

# new interchange

English for international communication

## 剑桥国际英语教程

Jack C. Richards

with Jonathan Hull and Susan Proctor

*student's  
book*

**3**  
**B** 学生用书

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

# new interchange

English for international communication

## 剑桥国际英语教程

Jack C. Richards

with Jonathan Hull and Susan Proctor

*student's  
book*

3 *B* 学生用书

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

(京)新登字 155 号

京权图字: 01 - 2000 - 4452

图书在版编目(CIP)数据

剑桥国际英语教程 学生用书 3B/(美)理查兹(Richards, J. C.)等编著.

- 北京:外语教学与研究出版社,2001

ISBN 7 - 5600 - 2206 - 5

I. 剑… II. 理… III. 英语 - 教材 IV. H31

中国版本图书馆 CIP 数据核字(2001)第 13366 号

*New Interchange Student's Book 3B* by Jack C. Richards, Jonathan Hull and Susan Proctor first published by Cambridge University Press 1998

This 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 2001

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.

This edition is only for sale in the People's Republic of China, excluding the Hong Kong SAR and Macau SAR.

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,如未获得本社书面同意,不得用任何方式抄袭、节录或翻印。本版本仅供在中华人民共和国内地销售,不得在香港特别行政区及澳门特别行政区销售。

## 剑桥国际英语教程

### 学生用书 3B

编著: (美)Jack C. Richards 等

\* \* \*

责任编辑: 宋微微

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.cn>

印 刷: 北京大学印刷厂

开 本: 889×1194 1/16

印 张: 5.25

版 次: 2001 年 4 月第 1 版 2002 年 8 月第 2 次印刷

书 号: ISBN 7 - 5600 - 2206 - 5/H·1177

定 价: 21.90 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)68917519

# 教材简介

## 总体介绍

《剑桥国际英语教程》(*New Interchange*)是国际上最受欢迎、最有影响的英语教材之一。它总结8年来全球使用的课堂实践经验,经广泛征求学生和教师意见,对原教材*Interchange*进行了多方面的完善、提高。主要的修订包括:加入了新的会话练习(Conversations),新的文化点滴(Snapshots),新的阅读练习(Readings),更广泛的语法点讲解和练习(Grammar Focus models and activities),更加丰富的听力材料。同时教师用书、练习册和录像内容也相应地做了大量修订。

《剑桥国际英语教程》是专为非英语国家的学习者编写的大型英语教程。教程的内容包括听、说、读、写四种技能,同时进行语音训练和词汇扩展,尤其强调听说技能的培养。本书的首要目标是培养英语交际能力,即:根据交际情景,交际目的和交流对象灵活运用英语的能力。本书主要使用美国英语,但是其内容并不局限于某一个国家、地区或文化,而是反映了英语作为国际交流用语的丰富性和多元性。

本教程共分4级:入门级,1级,2级,3级。

**入门级:**针对没有英语基础的“真正”初学者,讲解基础语法结构、词汇和语言功能。

- 1级:**针对有初级英语水平的学习者,旨在进一步培养语法、词汇和语用技能,使学习者达到初高级水平。
- 2级:**针对有初高级英语水平的学习者,旨在进一步培养语法、词汇和语用技能,使学习者达到中级水平。
- 3级:**针对有中级英语水平的学习者,培养学习者用比较流利、精确的英语进行交际的能力。

本教材通过大量富于启发性、挑战性的练习活动,使学生能够进一步巩固和发展他们用英语交际的能力。除应用型技能练习外,教材还设计了各种更高级的语篇理解能力练习。听力练习包括:听叙述、听广告、听讨论、听采访。阅读活动包括:跨文化交际主题,生活方式主题,不同的价值观主题等取材真实的阅读篇章。

完成所有4级的学习之后,学习者可以达到中高级水平。

## 课时安排

每级课时安排为70到120小时(中国老师的实际使用时间约为90-150小时)。如果可用课时较多,可以借助教师用书中建议的可供选用的活动适当增加内容,延长课时。如果可用课时较少,可以适当减少交流活动、阅读、写作、扩展活动和练习册方面的时间安排。

为便于教师根据实际课时灵活安排教学,学生用书和练习册有两个版本——全一册和上下分册版本(A、B本)。上下分册版本每册课时安排为35到60小时(中国老师的实际使用时间约为45-75小时)。

## 教材组成

### Student's Book 学生用书(彩色)

每册学生用书包括16个学习单元和4个复习单元。每单元练习分为话题性和/或功能性两类。我们称这两组练习为两个“环节(cycles)”。在书的后一部分中还有一整套针对各单元的交际活动(Interchange Activities),以及单元小结(Unit Summaries)。

### Teacher's Edition 教师用书(彩色)


对每一个教学步骤都做了详尽的指导,包括语法点讲解、文化背景知识、辅助活动设计、完整的练习答案和听力活动的录音文本。后一部分包括交际活动指导、辅助活动索引(Optional Activities Index)、辅助活动扩展(Additional Optional Activities)、4套课堂用的教学成果测试题(achievement tests)、测试题录音文本、参考答案、以及练习册练习答案等。

教师用书采用活页装订,编排独特——学生用书中的原页和相应的教师指导左右对照。携带方便,一本全能。

### Workbook 练习册

通过形式多样的练习,加强学生的语法、阅读、写作、拼写和词汇能力。每单元6页,与学生用书同步并行。其中的“复习题”(Review Exercises)把已学要点放在新话题、新环境中循环巩固。既可在课堂使用,也可作为家庭作业。

### ■ Class Audio Cassettes 课堂用音带

供教师在课堂教学中使用。既包括学生用书中的会话活动 (Conversation)、语法重点范例 (Grammar Focus models)、语音练习 (Pronunciation exercises)、听力活动 (Listening activities), 也包括教师用书中测试题的听力录音。录音中的语音自然悦耳, 既包括各种地道的英语国家口音, 也包括一些非英语国家的英语学习者的口音。教材中凡有录音的练习都标注有  符号。

### ■ Student's Audio Cassettes 学生用音带

学生用音带供学生自学用。包括学生用书中的会话活动 (Conversation)、语法重点和语音练习。每册含 A, B 两盘, 与 A, B 册分别对应。

### ■ Video Program 录像

Video Activity Book 录像活动用书 (彩色)

Video Teacher's Guide 录像教师用书

录像主要用来复习和扩展学生用书中的话题和语言点, 包括情节幽默有趣的“剧情故事”(dramatized sequences) 和“纪实短片”(documentary sequences), 针对学生用书中的语言和词汇进行巩固和延伸。

录像活动用书为每个故事和短片都设计了循序渐进的理解和会话活动, 以及丰富的语言练习。

录像教师用书则为教师们做了周到的教学安排, 提供了全面细致的教学方法, 比如全面的参考答案、录像故事的剧本等。

### ■ CD-ROM 多媒体光盘

CD-ROM 与学生用书配合使用, 复习巩固课堂中所学内容。可用于家庭自学, 也可在课堂和语言教室中使用。

CD-ROM 内容依据 16 个单元进行编排, 核心内容取自录像中的“剧情故事”部分, 部分活动以录像活动用书的内容为基础。

每张光盘含有 150 个活动, 学生可以根据需要和喜好自由选择。另外, 为检测学生的学习成果, 光盘中还有 4 套测试题。

### ■ Placement and Evaluation Package 评估测试包

帮助教师更有效地测评学生水平, 包括“定级测试”(Placement test) 和“成绩测试”(Achievement tests) 两种。“定级测试”帮助教师评定学生的英语能力, 合理安排学生的分级学习; “成绩测试”和针对每一单元的小测验帮助教师了解学生对所学内容的掌握程度。测试题型包括: 听力、阅读、口语。针对测试, 评估测试包还为教师设计了详细的评分标准和口语考试组织方法。

### ■ Lab Cassettes 学生自学用音带

可以在语言教室中使用, 也可以学生自学用。

## ■ 教学思想和教学方法

本教材旨在教学生如何在日常情境中, 如学校、社会生活、工作和休闲活动中, 流利、正确地使用英语。其基本教学思想是: 只有在真实的交流情境中, 外语或第二语言的学习才更有意义, 更有效, 更有成就感。基于这种思想, 本套教材不仅为学生提供了自然、实用的鲜活的英语, 还给学生提供各种机会用所学的语言讲述自己的知识和经历, 表达自己的思想和观点, 从而把所学英语化为自己的语言, 真正达到学以致用。

## ■ 主要特色

### ■ 国际化内容

话题富有时代感, 与教师和学生的生活都密切相关。既适用于学生背景相近的班级, 也适用于学生背景差距较大的班级。

### ■ 综合性大纲

本教材的宗旨是多种技能综合培养, 其教学大纲将话题、交际功能和语法紧密结合。语法作为学习第二语言或外语的基础, 总是在一定的交际环境中进行讲解, 配以以精确性为基础的由教师指导的控制型练习活动, 和以流利性为基础的交流性练习活动。教材通过这种方式, 在语法形式和交际功能之间建立一种联系。其教学遵

循循序渐进的原则，逐级提高。

### ■ 实用有趣的学习活动

活泼有趣的各种活动为每个学生都提供了大量的练习机会，使每个学生都有充分的机会来运用自己所学的语言。教材中使用了大量的“信息差异”练习，角色扮演练习，以及两人对话、小组活动和班级活动。任务型练习和信息共享练习为学生提供了最大限度的交流实践机会。这种学习活动形式的不断变化不仅使课堂的节奏得到调整，也使每个学生都有更多的与同学交流的机会，同时使教材既适用于较大的课堂，也适用于较小的课堂。

### ■ 注重应用型技能和认知型技能的培养

应用和理解是语言学习的基础。本套教材中，学生的应用型技能通过会话和写作练习来训练，认知型技能则通过听力和阅读练习来训练。通过学习，学生可以学会理解比他们的应用型技能稍高一级的语言，从而可以为走出教室、走入社会做好准备。

### ■ 教师和学生任务

教师的任务是讲解新的学习要点。在做两人对话、小组活动和角色扮演的时候，教师的作用是辅助性的，主要帮助学生为活动做准备，然后运用所掌握的语言资源完成活动。在这些活动中，教师只给学生少量的非正式指导，如稍做评价等。教师的主要任务应该是尽量鼓励学生来参与活动。

学生的任务是主动地、创造性地参与学习过程，不仅要主动运用课堂上学到的语言知识，还要灵活运用在生活其他方面的知识和语言资源。每个学生都应该是一个富有聪明才智、有独立思想和见解的个体。他们不仅通过各种课堂活动，如两人对话、小组活动和班级活动与别人交流学习语言，也通过灵活运用自己所掌握的知识 and 交际技能学习语言。

### ■ 易教易学的内容安排

本教材易于教学，教学重点清晰明确，单元内容组织得当，循序渐进，进度适中，可根据需要调控。此外，还有各种激发创造力的趣味性学习活动。

### ■ 复习单元，单元小结和测试

■ **复习单元：**每四个单元之后有一个复习单元，复习前面四个单元中的教学要点。主要是口语练习（复习所学的语法，词汇，会话功能和表达方式）以及听力练习。这些练习也可以作为对学生口语应用能力和听力技能的一种非正式的测试。

■ **单元小结：**这部分内容在学生用书的最后，是对每单元里主要应用型词汇的总结，同时包括功能表达法（functional expressions）和语法扩展。其中“重点词汇”部分列出了所有在本单元会话活动、词汇扩展、以及其他小组和班级活动中出现的应用型词汇。

■ **测试：**教师用书中有测试学生学习效果的测试题及其答案和评分标准。每四个单元一套。所有的测试题都可以复印供全班使用。

### ■ 单元组织结构

单元内部不同练习题型的顺序安排因单元而异，但是基本上都遵循以下原则：每单元里有两个主要话题和功能，所有相关活动和练习都围绕这两个话题和功能安排。每单元的练习都可以归为两部分：在教学指导中这两部分被称为“环节1”和“环节2”。

每个环节都是一个相对完整的练习组合，通常包括以下几部分内容：通过“文化点滴”或“词汇扩展”引入新的话题；通过一段“会话练习”来介绍新的语法结构；“语法要点”提供由教师指导的控制型练习（controlled practice）以及较为自由的交际型语法练习；两人对话、小组活动、角色扮演或班级活动等可以针对某个具体的教学要点提供语流练习活动；另外还有听力练习。

除此之外，每单元还包括一个语音练习，一个写作活动，以及一个交流活动（即IC活动。在正文中只用一个图标表示，告诉学生在学生用书的后面某一页有专为本单元内容设计的IC活动）。每单元第二个环节的最后一个练习通常都是一个有趣的阅读练习。

下面图表中列出了本教材的主要练习种类：

EXERCISE TITLE 练习名称	PURPOSE 宗旨
<b>Snapshot</b> 文化点滴	介绍真实生活中的情况, 内容丰富有趣, 用来引入本单元或本环节的话题, 同时帮助学生扩展认知型词汇和应用型词汇。通常都通过图表的形式来表现, 易读易学。紧随其后所提的问题鼓励学生就其内容和材料进行个性化讨论, 便于学生深入掌握。
<b>Word Power</b> 词汇扩展	通过各种趣味练习, 比如单词图和搭配练习等, 帮助学生扩展与本单元和本环节话题相关的词汇。这些活动后通常都紧跟着口语或写作练习, 可以帮助学生理解如何在语境中应用这些词汇。
<b>Conversation</b> 会话练习	引入每个环节中所讲的新的语法点和功能点。通过一定的情景和交际环境展示语法, 同时为会话表达和口语练习提供范例。
<b>Grammar Focus</b> 语法重点	总结新的语法项目, 并且针对语法点设计由教师指导的控制型练习 (controlled practice) 和比较自由的交际型练习。比较自由的交际活动通常要求学生运用所学语法知识讲述本人情况。
<b>Pair Work</b> 两人对话 <b>Role Play</b> 角色扮演 <b>Group Work</b> 小组活动 <b>Class Activity</b> 班级活动	这些口语语流练习针对所学的教学要点进行更进一步的个性化练习, 尽量为学生提供在真实语境中独立运用语言的机会。
<b>Pronunciation</b> 语音练习	针对重要的语音特点进行练习——比如重音、节奏、语调、弱读、连读等。这些语音经常在会话练习和语法重点中出现。
<b>Listening</b> 听力练习	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。图表常用来辅助学生学习。
<b>Writing</b> 写作练习	包括实用性的写作练习, 帮助学生扩展、巩固本单元或本环节中的话题和语法, 提高学生的写作技能。练习形式包括: 写明信片、描写人物等。
<b>Reading</b> 阅读练习	旨在提高学生的阅读能力, 以及巩固认知型的语言和词汇。阅读文章都从真实材料改编而成, 包括各种不同的题材和体裁。阅读前的预备问题和阅读后的复习问题以文章的主要话题作为基础, 引导学生对该话题进行讨论。
<b>Interchange Activities</b> 交流活动	主要是信息共享型和角色扮演型的活动。针对每单元的内容提供交际型扩展活动, 使学生对本单元中学到的语言进行深入的个性化练习, 真正达到融会贯通。

## 作者的话

我们希望您能爱上本套教材, 并从其中的练习和活动中获得帮助和乐趣。我们相信本套教材不仅能使课堂教学生动活泼, 富有乐趣, 而且能帮助学生在课外交流中自由运用所学的语言技能。真诚地希望知道您对本套教材的看法, 并提出宝贵的意见和建议。最后, 祝您用得舒心, 学得开心!

Jack C. Richards  
Jonathan Hull  
Susan Proctor

# Introduction

## THE NEW EDITION

*New Interchange* is a revision of *Interchange*, one of the world's most successful and popular English courses. *New Interchange* incorporates many improvements suggested by teachers and students from around the world. Some major changes include many new Conversations, Snapshots, and Readings; more extensive Grammar Focus models and activities; a greater variety and amount of listening materials; extensive changes to the **Teacher's Edition** and **Workbook**; and additions to the earlier **Videos**.

*New Interchange* is a multi-level course in English as a second or foreign language for young adults and adults. The course covers the four skills of listening, speaking, reading, and writing, as well as improving pronunciation and building vocabulary. Particular emphasis is placed on listening and speaking. The primary goal of the course is to teach the ability to communicate according to the situation, purpose, and roles of the participants. The language used in *New Interchange* is American English; however, the course reflects the fact that English is the major language of international communication and is not limited to any one country, region, or culture. This level takes students from the intermediate level up to the high-intermediate level.

This level builds on the foundations for accurate and fluent communication already established in the previous levels by extending grammatical, lexical, and functional skills. Through the use of a wide variety of stimulating and challenging activities, students are able to consolidate and develop their communicative competence in English. A range of higher-level comprehension skills is also developed. Listening activities involve listening to narratives, commercials, discussions, and interviews. Reading activities are derived from authentic sources and often reflect cross-cultural themes, exploring life-styles and values in different countries. Because the syllabus covered in this Student's Book reviews language features taught at the prior level, students who have not previously used *New Interchange* can successfully study at this level.

## COURSE LENGTH

Each full level of *New Interchange* contains between 70 and 120 hours of class instruction time. For classes where more time is available, the Teacher's Edition gives detailed suggestions for Optional Activities to extend each unit. Where less time is available, the amount of time spent on Interchange Activities, Reading, Writing, Optional Activities, and the Workbook can be reduced.


Each split edition contains approximately 35 to 60 hours of classroom material. The Student's Book, Workbook, and Student's Audio Cassettes or CDs are available in split editions.

## COURSE COMPONENTS



The **Student's Book** contains 16 six-page units, each divided into two topical/functional "cycles," as well as four review units. At the back of the book are 16 communication tasks, called "Interchange Activities," and summaries of grammar and vocabulary taught in each unit.

The full-color **Teacher's Edition** features detailed teaching instructions directly across from the Student's Book pages, along with audio scripts, cultural notes, answer keys, and optional activities. At the back of the Teacher's Edition are instructions for Interchange Activities, an Optional Activities Index, a Workbook Answer Key, and four photocopiable Achievement Tests with audio scripts and answer keys.

The **Workbook** provides a variety of reading, writing, and spelling exercises to reinforce the grammar and vocabulary taught in the Student's Book. Each six-page unit follows the same teaching sequence as the Student's Book; some exercises recycle teaching points from previous units in the context of the new topic. The Workbook can be used for classwork or homework.

The **Class Audio Program**, available on cassette or CD, is intended for classroom use. The Conversations, Grammar Focus models, Pronunciation exercises, and Listening activities in the Student's Book are all recorded naturally with a variety of native and some nonnative accents. Recorded exercises are indicated with the symbol .



The **Student's Audio Program** provides opportunities for self-study. It contains recordings of all Student's Book exercises marked with the symbol , except for the Listening tasks, which are intended only for classroom use. These tasks appear exclusively on the Class Audio Program and are indicated by the symbol .

The **Video** offers entertaining dramatic or documentary sequences that review and extend language learned in each unit of the Student's Book. The **Video Activity Book** contains comprehension, conversation, and language practice activities, and the **Video Teacher's Guide** provides instructional support, answer keys, and photocopiable transcripts of the video sequences.

The **Placement Test** helps determine the most appropriate level of *New Interchange* for incoming students. A booklet contains the four-skills test on photocopiable pages, as well as instructions for test administration and scoring. A cassette accompanies the listening section of the test.

The **Lab Cassettes** provide self-study activities in the areas of grammar, vocabulary, pronunciation, listening, and functional use of English. The **Lab Guide** contains photocopiable pages that guide students through the activities.

The **Teacher-Training Video** offers clear guidance for teaching each section of the Student's Book and professional development activities appropriate for individual or group use.

## ■ APPROACH AND METHODOLOGY

*New Interchange* teaches students how to use English for everyday situations and purposes related to school, social life, work, and leisure. The underlying philosophy is that learning a second or foreign language is more rewarding, meaningful, and effective when the language is used for authentic communication. Throughout *New Interchange*, students are presented with natural and useful language. In addition, students have the opportunity to personalize the language they learn, make use of their own knowledge and experiences, and express their ideas and opinions.

## ■ KEY FEATURES

**Adult and International Content** *New Interchange* deals with contemporary topics that are of high interest and relevant to both students and teachers. The topics have been selected for their interest to both homogeneous and heterogeneous classes.

**Integrated Syllabus** *New Interchange* has an integrated, multi-skills syllabus that links topics, communicative functions, and grammar. Grammar – seen as an essential component of second and foreign language proficiency and competence – is always presented communicatively, with controlled accuracy-based activities leading to fluency-based communicative practice. In this way, there is a link between grammatical form and communicative function. The syllabus is carefully graded, with a gradual progression of teaching items.

## Enjoyable and Useful Learning Activities

A variety of interesting and enjoyable activities provides thorough individual student practice and enables learners to apply the language they learn. The course also makes extensive use of information-gap tasks; role plays; and pair, group, and whole class activities. Task-based and information-sharing activities provide a maximum amount of student-generated communication.

## ■ WHAT EACH UNIT CONTAINS

**Snapshot** The Snapshots graphically present interesting real-world information that introduces the topic of a unit or cycle, and also develop vocabulary. Follow-up questions encourage discussion of the Snapshot material and personalize the topic.

**Conversation** The Conversations introduce the new grammar of each cycle in a communicative context and present functional and conversational expressions.

**Grammar Focus** The new grammar of each unit is presented in color boxes and is followed by controlled and freer communicative practice activities. These freer activities often have students use the grammar in a personal context.

**Fluency Exercise** These pair, group, whole class, or role-play activities provide more personal practice of the new teaching points and increase the opportunity for individual student practice.

**Pronunciation** These exercises focus on important features of spoken English, including stress, rhythm, intonation, reductions, and blending.

**Listening** The Listening activities develop a wide variety of listening skills, including listening for gist, listening for details, and inferring meaning from context. Charts or graphics often accompany these task-based exercises to lend support to students.

**Word Power** The Word Power activities develop students' vocabulary through a variety of interesting tasks, such as word maps and collocation exercises. Word Power activities are

usually followed by oral or written practice that helps students understand how to use the vocabulary in context.

**Writing** The Writing exercises include practical writing tasks that extend and reinforce the teaching points in the unit and help develop student's compositional skills. The Teacher's Edition demonstrates how to use the models and exercises to focus on the process of writing.

**Reading** The reading passages use various types of texts adapted from authentic sources. The Readings develop a variety of reading skills, including reading for details, skimming, scanning, and making inferences. Also included are pre-reading and post-reading questions that use the topic of the reading as a springboard to discussion.

**Interchange Activities** The Interchange Activities are pair work, group work, or whole class activities involving information sharing and role playing to encourage real communication.

These exercises are a central part of the course and allow students to extend and personalize what they have practiced and learned in each unit.

**Unit Summaries** Unit Summaries are located at the back of the Student's Book. They contain lists of the key vocabulary and functional expressions, as well as grammar extensions for each unit.

## FROM THE AUTHORS

We hope that you will like using *New Interchange* and find it useful, interesting, and fun. Our goal has been to provide teachers and students with activities that make the English class a time to look forward to and, at the same time, provide students with the skills they need to use English outside the classroom. Please let us know how you enjoy it and good luck!

Jack C. Richards  
Jonathan Hull  
Susan Proctor

## Authors' Acknowledgments

A great number of people contributed to the development of *New Interchange*. Particular thanks are owed to the following:

The **reviewers** using the first edition of *Interchange* in the following schools and institutes – the insights and suggestions of these teachers and their students have helped define the content and format of the new edition: Jorge Haber Resque, **Centro Cultural Brasil-Estados Unidos (CCBEU)**, Belém, Brazil; Lynne Roecklein, **Gifu University**, Japan; Mary Oliveira and Montserrat M. Djmal, **Instituto Brasil-Estados Unidos (IBEU)**, Rio de Janeiro, Brazil; Lilitiana Baltra, **Instituto Chileno Norte-Americano**, Santiago de Chile; Blanca Arazi and the teachers at **Instituto Cultural Argentino Norteamericano (ICANA)**, Buenos Aires, Argentina; Mike Millin and Kelley Seymour, **James English School**, Japan; Matilde Legorreta and Manuel Hidalgo, **Kratos, S.A. de C.V.**, Mexico D.F.; Peg Donner, Ricia Doren, and Andrew Sachar, **Rancho Santiago College Centennial Education Center**, Santa Ana, California, USA; James Hale, **Sundai ELS**, Japan; Christopher Lynch, **Sunshine College**, Tokyo, Japan; Valerie Benson, **Suzugamine Women's**

**College**, Hiroshima, Japan; Michael Barnes, **Tokyo Be Seminar**, Japan; Claude Arnaud and Paul Chris McVay, **Toyo Women's College**, Tokyo, Japan; Maria Emilia Rey Silva, **UCBEU**, São Paulo, Brazil; Lilia Ortega Sepulveda, **Unidad Lomoa Hermosa**, Mexico D.F.; Eric Bray, **Kyoto YMCA English School**, Kyoto, Japan; John Pak, **Yokohama YMCA English School**, Yokohama, Japan; and the many teachers around the world who responded to the *Interchange* questionnaire.

The **editorial** and **production** team: Suzette André, Sylvia P. Bloch, Mary Carson, Karen Davy, Randee Falk, Andrew Gitzy, Christa Hansen, Pauline Ireland, Stephanie Karras, Penny Laporte, Kathy Niemczyk, Rosie Stamp, and Mary Vaughn.

And Cambridge University Press **staff** and **advisors**: Carlos Barbisan, Kathleen Corley, Kate Cory-Wright, Riitta da Costa, Peter Davison, Peter Donovan, Robert Gallo, Cecilia Gómez, Colin Hayes, Thares Keeree, Jinsook Kim, Koen Van Landeghem, Alex Martinez, Carine Mitchell, Chuanpit Phalavadhana, Sabina Sahni, Helen Sandiford, Dan Schulte, Ian Sutherland, Chris White, Janaka Williams, and Ellen Zlotnick.

# Plan of Book 3B

Title/Topics	Functions	Grammar
<b>UNIT 9</b> PAGES 54-59		
<b>Self-improvement</b> Unusual services; recommendations; self-improvement	Talking about things you need to have done; asking for and giving advice or suggestions	Have or get something done (active and passive); suggestions with gerunds, infinitives, base-form verbs, and negative questions
<b>UNIT 10</b> PAGES 60-65		
<b>The past and the future</b> Historic events and people; biography; the future	Talking about historical events; giving opinions about the future	Referring to time in the past with adverbs and prepositions: <i>during, in, ago, from . . . to, for, since</i> ; describing future time with <i>will, be going to</i> , future continuous, and future perfect
<b>UNIT 11</b> PAGES 66-71		
<b>Life's little lessons</b> Milestones and turning points; behavior; regrets	Describing yourself in the past; describing regrets about the past; describing hypothetical situations	Time clauses: <i>after, as soon as, before, by the time, once, the moment, until</i> ; describing regrets about the past with <i>should have + past participle</i> and <i>if</i> clauses + past perfect
<b>UNIT 12</b> PAGES 72-77		
<b>The right stuff</b> Success; business; advertising	Describing the purpose of something; describing qualities for success; describing features; giving reasons; talking about ads	Infinitive clauses and phrases of purpose: <i>in order to, in order for</i> ; describing features with noun phrases; giving reasons with <i>because, because of, the reason</i>
<b>REVIEW OF UNITS 9-12</b> PAGES 78-79		
<b>UNIT 13</b> PAGES 80-85		
<b>That's a possibility.</b> Common mysteries and unexplained events; points of view; predicaments	Offering explanations; drawing conclusions; describing hypothetical events	Past modals for degrees of certainty: <i>must have, may have, could have, might have</i> ; past modals for opinions and advice: <i>should have, would have, could have</i>
<b>UNIT 14</b> PAGES 86-91		
<b>Behind the scenes</b> How a movie is made; processes; the media and entertainment industries	Describing how something is done, used, or made; describing careers in the media and entertainment industries	The passive to describe process with <i>be</i> and modals; defining and non-defining relative clauses
<b>UNIT 15</b> PAGES 92-97		
<b>There should be a law!</b> Opinions; problems; social and controversial issues	Making a recommendation; giving and acknowledging opinions; asking for and giving reasons; agreeing and disagreeing	Recommendations with passive modals: <i>ought to be, should be, has got to be, must be</i> ; tag questions
<b>UNIT 16</b> PAGES 98-103		
<b>Challenges and accomplishments</b> Challenges; accomplishments; assessing your life	Describing challenges, frustrations, and rewards; talking about the past and the future	Complex noun phrases with gerunds; tense review: present perfect, simple past, future perfect and <i>would like to have + past participle</i>
<b>REVIEW OF UNITS 13-16</b> PAGES 104-105		
<b>UNIT SUMMARIES</b> PAGES S-10-S-17		
<b>APPENDIX</b>		

**Listening/Pronunciation****Writing/Reading****Interchange Activity**

Listening to predictions about the future; making inferences; listening for reasons; choosing the best suggestions

Sentence stress in active and passive Wh-questions

Writing a letter of advice  
 “How to Improve Your Memory”:  
 Reading about techniques to improve your memory

**PAGE IC-12** **UNIT 9**

“Keeping up appearances”: Giving advice about teenage problems

**PAGES IC-13 AND IC-14** **UNIT 10**

Listening to historical facts; listening for opinions about public figures; listening to predictions  
 Syllable stress

Writing a biography  
 “The Global Village”: Reading about political and technological changes

“History buff”: Taking a history quiz

**PAGE IC-15** **UNIT 11**

Listening to descriptions of important events; listening to regrets and explanations  
 Reduced forms of *have* and *been*

Writing about turning points  
 “If You Could Do It All Again”:  
 Reading about three people’s life choices

“If only . . .”: Imagining different possibilities for yourself

**PAGES IC-16 AND IC-17** **UNIT 12**

Listening to a description of a business; listening for reasons; listening to radio commercials  
 Reduced forms of small words

Writing about how to successfully sell something  
 “The Wrong Stuff”: Reading about advertising failures

“A picture’s worth . . .”: Talking about how advertisements work

**REVIEW OF UNITS 9-12**

**PAGE IC-18** **UNIT 13**

Listening to explanations; choosing the best suggestions  
 Reduced forms in past modals

Writing about an awkward situation  
 “The Blue Lights of Silver Cliff”:  
 Reading a ghost story

“Photo plays”: Drawing conclusions about unexplained events

**PAGE IC-19** **UNIT 14**

Listening to someone describe working in the movies; listening to an interview  
 Stress in compound nouns

Writing about how something is done  
 “Coming Soon to a Theater Near You!”: Reading about special effects in the movies

“Who makes it happen?”: Figuring out who makes different businesses work

**PAGE IC-20** **UNIT 15**

Listening for solutions to everyday annoyances; listening for issues and opinions  
 Intonation in tag questions

Writing an opinion paper  
 “Habitat for Humanity”: Reading about a socially responsible organization

“Setting the rules”: Making up your own rules

**PAGE IC-21** **UNIT 16**

Listening to descriptions of challenges and rewards; listening to future plans  
 Consonant blends

Writing about accomplishments and goals  
 “Adam Ezra Cohen: Westinghouse Winner”: Reading about a young prize-winning scientist

“Viewpoints”: Taking a survey about volunteering

**REVIEW OF UNITS 13-16**

**UNIT SUMMARIES**

**APPENDIX**

# 9

# Self-improvement

## 1 WORD POWER *Unusual services*



**A** Match the occupations with the definitions. Then compare with a partner.

What's . . . ?

1. a hypnotherapist . . . . .
2. a fortune-teller . . . . .
3. a genealogist . . . . .
4. a headhunter . . . . .
5. a car detailer . . . . .
6. a party planner . . . . .
7. a personal shopper . . . . .
8. an interior designer . . . . .

It's someone who . . . .

- a. organizes events and celebrations
- b. plans the decorations for a home
- c. makes purchases such as gifts for you
- d. traces or studies a family's history
- e. finds jobs for people
- f. cleans and polishes automobiles
- g. predicts future events
- h. uses hypnosis to treat psychological problems and bad habits

**B Pair work** Would you ever go to any of the people in part A? In what situations?

A: Would you ever go to a hypnotherapist?

B: Well, maybe. I want to quit smoking.

## 2 CONVERSATION

**A** Listen and practice.

Ken: You know, I've always wanted to have my fortune told.  
 Lisa: Really? Do you know where you can get it done?  
 Ken: I'm not sure. But maybe there are some fortune-tellers listed in the phone book. Let's take a look.  
 Lisa: Hmm. Here's one. You could have your palm read by Madame Zara for \$70.  
 Ken: That's really expensive.  
 Lisa: What about this one? You can get your fortune told over the phone for only \$3.75 a minute.  
 Ken: That's reasonable. Come on. Try it with me!

**B** Listen to the phone conversation. What does the fortune-teller say about Ken's future?

**C Class activity** Do you believe in fortune-telling?



CLASS AUDIO ONLY

### 3 GRAMMAR FOCUS

#### Have or get something done

Use "have" or "get" to describe a service performed for you by someone else.

##### Active

Do you know where I can **have** someone **tell** my fortune?  
 You can **have** Madame Zara **read** your palm.  
 You can **get** someone **to tell** your fortune over the phone.

##### Passive

Do you know where I can **have** my fortune **told**?  
 You can **have** your palm **read** by Madame Zara.  
 You can **get** your fortune **told** over the phone.

**A** Imagine you want to have these things done. Write questions using the passive with *get* or *have*. Then write possible answers.


I want to . . . .

1. have someone read my horoscope
2. get a professional photographer to take my photo
3. have someone trace my family history
4. get someone to check my fitness level
5. have someone train my dog

1. Do you know where I can  
 have my horoscope read?  
 You could have it read by my  
 mother. She's an astrologer.

**B Pair work** Take turns asking and answering the questions.

### 4 PRONUNCIATION Sentence stress

**A**  Listen and practice. Notice the sentence stress in these active and passive sentences.

##### Active


A: Where can I have someone fix my **wá**tch?  
 B: You can have someone **fix** it at the **Tí**me Shop.

##### Passive

A: Where can I have my **wá**tch fixed?  
 B: You can have it **fixéd** at the **Tí**me Shop.

**B Group work** Ask questions about three things *you* want to have done. Pay attention to the sentence stress. Other students give answers.

### 5 LISTENING

 Listen to people talk about things they want to have done. Check (✓) the correct information about each person and complete the chart.

	1. Anne	2. Eric	3. Dawn	Why does he or she need to have this done?
have some shopping done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	.....
get a party planned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	.....
have a swimming pool built	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	.....

## 6 DIFFERENT PLACES, DIFFERENT WAYS!

**Group work** Are these services available in your country? For those that aren't, do you think they would be a good idea?

Can you . . . ?

- have a meal served on a commuter bus
- get a suit or dress made on the street
- get free medical advice over the telephone
- do grocery shopping by television
- get your dog walked by a professional dog walker
- have a medical checkup in a shopping mall
- buy clothing from a vending machine
- have library books delivered to your home
- buy groceries at a gas station
- have a marriage ceremony performed in your home

A: Can you have a meal served on a commuter bus?

B: I don't think so, but it sounds like a good idea.

What do you think they would serve?

C: Probably just sandwiches and sodas.



## 7 SNAPSHOT

### Best-selling Self-improvement Books

#### SELF-HELP

- ▶ **Confidence: Finding It and Living It**
- ▶ **Finding the Champion Within: A Step-by-Step Plan for Reaching Your Full Potential**
- ▶ **I Could Do Anything I Wanted If I Only Knew What It Was: How to Discover What You Really Want and How to Get It**
- ▶ **Positive Plus: The Practical Plan for Liking Yourself Better**

#### DIET AND EXERCISE

- ▶ **A New You in 21 Days**
- ▶ **Eat Smart, Think Smart: How to Use Nutrients and Supplements to Achieve Maximum Mental and Physical Performance**
- ▶ **Eight Weeks to Optimum Health: A Proven Program for Taking Full Advantage of Your Body's Natural Healing Power**
- ▶ **Healthy for Life: The Scientific Breakthrough Program for Looking, Feeling, and Staying Healthy Without Deprivation**

Source: Publishers Weekly


**Talk about these questions.**

Are self-improvement books popular in your country?

Why do you think people read books like these?

Which of these books would you like to read? Why?

## 8 CONVERSATION

**A**  Listen and practice.

James: This has got to stop! Another Friday night without a date! What can I do?

Mike: What about looking through the personal ads in the newspaper? That's how I met Stephanie.

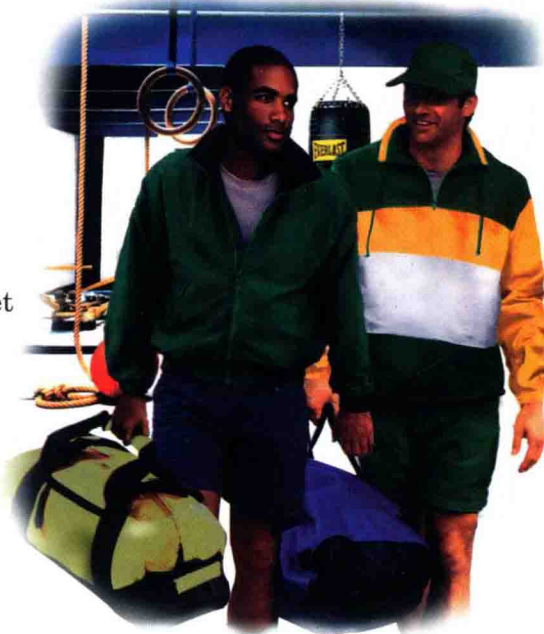
James: Actually, I've tried that. But the people you meet are always different from what you expect.

Mike: Well, why don't you join a dating service? A friend of mine met his wife that way.

James: That's not a bad idea.

Mike: Also, it might be a good idea to check out singles' night at the bookstore.

James: Yeah. If I don't find a date, at least I might find a good book!



**B Class activity** What are some other good ways to meet people?

## 9 GRAMMAR FOCUS

### Suggestions

#### With gerunds

What about looking through the personal ads in the newspaper?  
Have you thought about . . . ?

#### With infinitives

It might be a good idea to check out singles' night at the bookstore.  
One thing you could do is (to) . . .

#### With base form verbs

Maybe you could go to a chat room on the Internet.

#### With negative questions

Why don't you join a dating service?

**A** Match each problem with the best suggestion. (More than one answer is possible.)

#### Problems

- How can you build self-confidence? .....
- What can help improve your memory? .....
- How can you stop overeating? .....
- What can help you sleep better? .....
- How can you be happier? .....
- What can help you relax? .....

#### Suggestions

- be more socially active
- see a hypnotherapist
- try meditation
- take a class
- play concentration games
- exercise more

**B Group work** Take turns asking and answering the questions in part A. What other suggestions can you think of for each problem?

A: How can you build self-confidence?

B: Well, what about taking a class in self-improvement?

A: That's a good idea. What else?

C: Well, another thing you could do is . . .



## 10 LISTENING



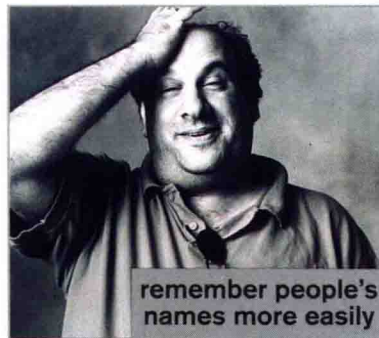
Listen to three different suggestions for each of the problems in the chart. Write down the suggestion you think is best. Then compare in groups.

Problem	Best suggestion
1. how to overcome shyness	.....
2. how to stop biting your fingernails	.....
3. how to get in shape for summer	.....

## 11 PROBLEMS AND SOLUTIONS

**A Group work** Give three suggestions for each of these problems.

How can you . . . ?



**B Class activity** Share your solutions with the class. Which solutions are the most creative?

## 12 WRITING Advice column

**A Pair work** Read these letters that teenagers wrote to an advice columnist. Choose one of the letters and discuss suggestions for the problem. Then write your own reply.

*A friend of mine seems anxious a lot. She pushes herself really hard and looks tired all the time. How can I help her?*

Worried

*I argue with my family all the time, but I'd like to get along with them better. It's hard for me to see all my friends getting along so well with their families. What can I do?*

Frustrated

**B Group work** Take turns reading your advice. Whose advice is best? Why?