

Third Edition (第3版)

interchange

剑桥国际英语教程

Jack C. Richards

with Jonathan Hull and Susan Proctor

学生用书
BOOK

3 B

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含1张CD和词汇手册

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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个活用语。

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。
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. We are 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. **Perspectives** is a new section that uses people's opinions and experiences about a topic to present new grammar. 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. In the **Writing** section you write about yourself and your classmates. 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.

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

Jack C. Richards
Jonathan Hull
Susan Proctor

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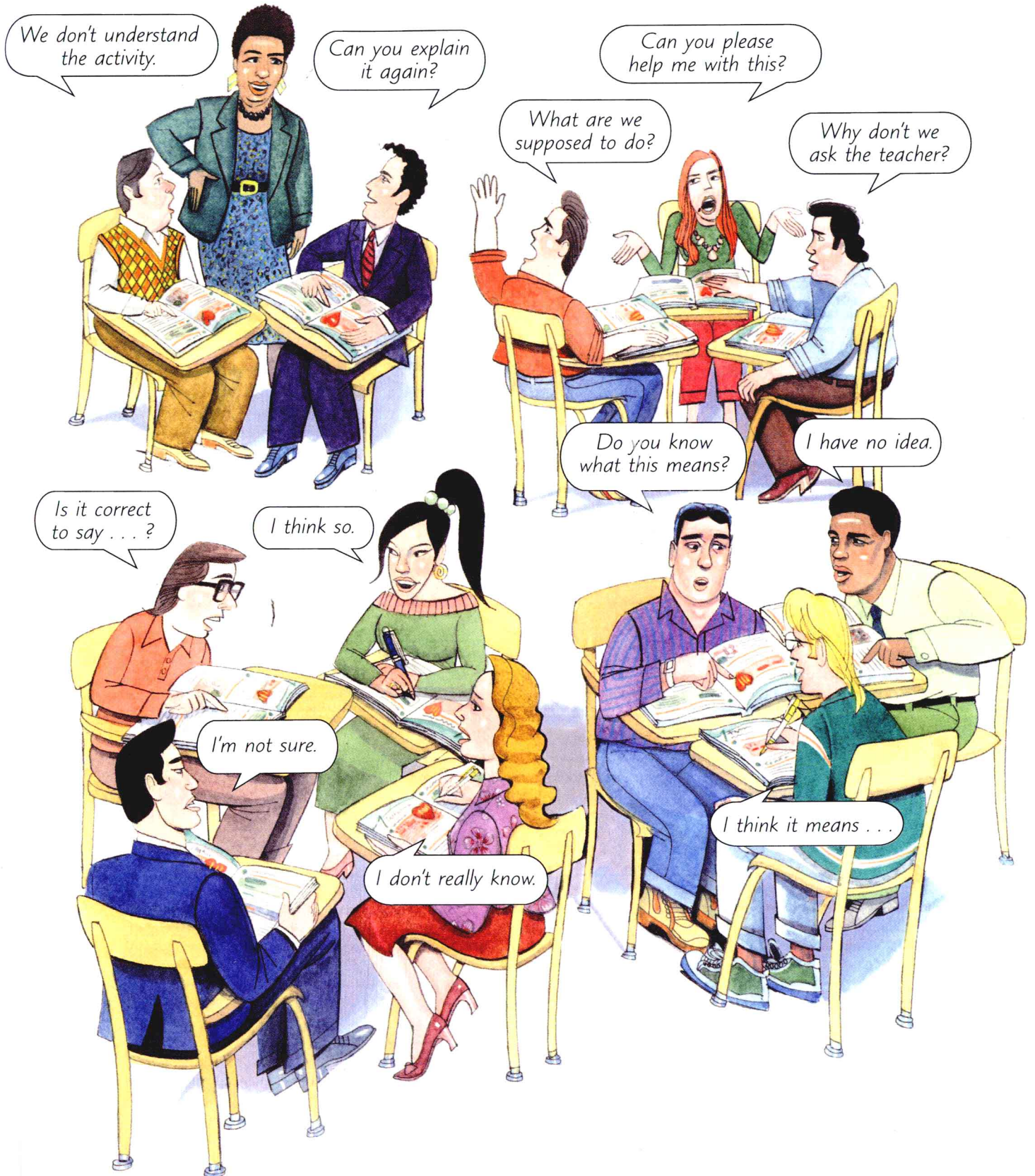
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CLASSROOM LANGUAGE *Getting help*



Plan of Book 3B

Titles/Topics	Speaking	Grammar
UNIT 9 PAGES 58-63		
At your service Everyday services; recommendations; self-improvement	Talking about things you need to have done; asking for and giving advice or suggestions	<i>Have or get something done</i> (active and passive); making suggestions with gerunds, infinitives, modals + verbs, and negative questions
UNIT 10 PAGES 64-69		
The past and the future Historic events and people; biography; the future	Talking about the future; talking about things to be accomplished in the future	Referring to time in the past with adverbs and prepositions: <i>during, in, ago, from . . . to, for, since</i> ; predicting the future with <i>will</i> , future continuous, and future perfect
PROGRESS CHECK PAGES 70-71		
UNIT 11 PAGES 72-77		
Life's little lessons Milestones and turning points; behavior and personality; regrets	Describing rites of passage; describing turning points; describing regrets and hypothetical situations	Time clauses: <i>before, after, once, the moment, as soon as, until, by the time</i> ; describing regrets and hypothetical situations with <i>should not have</i> + past participle and <i>if</i> clauses + past perfect
UNIT 12 PAGES 78-83		
The right stuff Qualities for success; successful businesses; advertising	Describing qualities for success; describing features; giving reasons for success; interviewing for a job; talking about ads and slogans	Describing purpose with infinitive clauses and infinitive clauses with <i>for</i> ; giving reasons with <i>because, since, because of, for, due to, and the reason</i>
PROGRESS CHECK PAGES 84-85		
UNIT 13 PAGES 86-91		
That's a possibility. Pet peeves; unexplained events; reactions; predicaments and advice	Making conclusions; offering explanations; describing hypothetical events; giving advice for predicaments	Past modals for degrees of certainty: <i>must (not) have, may (not) have, might (not) have, could (not) have</i> ; past modals for opinions and advice: <i>should (not) have, could (not) have, would (not) have</i>
UNIT 14 PAGES 92-97		
Behind the scenes How a movie is made; media professions; processes; the entertainment industry	Describing how something is done or made; describing careers in the media	The passive to describe process with <i>is/are</i> + past participle and modal + <i>be</i> + past participle; defining and nondefining relative clauses
PROGRESS CHECK PAGES 98-99		
UNIT 15 PAGES 100-105		
There should be a law! Recommendations; opinions; social issues; controversial issues	Giving opinions for and against controversial issues; offering a different opinion; agreeing and disagreeing	Giving recommendations and opinions with passive modals: <i>should be, ought to be, must be, has to be, has got to be</i> ; tag questions for opinions
UNIT 16 PAGES 106-111		
Challenges and accomplishments Challenges; accomplishments; goals; volunteering	Describing challenges, frustrations, and rewards; discussing traits needed for meeting challenges; talking about the past and the future	Complex noun phrases containing gerunds; accomplishments with the present perfect and simple past; goals with the future perfect and <i>would like</i> + past participle
PROGRESS CHECK PAGES 112-113		
SELF-STUDY		

Pronunciation/Listening

Writing/Reading

Interchange Activity

<p>Sentence stress Listening to suggestions for self-improvement <i>Self-study</i>: Listening for what people need to have done</p>	<p>Writing a letter of advice “Improve Your Memory, Improve Your Life”: Reading about techniques to improve memory</p>	<p>“Because I said so!”: Discussing different points of view of parents and their children</p>
<p>Syllable stress Listening for opinions about public figures; listening to predictions <i>Self-study</i>: Listening to past events; making predictions</p>	<p>Writing a biography “The Global Village”: Reading about political and technological changes that bring people closer together</p>	<p>“History buff”: Taking a history quiz</p>
<p>Reduction of <i>have</i> and <i>been</i> Listening to descriptions of important events; listening to regrets and explanations <i>Self-study</i>: Listening to people describe changes in themselves</p>	<p>Writing a letter of apology “If You Could Do It All Again”: Reading about people’s life choices and regrets</p>	<p>“If things were different . . .”: Imagining different possibilities for the way things have turned out</p>
<p>Reduced words Listening for features and slogans <i>Self-study</i>: Listening for qualities that help people make friends more easily</p>	<p>Writing a TV commercial “The Wrong Stuff”: Reading about advertising failures</p>	<p>“Entrepreneurs”: Designing a business plan for a small business</p>
<p>Reduction in past modals Listening to explanations; listening for the best solution <i>Self-study</i>: Listening to situations and reacting</p>	<p>Writing about a predicament “The Blue Lights of Silver Cliff”: Reading a story about an unexplained phenomenon</p>	<p>“Photo plays”: Drawing possible conclusions about situations</p>
<p>Stress in compound nouns Listening to a producer describe his work; listening for personality traits <i>Self-study</i>: Listening to an interview; listening for steps in a process</p>	<p>Writing about a process “Hooray for Bollywood!”: Reading about the kind of movies made in India</p>	<p>“Who makes it happen?”: Putting together a crew for making a movie</p>
<p>Intonation in tag questions Listening for solutions to everyday annoyances; listening to issues and opinions <i>Self-study</i>: Listening to concerns about issues and problems</p>	<p>Writing a letter to a community leader “How Serious Is Plagiarism?”: Reading about plagiarism and people’s opinions about its severity</p>	<p>“You be the judge!”: Setting rules for common offenses</p>
<p>Stress and rhythm Listening to challenges and rewards of people’s work; listening for people’s goals for the future <i>Self-study</i>: Listening to a person’s experience in the Peace Corps</p>	<p>Writing a personal statement for an application “Young and Gifted”: Reading about exceptionally gifted young people</p>	<p>“Viewpoints”: Taking a survey about volunteering</p>

9 At your service

1 SNAPSHOT

Eight commonly offered services

 House painting	 Pet-sitting
 Language tutoring	 House cleaning
 Music lessons	 Financial services
 Essay typing	 Handyman services

Source: Based on information from the community bulletin board at The Coffee Pot, New York City

Why would someone need these services? Have you ever used any of them?
What are some other common services and skills people offer?

2 PERSPECTIVES

A Listen to an advertisement for Hazel's Personal Services.
Would you use a service like this?



Do you ever have questions like these?

- Where can I get my hair cut for a reasonable price?
- Do you know where I can have someone fix my bike?
- Where can I get someone to upgrade my computer?
- Do you know where I can have my leather jacket cleaned?

Do you know where you can have ALL these things done? Call Hazel! (646) 555-2121

Hazel offers

- ✓ Computer support
- ✓ Repairs
- ✓ Beauty services
- ✓ Financial services
- ✓ Laundry and dry cleaning
- ✓ Pet-sitting

If Hazel doesn't offer the service you need, she'll find someone who does. Guaranteed!

B What do you need to have done? What questions would you ask Hazel?

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 **fix** my bike?
You can **have** Hazel's Personal Services **fix** your bike.
You can **get** a repair shop **to fix** your bike.

Passive

Do you know where I can **have** my bike **fixed**?
You can **have** your bike **fixed** by Hazel's Personal Services.
You can **get** your bike **fixed** at a repair shop.

A Imagine you want to have someone do these things for you. Write questions using the active form of *have* or *get*.

I want to have someone / get someone to . . .

- | | |
|---------------------|--|
| 1. shorten my skirt | 5. take my passport photo |
| 2. cut my hair | 6. massage my neck |
| 3. repair my watch | 7. clean my leather jacket |
| 4. fix my scooter | 8. take care of my pets while I'm away |


1. Do you know where I can get someone to shorten my skirt?

B Pair work Take turns asking the questions. Answer using the passive with *have* or *get*.

A: Do you know where I can get someone to shorten my skirt?
B: You can have your skirt shortened at Main Street Cleaners.



4 PRONUNCIATION Sentence stress

A  Listen and practice. Notice that when the object becomes a pronoun (sentence B), it is no longer stressed.

A: Where can I have someone **fix** my **watch**?

B: You can have someone **fix** it at the **Time** Shop.

A: Where can I have my **watch fixed**?

B: You can have it **fixed** at the **Time** Shop.

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

5

DISCUSSION *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 suit or dress made on the street
 have a meal served to you on a commuter bus
 have your portrait drawn by a street artist
 get your eyes examined in a shopping mall
 get library books delivered to your home
 check your e-mail in a bus terminal
 do grocery shopping over the Internet
 buy clothing from a vending machine

A: Can you have a suit made on the street here?
 B: Sure! You can have it done lots of places downtown.



6

INTERCHANGE 9 *Because I said so!*

What do teenagers worry about? Go to Interchange 9.

7

WORD POWER *Three-word phrasal verbs*

A Match each phrasal verb in these sentences with its meaning. Then compare with a partner.

Phrasal verbs

- Jennifer has **broken up with** her boyfriend – again!
- Kevin **came up with** a great idea for our class reunion.
- I'm not **looking forward to** typing my essay. Maybe I'll get it done professionally.
- My doctor says I'm overweight. I should **cut down on** fatty foods.
- Rob can't **keep up with** the students in his Mandarin class. He should get a tutor.
- I can't **put up with** the noise on my street! I'll have to move.
- My girlfriend doesn't **get along with** her roommate. They're always fighting.
- Bill can't **take care of** his own finances. He has an accountant manage his money.

Meanings

- be excited for something to happen
- end a romantic relationship
- keep pace with someone or something
- tolerate something you don't like
- reduce the quantity of something
- have a good relationship with someone
- be responsible for something
- think of something; develop an idea

B Pair work Take turns making sentences with each phrasal verb in part A.

8 CONVERSATION *I need a date!*

A Listen and practice.

James: This is so depressing! I haven't had a date since Angela broke up with me. What can I do?

Mike: What about looking through the personal ads on the Internet? That's how I met Amy.

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 an online 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 those discussion groups at the bookstore.

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



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

9 GRAMMAR FOCUS

Making suggestions

With gerunds

What about **looking** through the personal ads?

Have you thought about **joining** . . . ?

With infinitives

It might be a good idea to **check out** those discussion groups at the bookstore.

One thing you could do is (to) **go** . . .

With modals + 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 below with the best suggestion. Then write sentences using the phrases in the grammar box. (More than one answer is possible.)

Problems

1. How can I build self-confidence?
2. What could help me be happier?
3. How can I lose weight?
4. What can I do to save money?
5. How can I improve my memory?
6. How can I get along with my roommate better?

Suggestions

- a. cut down on calories
- b. play concentration games
- c. participate in more social activities
- d. try not to get peeved about little things
- e. come up with a budget
- f. plan fun activities to look forward to every week

1. How can I build self-confidence? / One thing you could do is . . .

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

10 LISTENING All you have to do is . . .

A Listen to three different suggestions for each problem in the chart. Write down the suggestion you think is best.

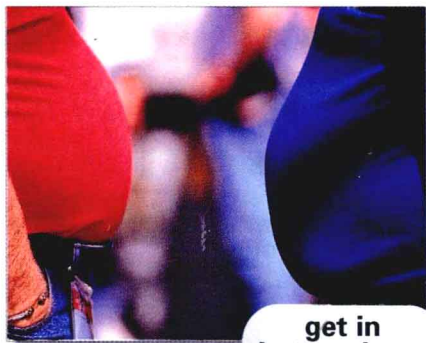
Problem	Best suggestion
1. how to overcome shyness
2. how to stop biting your fingernails
3. how to organize your busy schedule

B Group work Compare your choices. Think of another suggestion for each problem.

11 SPEAKING Problems and solutions

Group work Give three suggestions for each of these problems. Then share your solutions with the class. Which solutions are the most creative?

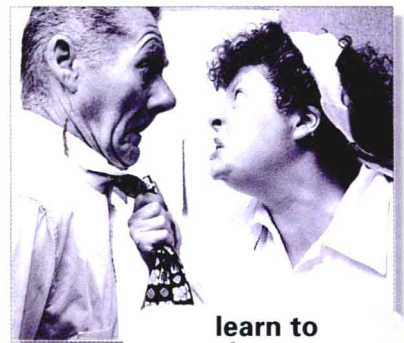
How can I . . . ?



get in better shape



remember people's names more easily



learn to control my temper

"One thing you could do is join a gym. And what about cutting down on junk food?"

12 WRITING A letter of advice

A Imagine you are an advice columnist at a magazine. Choose one of the letters below and make a list of suggestions. Then write a reply.

My best friend seems anxious a lot. She bites her fingernails and looks tired all the time. I don't think she's eating right, either. How can I convince her to take better care of herself?

–Worried

I argue with my girlfriend all the time. I try to do nice things for her, but we always end up in a fight. I can't put up with this much longer – what can I do?

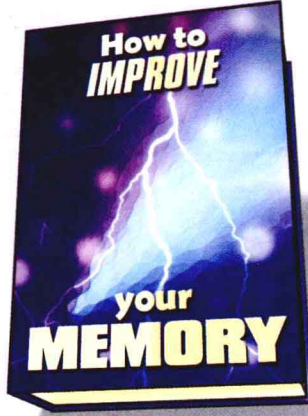
–Frustrated

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

Improve Your Memory, Improve Your Life

Have you ever been embarrassed because you forgot something important? What kinds of things do you have the most trouble remembering?

- **Mark began to introduce the guest speaker to the audience, but then paused in horror. He had forgotten her name.**
- **Barbara hid her jewelry when she went on vacation. When she came back, she couldn't remember where she'd put it.**



- 1 Perhaps you've had experiences like these. Most people have. And, what's worse, most people have resigned themselves to a life of forgetting. They're unaware of a simple but important fact: Memory can be developed. If you'll just accept that fact, this book will show you how.
- 2 First, relax. If you're overanxious about remembering something, you'll forget it. Relaxing will enhance your awareness and ability to concentrate. Take

deep breaths and tell yourself that you have all the time in the world to remember.

- 3 Second, avoid being negative. If you keep telling yourself that your memory is bad, your mind will come to believe it and you won't remember things. When you forget something, don't say, "Gee, I need to have my

brain rewired." Jokes like this are negative and will have a negative effect on you and your memory.

- 4 To improve your memory, you'll need to take an active role. Like your body, your memory can be strengthened through exercise. Look for opportunities to exercise your memory. For example, if you're learning a language, try to actively remember irregular verbs.
- 5 You may also want to make associations, or links, between what you're trying to remember and things you already know. For example, if you need to catch a plane at 2:00 P.M., you can imagine a plane in your mind and notice that it has two wings. Two wings = 2:00. You are now ten times more likely to remember the take-off time.

A Read the article. Then write the number of each paragraph next to its main idea.

- Your mind believes what you tell it, so be positive about your memory.
- If you train your memory actively, you'll be more likely to remember things.
- Although we all forget things, there are ways to improve our memory.
- Learning to mentally connect pieces of information can help you remember.
- We forget things more easily when we're worried about remembering them.

B Complete the chart.

General ways to improve memory	Specific examples of ways to improve memory
1. <i>Relax</i>	<i>Take deep breaths; tell yourself you have time.</i>
2.
3.
4.

C Group work Which of the suggestions do you find the most useful? Why?