

Third Edition (第3版)

# interchange

## 剑桥国际英语教程

*Jack C. Richards*

*with Jonathan Hull and Susan Proctor*

练习册

**WORKBOOK**

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





H31/877=2A  
:3  
2007

Third Edition (第3版)

# interchange

## 剑桥国际英语教程

*Jack C. Richards*

*with Jonathan Hull and Susan Proctor*

江苏工业学院图书馆  
藏书章

练习册

WORKBOOK

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

北京 BEIJING

京权图字：01 - 2006 - 7624

*Interchange Third Edition Workbook 3* by Jack C. Richards, Jonathan Hull and Susan Proctor first published by Cambridge University Press 2005

This reprint edition for the People's Republic of China is published by arrangement with the Press Syndicate of the University of Cambridge, Cambridge, United Kingdom.

© Cambridge University Press & Foreign Language Teaching and Research Press 2007

This book is in copyright. No reproduction of any part may take place without the written permission of Cambridge University Press or Foreign Language Teaching and Research Press.

本书版权由剑桥大学出版社和外语教学与研究出版社共同所有。本书任何部分之文字及图片，如未获得两社书面同意，不得用任何方式抄袭、节录或翻印。

This edition is for sale in the mainland of China only, excluding Hong Kong SAR, Macao SAR and Taiwan, and may not be bought for export therefrom.

只限中华人民共和国境内销售，不包括香港、澳门特别行政区及台湾省。不得出口。

### 图书在版编目(CIP)数据

剑桥国际英语教程(第3版) = *Interchange (Third Edition): 练习册. 3* / (美)理查兹(Richards, J. C.)等编著. — 北京: 外语教学与研究出版社, 2007. 1  
ISBN 978-7-5600-6359-1

I. 剑… II. 理… III. 英语—习题 IV. H319.6

中国版本图书馆 CIP 数据核字 (2007) 第 011240 号

出 版 人: 李朋义

责任编辑: 韩 蜜

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京市鑫霸印务有限公司

开 本: 889×1194 1/16

印 张: 6.75

版 次: 2007 年 3 月第 1 版 2007 年 3 月第 1 次印刷

书 号: ISBN 978-7-5600-6359-1

定 价: 16.90 元

\* \* \*

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

# 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
<b>Snapshot 文化点滴</b>	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。内容丰富多彩，易读易学，鼓励学生进行个性化讨论。
<b>Word Power 词汇扩展</b>	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。
<b>Conversation 会话练习</b>	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。
<b>Perspectives 观点展示</b>	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。
<b>Grammar Focus 语法重点</b>	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。
<b>Pair/Group Work 两人/小组活动</b> <b>Role Play 角色扮演</b> <b>Class Activity 班级活动</b>	这些口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。
<b>Pronunciation 语音</b>	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。
<b>Listening 听力</b>	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。
<b>Writing 写作</b>	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。
<b>Reading 阅读</b>	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。
<b>Interchange Activity 交流活动</b>	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！

# Acknowledgments

## Illustrations

**Tim Foley** 22, 26

**Travis Foster** 14, 88

**Jeff Grunewald** 31 (*no. 2*), 54 (*nos. 1, 3, 4, 5*)

**Randy Jones** 1, 4, 6, 7, 10, 16, 18, 20, 25, 28, 29, 33, 44, 50, 51, 64, 65, 66, 73, 78, 85, 87, 96

## Photo credits

**2** © Jason Homa/Getty Images

**9** (*left to right, top to bottom*) © Michael Nelson/Getty Images;

© Patti & Milt Putnam/Corbis; © Morris Lane/Corbis; © Jo Hale/Getty Images; © Ariel Skelley/Corbis; © Lonnie Duka/Index Stock

**12** (*clockwise from top left*) © Joe Cornish/Getty Images;

© Picture Quest; © Stephen Simpson/Getty Images; © Peter Steiner/Getty Images

**17** © Dex Images, Inc./Corbis

**19** (*top to bottom*) © Telegraph Colour Library/Getty Images;

© M.P. Kahl/Photo Researchers

**21** © Robert Ketchum

**24** (*left to right*) © Michael Paras/International Stock Photography;

© Jose L. Pelaez/Corbis; © James Davis/International Stock

Photography; © Dan Bosler/Getty Images; © Dan Bosler/Getty Images

**30** © Marc Serota/Reuters/Corbis

**32** (*left to right*) © Getty Images; © Jackson Smith/Uniphoto

**38** © William B. Folsom/Uniphoto

**39** Courtesy of Greenpeace

**40** © Nick David/Photonica

**41** © Max Hilaire/Getty Images

**42** © A. Ramey/PhotoEdit

**43** © David Young-Wolff/PhotoEdit

**45** © James Davis/International Stock Photography

**46** © Ron Chapple/Getty Images; © Erik Dreyer/Getty Images;

© Think Stock

**47** © Don Smetzer/Getty Images; © Amwell/Getty Images;

© Michael Phillip Manheim/International Stock Photography;

© Robert E. Daemmrich/Getty Images

**48** (*top to bottom*) © Ursula Markus/Photo Researchers;

© Rob Lewine/Corbis

**49** (*top to bottom*) © Phil Cantor/Index Stock; © Getty Images;

© David Oliver/Getty Images

**55** (*top to bottom*) © Archive Photos/Frank Driggs Collection;

© Tom Stoddart/Katz/Woodfin Camp & Associates

**Mark Kaufman** 31 (*all except no. 2*), 34, 54 (*nos. 2, 6*)

**Ben Shannon** 5, 84, 90, 94

**Kevin Spaulding** 13 (*bottom*)

**Sam Viviano** 8, 13 (*top*), 15, 23, 53, 59, 62, 76, 77, 86

**56** (*top to bottom*) © Archive Photos; © John Beatty/Photo Researchers

**57** © Dr. A.C. Twomey/Photo Researchers

**58** (*top to bottom*) © David Hardy/Science Photo Library/

Photo Researchers; © Ed Wheeler/Corbis

**60** (*top*) © Jose Pelaez Photography/Corbis; (*bottom, left to right*)

© PunchStock; © Stockbyte; © Brand X Pictures/Alamy

**61** © Bob Daemmrich/PhotoEdit

**63** © Franck Fife/AFP/Getty Images

**67** © R. Ian Lloyd/Masterfile

**68** © Chet Gordon/ImageWorks

**69** (*left to right, top to bottom*) © Thinkstock; © Robert Brenner/

PhotoEdit; © Richard Klune/Corbis; © Paul Almas/Corbis;

© Digital Vision; © age Fotostock

**70** © Mark H. Milstein/Northfoto/Newscom

**71** (*clockwise from top left*) © Advertisement used with permission

from Ford; © advertisement used with permission from Kraft Foods;

© advertisement used with permission from the American

Automobile Association

**74** (*top to bottom*) © Harald Sund/Getty Images; © Bettmann/Corbis;

© Bettmann/Corbis

**75** © Robert Hutchinson/Getty Images; (*inset*) © Keystone/

Getty Images

**79** (*left to right*) © Lynn Goldsmith/Corbis; © Christopher Weil/Corbis

**80** (*left*) © Paul Howell/Getty Images; (*all others*) © Gooseberry

Farms, Westport, MA

**81** © NMPFT/Topham-HIP/ImageWorks

**82** (*left to right*) © Robert Nickelsberg/Getty Images; © Jeff Greenberg/

ImageWorks

**83** © Koren Ziv/Corbis Sygma

**89** © Jim Hodson/FSG/Gamma Liaison

**92** (*left to right*) © Mugshots/Corbis; © John Olsen/Corbis

**93** © Yannis Kontos/Corbis Sygma

**94** © Shin In Sup/Joongangilbo/EPN/Newscom

**95** © Alamy



# Contents

Acknowledgments	<i>vi</i>
<b>1</b> That's what friends are for!	<i>1</i>
<b>2</b> Career moves	<i>7</i>
<b>3</b> Could you do me a favor?	<i>13</i>
<b>4</b> What a story!	<i>19</i>
<b>5</b> Crossing cultures	<i>25</i>
<b>6</b> What's wrong with it?	<i>31</i>
<b>7</b> The world we live in	<i>37</i>
<b>8</b> Lifelong learning	<i>43</i>
<b>9</b> At your service	<i>49</i>
<b>10</b> The past and the future	<i>55</i>
<b>11</b> Life's little lessons	<i>61</i>
<b>12</b> The right stuff	<i>67</i>
<b>13</b> That's a possibility.	<i>73</i>
<b>14</b> Behind the scenes	<i>79</i>
<b>15</b> There should be a law!	<i>85</i>
<b>16</b> Challenges and accomplishments	<i>91</i>

# 1 That's what friends are for!

**1** Complete these descriptions with the words from the list.

- My roommate is pretty intolerant.  
He's really close-minded and always has to have his way.
- The Chans like meeting new people and having friends over for dinner.  
They're one of the most \_\_\_\_\_ couples I know.
- You can't trust Jane. She always promises to do something, and then she never does it. She's pretty \_\_\_\_\_.
- John is so \_\_\_\_\_! He always has such great ideas and never takes any credit for them.
- I never know how to act around Tina! One minute she's in a good mood, and the next minute, she's in a bad mood. She's so \_\_\_\_\_.

- ☒ intolerant
- ☐ modest
- ☐ temperamental
- ☐ sociable
- ☐ unreliable

## 2 Opposites

**A** Complete the chart by forming the opposites of the adjectives in the list. Use *in-* and *un-*. Then check your answers in a dictionary.

- |   |                                      |                                     |                                    |
|---|--------------------------------------|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> ambitious | <input type="checkbox"/> dependent   | <input type="checkbox"/> popular    | <input type="checkbox"/> sensitive |
| <input type="checkbox"/> attractive           | <input type="checkbox"/> experienced | <input type="checkbox"/> reasonable | <input type="checkbox"/> sociable  |
| <input checked="" type="checkbox"/> competent | <input type="checkbox"/> formal      | <input type="checkbox"/> reliable   | <input type="checkbox"/> tolerant  |



**Opposites with *in-***

**Opposites with *un-***

incompetent

unambitious

**B** Write four sentences using any of the words in part A.

Example: Fred is very ambitious at work, but he's inexperienced. He still has a lot to learn.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



***Add who or that to the conversation where necessary.***

A: I'm looking for someone           X           I can go on vacation with.

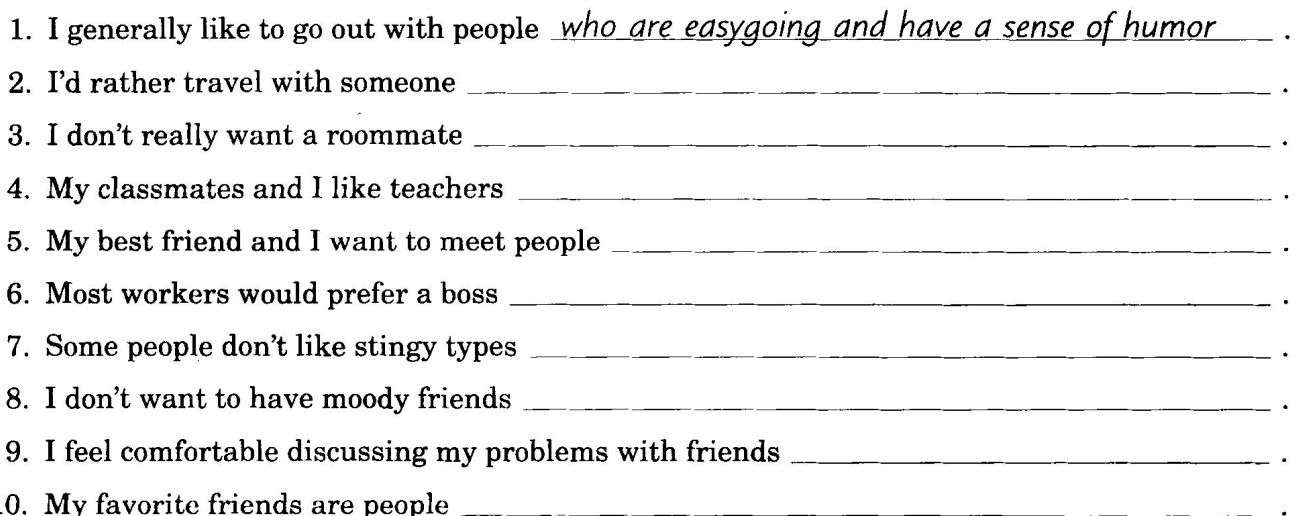
A: I want to travel with someone \_\_\_\_\_ is easygoing and independent.

A: Yeah, and I want someone \_\_\_\_\_ I know well.

A: You? I know you *too* well!

A: No! I'm just kidding. You're definitely someone \_\_\_\_\_ I could go on vacation with. So, . . . what are you doing in June?

**Complete the sentences with who or that and your own information or ideas.**



**A** Do you think your sign influences the way you dress? Read the Chinese horoscope chart.

Because Chinese New Year falls in January or February, the sign for someone born in either month could be the sign for the preceding year.

**The Dog**  
1946 1958 1970 1982 1994 2006  
You like it when people like you. If you are a woman, you are neat and very stylish. If you are a man, you are no different.

**The Pig**  
1947 1959 1971 1983 1995 2007  
Whether you are a man or a woman, you love dressing up. You are sociable, and you like to go to parties to show off your new clothes. If others don't notice them, you get upset.

**The Rat**  
1948 1960 1972 1984 1996 2008  
If you are a woman, you don't dress to impress people. But you like it when people notice your charm. If you are a man, you often wear what you threw on the floor the night before.

**The Buffalo**  
1949 1961 1973 1985 1997 2009  
You are a practical woman. You like to wear functional clothes during the day and dress much more colorfully at night. If you are a man, you are simply not interested in clothes.

**The Rooster**  
1945 1957 1969 1981 1993 2005  
Your hair is very important to you. Women who are born in these years always think first about their hair, and they don't care about their wardrobe. If you are a man, you are very similar.

**The Tiger**  
1950 1962 1974 1986 1998 2010  
You are the kind of woman who likes to wear strong colors or an unusual piece of jewelry. If you are a man, you like it when you dress differently from other men. When others have suits on, you'll wear jeans and a sweater.

**The Monkey**  
1944 1956 1968 1980 1992 2004  
If you are a woman, you have a large wardrobe, and you like to impress people with your choice of clothes. If you are a man, you don't worry too much about what you wear.

**The Rabbit**  
1939 1951 1963 1975 1987 1999  
Women usually have lovely hair and like beautiful things. They choose clothes carefully. Men are fussy about dressing and follow the latest trends.

**The Goat**  
1943 1955 1967 1979 1991 2003  
If you are a woman, you love to dress in style and with taste, and you have a very large closet. If you are a man, you really like to wear designer clothes.

**The Snake**  
1941 1953 1965 1977 1989 2001  
Women like to wear a lot of jewelry and other accessories. If you are a man, you think carefully about what you wear, and you have very good taste.

**The Dragon**  
1940 1952 1964 1976 1988 2000  
You are the kind of person who likes people to notice you, so you sometimes wear unusual clothes. Also, you often have trouble finding comfortable shoes, so you like to go barefoot.

**The Horse**  
1942 1954 1966 1978 1990 2002  
You like elegance, and you follow the latest fashions. If you are a woman, you know this already; however, if you are a man, it may take you a while to realize this.



\* 生肖决定性格的观点是不科学的，本文仅为练习目的

**B** Find the year of your birth and sign. What does it say about you? Do you agree? What do you think the signs for these people could be?

- Steve's friends think he wears strange clothes. His favorite outfit is a bright red jacket with green pants and a purple tie.
- Wanda loves to wear new clothes when she goes out. However, she gets really annoyed when people don't compliment her on what she's wearing.
- Carl is the sort of man who doesn't pay much attention to his clothes, but his hair always looks great. He goes to the best salon in town.
- Stephanie is someone who always wears extremely bright colors. She also usually wears an interesting necklace and earrings.

Sign: \_\_\_\_\_

Sign: \_\_\_\_\_

Sign: \_\_\_\_\_

Sign: \_\_\_\_\_

**C** Do you ever read your horoscope? Do you believe what it says or do you read it just for fun?



6

Match the clauses in column A with the most suitable clauses in column B.

A

B

1. I like it \_\_\_\_\_
2. I don't mind it \_\_\_\_\_
3. It upsets me \_\_\_\_\_
4. It embarrasses me \_\_\_\_\_

- a. when someone criticizes me in front of other people.
- b. when people are easygoing and friendly.
- c. when rich people are stingy.
- d. when people are a few minutes late for an appointment.

7

Write sentences about these situations. Use the expressions in the box.

I love it ...

It's so irritating ...

I really like it ...

I can't stand it ...

It bothers me ...

It makes me happy ...

I don't like it ...

I don't mind it ...

It embarrasses me ...



1. It's so irritating when  
someone jumps in front  
of me in a line.



2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What are some things you like and don't like about people? Write two sentences about each of the following. Use the ideas in the pictures and your own ideas.**



**1. What I really like:**

*I love it when someone is generous and gives me flowers.*

*It makes me happy when*



**2. What I don't like:**

*It bothers me when*



**3. What really doesn't bother me:**

*I really don't mind it when*



**4. What upsets or embarrasses me:**

*It upsets me when*

Choose one of the things from Exercise 8 that really embarrasses, bothers, or upsets you. Write two short paragraphs about it. In the first paragraph, describe the situation. In the second paragraph, say why this situation is difficult for you and describe a situation you would prefer.

*It really embarrasses me when someone is too generous to me. Recently, I dated a guy who was always giving me things. For my birthday, he bought me a new CD player, and he treated me to dinner and a movie.*

*The problem is, I don't have enough money to treat him in the same way. I'd prefer to date someone I have more in common with. In fact, my ideal boyfriend is someone who is sensible and saves his money!*



1. I can tell Simon anything, and I know he won't tell anyone else.  
I can really \_\_\_\_\_ him to be reliable. (believe / treat / trust)
2. Rita is always criticizing people. She's so \_\_\_\_\_ – she can never find anything positive to say about anyone. (intolerant / moody / supportive)
3. It bothers me when people are indirect. I prefer people who are \_\_\_\_\_ . (irritating / rude / straightforward)
4. I like it when someone expresses strong \_\_\_\_\_. Hearing other people's views can really make you think. (accomplishments / conversationalists / opinions)
5. Jackie is very rich, but she only spends her money on herself.  
She's very \_\_\_\_\_. (generous / modest / stingy)

# 2 Career moves

## 1 What's your job?

**A** Match the jobs with their definitions.

A/An ...

is a person who ...

- |                                    |  |
|------------------------------------|--|
| 1. air traffic controller <u>f</u> | a. advises people about personal or professional problems    |
| 2. choir director ____             | b. creates pages with text and graphics for the Internet     |
| 3. counselor ____                  | c. conducts or leads a group of singers                      |
| 4. pharmacist ____                 | d. supplies medicine and advises people about how to take it |
| 5. veterinarian ____               | e. specializes in giving medical treatment to animals        |
| 6. Web designer ____               | f. uses a radio to direct the safe movement of airplanes     |

**B** Write a definition for each of these jobs: accountant, architect, and fashion designer.

- An accountant is someone who
- \_\_\_\_\_
- \_\_\_\_\_

## 2 Challenging or frightening?

**A** Which words have a positive meaning and which ones have a negative meaning? Write **P** or **N**.

- |                  |                  |
|------------------|------------------|
| awful <u>N</u>   | fantastic ____   |
| boring ____      | fascinating ____ |
| challenging ____ | frightening ____ |
| dangerous ____   | interesting ____ |
| difficult ____   | rewarding ____   |



studying ancient cultures

**B** Write about three jobs you know. Use the words in part A and gerund phrases.

Example: I think studying ancient cultures, people, and places could be dangerous!

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**A** Match each career and the most appropriate job responsibility.

Careers	Job responsibilities
work for an airline	do research
with computers	teach discipline and fitness
as a high school coach	learn new software programs
be a university professor	spend a lot of time alone
a writer	travel to different countries

**B** Use the information from part A and gerund phrases to complete this conversation.

Ann: So, what kind of career would you like, Tom?

Tom: Well, I'm not exactly sure. Being a writer could be interesting.

Maybe writing articles for magazines.

Ann: Hmm. I don't know if I'd like that because I'd hate \_\_\_\_\_ and always being inside.

Tom: What do you want to do, then?

Ann: Well, I'm not sure, either! I'd love \_\_\_\_\_ .  
I'd really enjoy being with teenagers all day  
and \_\_\_\_\_. On the other hand, I'd be  
interested in \_\_\_\_\_ .

Tom: Really? What would you like about that?

Ann: Well, I'd love \_\_\_\_\_ all over the world.

Tom: Oh, I could never do it! I think it would be very tiring work.



**C** Write a short conversation like the one in part B. Use the remaining information in part A or your own ideas.

A: So what kind of career would you like?

B: Well, I'm not exactly sure. \_\_\_\_\_

A: That sounds interesting. But I wouldn't like it because \_\_\_\_\_

B: What do you want to do, then?

A: Well, I'd love \_\_\_\_\_

B: \_\_\_\_\_

A: \_\_\_\_\_