

Third Edition (第3版)

TEACHER'S RESOURCE BOOK

# interchange

## 剑桥国际英语教程

**Jack C. Richards**

*with Jonathan Hull, Susan Proctor,  
Kate Cory-Wright, Elena Dorado,  
and Sérgio Piancó*

教师资源手册

外语教学与研究出版社  
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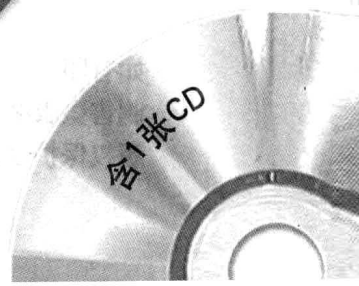
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# 教材简介

## 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

入门级、1级和2级配有**CD-ROM**，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 and 扩展词汇。内容丰富多彩，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 and 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！

# Introduction

The ***Interchange Third Edition Teacher's Resource Book 3*** is a rich source of easy-to-use supplementary materials for review and reinforcement of the language and skills taught in *Interchange Third Edition Student's Book 3*. It is based on feedback and suggestions provided by teachers around the world. The book consists of the following sections:

- **Listening** Additional listening activities develop a wide variety of listening skills, including listening for gist, listening for details, and inferring meaning from context. There is one photocopiable Listening page for each unit of the Student's Book.
- **Grammar** Activities in this section reinforce the grammar introduced and practiced in the Student's Book. There is one photocopiable Grammar page for each unit. Each page includes two activities, one for written practice and the other one for oral practice. The written activities can be used either in class or for homework.
- **Vocabulary** There is a photocopiable vocabulary log for each unit of the Student's Book. The first exercise, *Your Vocabulary Log*, allows learners to record new words from the unit so that they remember them better. The second exercise, *Practice*, consists of an activity for reviewing the key vocabulary from the unit.
- **Writing** This section includes additional writing practice for each unit of the Student's Book. The Writing pages provide complete teaching sequences, from analyzing a model, brainstorming and organizing ideas for a first draft, editing the draft, to final revision.
- **Projects** This section includes a wide range of new ways to extend the main topics, both in and out of the classroom. There is one project for each unit. Detailed teaching notes for each project are on pages 65–68.
- **Answer Keys** This section provides answers for the Listening, Grammar, Vocabulary, and Writing exercises. It also contains audio scripts for the Listening section.



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# WHO IS YOUR BEST FRIEND?

**A Pair work** Look at the pictures. Tony is telling a radio host about his best friend Bob. Where do you think they met? What do you think Bob is like?



**B** Listen to the radio host ask people about their best friends. Complete the chart.

	When they met	How they met	What the friend is like
1.			
2.			

**C** Listen again. What do the friends do together in their free time? Check (✓) the correct answers.

- |  |  |
|--|--|
| 1. <input type="checkbox"/> a. go to birthday parties        | 2. <input type="checkbox"/> a. play on a softball team |
| <input type="checkbox"/> b. go downtown with friends         | <input type="checkbox"/> b. listen to others talk      |
| <input type="checkbox"/> c. tell jokes and make people laugh | <input type="checkbox"/> c. go shopping                |
| <input type="checkbox"/> d. see movies                       | <input type="checkbox"/> d. take vacations             |

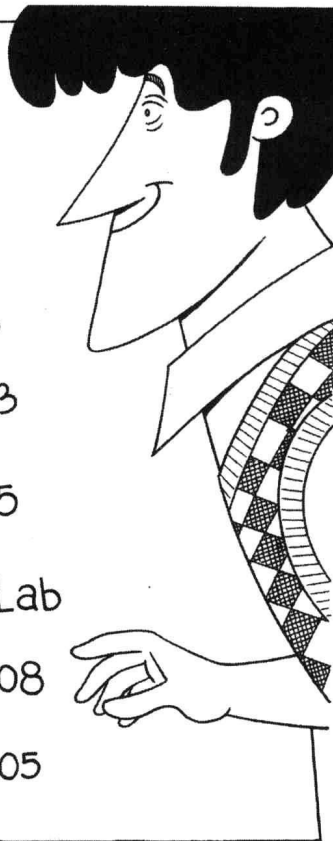
**D Group work** Discuss these questions.

- Who is your best friend?
- When did you meet him or her?
- How did you meet?
- What is he or she like?
- What do you do together in your free time?



# CAREER POSSIBILITIES

**A Pair work** Kennedy High School is having Career Day. Which information sessions interest you? Give reasons for your answers.



**Kennedy High School Career Day**

Information Sessions:

Chef-Restaurant Manager..... Room 212

Fashion Designer..... Room 216

Flight Attendant..... Room 303

Interior Decorator..... Room 215

IT Specialist..... Computer Lab

Nurse..... Room 208

Translator/Interpreter..... Room 205

**B** Listen to students discuss career possibilities. Complete the chart.

Job	Advantages	Disadvantages
1.		
2.		

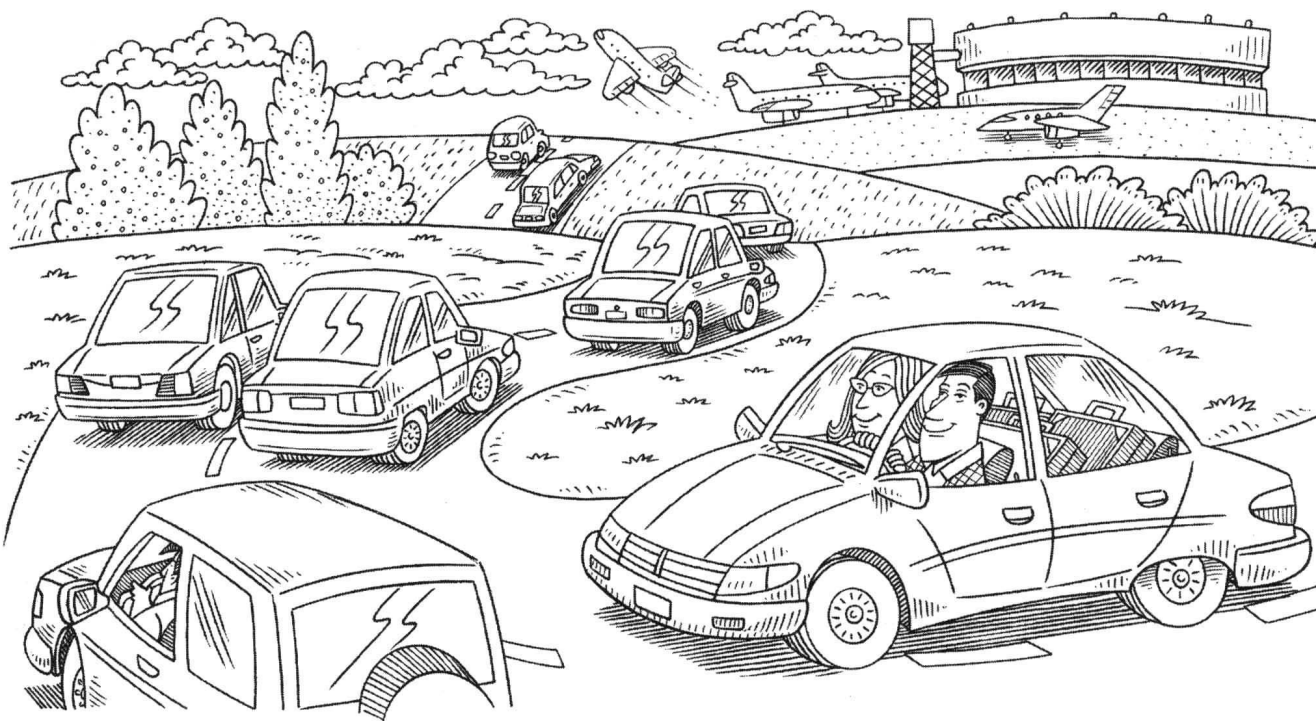
**C** Listen again. Complete the sentences.

- Working on a \_\_\_\_\_ is less \_\_\_\_\_ than working on an airplane.
- Working at an advertising agency sounds really \_\_\_\_\_ and \_\_\_\_\_. Also, it's a more \_\_\_\_\_ field than IT.

**D Group work** Look at each job in part A again. What are the advantages and disadvantages?

# COULD YOU DO ME A FAVOR?

**A Pair work** Imagine you need to go to the airport. Ask your partner for a ride.



**B** Listen to the phone messages. Check (✓) the statements that are true.

- |  |  |
|--|--|
| 1. <input type="checkbox"/> a. Ian is at school.                   | 2. <input type="checkbox"/> a. Tom is out with his friends.    |
| <input type="checkbox"/> b. Ian won't be home until really late.   | <input type="checkbox"/> b. Tom will be back soon.             |
| <input type="checkbox"/> c. Amy needs to borrow Ian's car.         | <input type="checkbox"/> c. Joe has a problem with his car.    |
| <input type="checkbox"/> d. Amy has already asked Ian for a favor. | <input type="checkbox"/> d. Joe will be at his shop tomorrow.  |
| <input type="checkbox"/> e. Amy will call back later.              | <input type="checkbox"/> e. Joe wants Tom to call him tonight. |

**C** Listen again. Complete the statements.

- Amy wants Ian to \_\_\_\_\_.
- Joe wants Tom to \_\_\_\_\_.

**D Pair work** Look at these favors. Which would you do? Which wouldn't you do?  
Give reasons.

organize a book fair for your school

play the leading role in the play your friend is directing

baby-sit your friend's six-year-old brother



# CLOSE CALL!

**A Pair work** Look at the pictures. What do you think happened to the man?  
Discuss your ideas.



**B** Listen to two people describe things that happened to them.  
Check (✓) True (T) or False (F).

- |  |                          |                          |
|--|--------------------------|--------------------------|
| <b>1.</b>  | <b>T</b>                 | <b>F</b>                 |
| 1. The man returned to his car to get something.     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Something crashed down and nearly hit him.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Part of a balcony had fallen off the building.    | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. He didn't do anything about it.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>2.</b>  | <b>T</b>                 | <b>F</b>                 |
| 1. The woman wanted to get rid of a piano.           | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Water poured into her apartment.                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The apartment manager called the fire department. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Not much damage was done.                         | <input type="checkbox"/> | <input type="checkbox"/> |

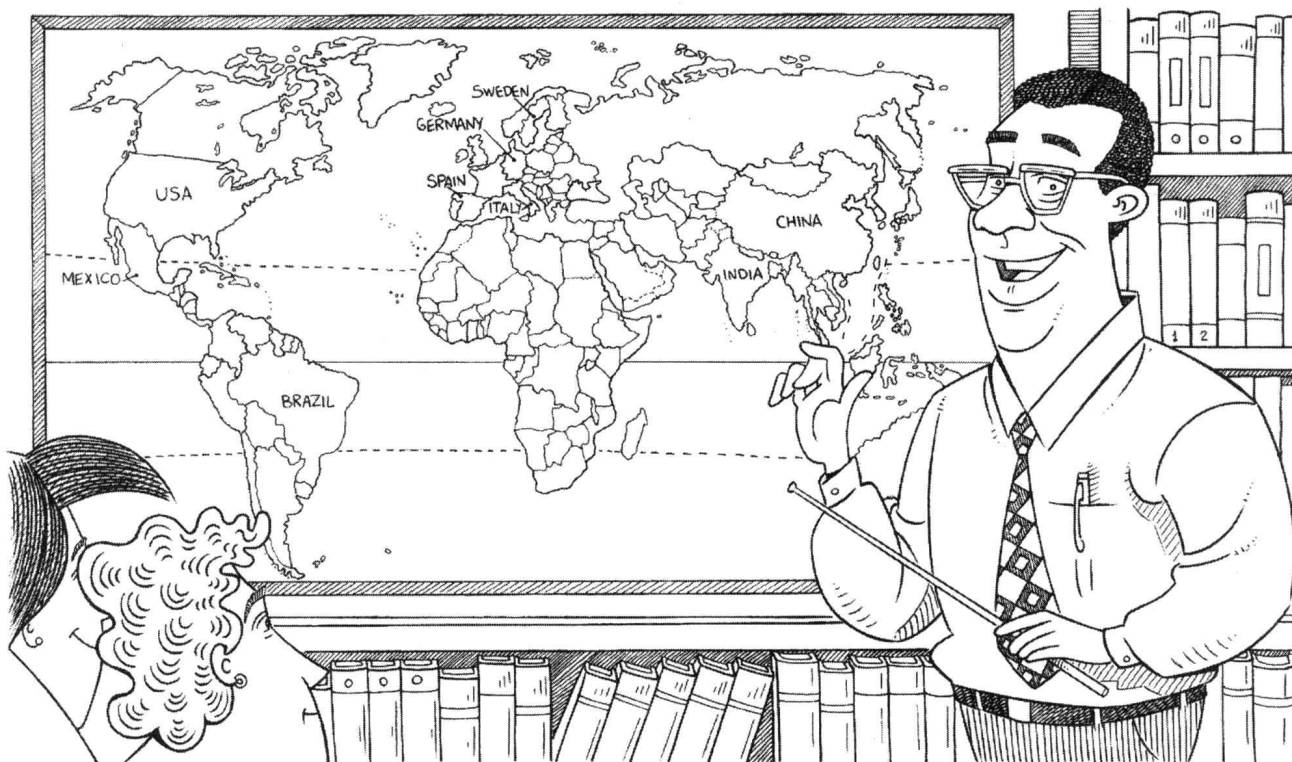
**C** Listen again. Answer the questions.

1.
  - a. Who was the man going to visit? \_\_\_\_\_
  - b. Why was the man lucky? \_\_\_\_\_
2.
  - a. What did the movers bump with the sofa? \_\_\_\_\_
  - b. Who turned off the sprinkler system? \_\_\_\_\_

**D Group work** Talk about a close call you've had.

# WOULD YOU LIKE TO LIVE ABROAD?

**A Pair work** Henry is speaking about living overseas. Which countries are labeled on the map? Would you like to live there? Why or why not?



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**B** Listen to the conversations. Where would each person like to live?

1. Angela: \_\_\_\_\_

2. Paul: \_\_\_\_\_

**C** Listen again. Complete the chart.

	Would miss	Would like	Would worry about
Angela			
Paul			

**D Pair work** Discuss these questions.

1. Where would you like to live? Why?
2. How long would you like to live there?
3. What would you miss?
4. What would you like about the country?
5. What would you worry about?

# WHAT NEEDS TO BE FIXED?

**A Pair work** Look at the landlord's list of items his tenants have problems with. Discuss what problem each item might have.



**B** Listen to Linda and Dave talk to their landlord. Check (✓) the items they have problems with. Then write the problem.

**Linda**

Problem	
<input type="checkbox"/> air conditioner	
<input type="checkbox"/> refrigerator	
<input type="checkbox"/> washing machine	
<input type="checkbox"/> sofa	
<input type="checkbox"/> TV	

**Dave**

Problem	
<input type="checkbox"/> stove	
<input type="checkbox"/> TV	
<input type="checkbox"/> carpet	
<input type="checkbox"/> windows	
<input type="checkbox"/> lock	

**C** Listen again. Answer the questions.

**Linda**

1. What was wrong with the washing machine? \_\_\_\_\_
2. How old is the sofa? \_\_\_\_\_
3. When will someone check the TV? \_\_\_\_\_

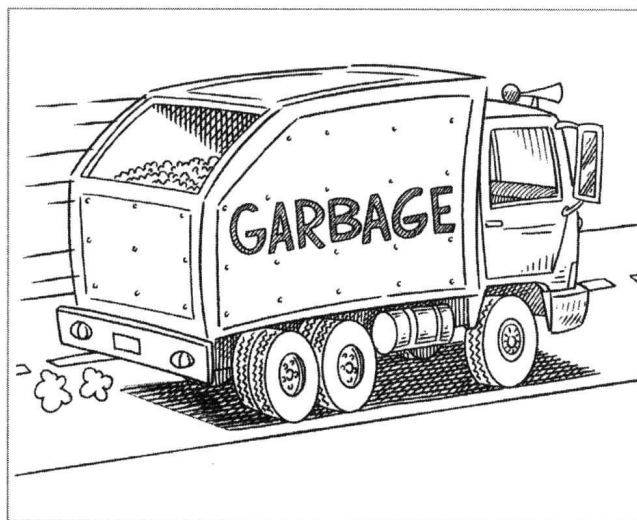
**Dave**

1. How is the TV picture now? \_\_\_\_\_
2. What did Dave do to the carpet? \_\_\_\_\_
3. Who will fix the windows? \_\_\_\_\_

**D Pair work** Rank Linda's and Dave's problems from most important to least important. Give reasons for your choices.

# COLLECTING GARBAGE

**A Pair work** What does your city or town do with its garbage? Make a list. What else could be done with it?



**B** Listen to Simon tell a reporter about the town's system for waste removal. Check (✓) True (T) or False (F).

- |   | <b>T</b>                 | <b>F</b>                 |
|---|--------------------------|--------------------------|
| 1. The new system is unpopular with residents.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Households divide their waste into two different categories.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The plastic bins are for recycled materials.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Yellow stickers are for bags of waste that cannot be recycled. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. People can buy extra stickers if they need them.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The garbage is collected every day.                            | <input type="checkbox"/> | <input type="checkbox"/> |

**C** Listen again. Complete the sentences.

- The new plan was introduced to reduce the amount of \_\_\_\_\_ in \_\_\_\_\_.
- The blue bins are for \_\_\_\_\_, the red bins are for \_\_\_\_\_, and the green bins are for \_\_\_\_\_ and \_\_\_\_\_.
- Residents get two free stickers each \_\_\_\_\_.
- Extra stickers cost \_\_\_\_\_ each.
- If a garbage bag doesn't have a sticker, the garbage collectors \_\_\_\_\_ it.
- Since last year, the amount of garbage has been reduced by \_\_\_\_\_ percent.

**D Group work** Discuss these questions.

- Are any of Simon's ideas used in your city or town?
- Which ideas could be used where you live?
- How should rules for waste removal be enforced?



# COURSE WORK

**A Pair work** Look at the students at the Continuing Education Center. What courses do you think they are interested in? Discuss your ideas.



**B** Listen to an advisor at the Continuing Education Center. Write two things you can learn in each course.

1. Photography: How to improve both \_\_\_\_\_ and \_\_\_\_\_ photography.
2. Web-page design: What goes into \_\_\_\_\_ and how to use a Web page \_\_\_\_\_.

**C** Listen again. Complete the chart.

	Experience needed	Course length
Photography		
Web-page design		

**D Group work** Discuss these questions.

1. Which course would you prefer to take? Why?
2. Would your parents be interested in either of these courses? Why or why not?