk. (sometimes)
 A: Do you eat rice for breakfast? (usually)
 B: No, I have rice. (hardly ever)



B Unscramble the sentences.

1. I have breakfast on never weekends *I never have breakfast on weekends.*
2. work I snacks eat at hardly ever
3. eat for pasta dinner sometimes I
4. have I dinner with often family my

C Rewrite the sentences from part B with your own information. Then compare with a partner.

A: I always have breakfast on weekends.
 B: I hardly ever have breakfast on weekends. I usually get up late.

LISTENING Really? Never?

A  Paul and Megan are talking about food. How often does Megan eat these foods? Listen and check (✓) Often, Sometimes, or Never.

	Often	Sometimes	Never
pasta	☒	☐	☐
hamburgers	☐	☐	☐
fish	☐	☐	☐
eggs	☐	☐	☐
broccoli	☐	☐	☐



B Group work Do you ever eat the foods in part A? Tell your classmates.

A: I often eat pasta.

B: Really? I never eat pasta.

C: Well, I . . .

MEALTIME HABITS

A Add three questions about mealtime habits to the chart. Then ask a partner the questions and complete the chart.

Mealtime habits	Breakfast	Lunch	Dinner
1. Do you usually eat . . . ?			
2. What time do you usually eat . . . ?			
3. Do you ever eat meat for . . . ?			
4. Do you ever go to a restaurant for . . . ?			
5. What do you usually drink for . . . ?			
6. What is something you never eat for . . . ?			
7.			
8.			
9.			

A: Kiyoshi, do you usually eat breakfast?

B: No, I hardly ever do.

B Class activity Tell your classmates about your partner's mealtime habits.

"Kiyoshi hardly ever eats breakfast. But he always eats lunch and dinner. . . ."

INTERCHANGE 9 Food survey

Complete a food survey. Go to Interchange 9 at the back of the book.