

# new interchange

English for international communication

## 剑桥国际英语教程

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with Jonathan Hull and Susan Proctor

*student's  
book*

**1**  
**A** 学生用书

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# 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	引入每个环节中所学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这套餐材的看法,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 **Video**.

*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 communicative competence, that is, the ability to communicate in English 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 is for beginners and takes students from the beginning to low-intermediate level.

This level builds on the foundations for accurate and fluent communication already established in the prior level by extending grammatical, lexical, and functional skills. 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 **CD-ROM**, appropriate for home or laboratory use, offers a wealth of additional practice. Each of the 16 units is based on a sequence from the Video. Four tests help students monitor their progress.

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 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 listen-

ing 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

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# Plan of Book 1A

Title/Topics	Functions	Grammar
<b>UNIT 1</b> PAGES 2-7 <b>Please call me Chuck.</b> Introductions and greetings; names and titles; countries and nationalities	Introducing yourself; introducing someone; checking information; asking about someone; exchanging personal information	Wh-questions and statements with <i>be</i> ; yes/no questions and short answers with <i>be</i> ; contractions; subject pronouns; possessive adjectives
<b>UNIT 2</b> PAGES 8-13 <b>How do you spend your day?</b> Occupations, workplaces, and school; daily schedules; clock time	Describing work and school; asking for and giving opinions; talking about daily schedules	Simple present Wh-questions and statements; time expressions: <i>at, in, on, around, until, before, after, early, and late</i>
<b>UNIT 3</b> PAGES 14-19 <b>How much is it?</b> Spending habits, shopping, and prices; clothing and personal items; colors and materials	Talking about prices; giving opinions; talking about preferences; making comparisons; buying and selling things	Demonstratives: <i>this, that, these, those; one and ones</i> ; questions: <i>how much and which</i> ; comparisons with adjectives
<b>UNIT 4</b> PAGES 20-25 <b>Do you like jazz?</b> Music, movies, TV programs; entertainers; invitations and excuses; dates and times	Talking about likes and dislikes; giving opinions; making invitations and excuses	Simple present yes/no and Wh-questions with <i>do</i> ; question: <i>what kind</i> ; object pronouns; modal verb <i>would</i> ; verb + <i>to</i> + verb
<b>REVIEW OF UNITS 1-4</b> PAGES 26-27		
<b>UNIT 5</b> PAGES 28-33 <b>Tell me about your family.</b> Families and family life	Talking about families and family members; exchanging information about the present; describing family life	Present continuous yes/no and Wh-questions, statements, and short answers; determiners: <i>all, nearly all, most, many, a lot of, some, not many, a few, and few</i>
<b>UNIT 6</b> PAGES 34-39 <b>How often do you exercise?</b> Sports and exercise; routines	Asking about and describing routines and exercise; talking about frequency; talking about abilities	Adverbs of frequency: <i>always, almost always, usually, often, sometimes, seldom, hardly ever, almost never, never</i> ; questions with <i>how</i> : <i>how often, how much time, how long, how well, how good</i> ; short answers
<b>UNIT 7</b> PAGES 40-45 <b>We had a great time!</b> Free-time and weekend activities; vacations	Talking about past events; giving opinions about past experiences; talking about vacations	Past tense yes/no and Wh-questions, statements, and short answers with regular and irregular verbs; past tense of <i>be</i>
<b>UNIT 8</b> PAGES 46-51 <b>How do you like the neighborhood?</b> Stores and places in a city; neighborhoods; houses and apartments	Asking about and describing locations of places; asking about and describing neighborhoods; asking about quantities	<i>There is/there are; one, any, some</i> ; prepositions of place; questions: <i>how much and how many</i> ; countable and uncountable nouns
<b>REVIEW OF UNITS 5-8</b> PAGES 52-53		

Unit Summaries are on pages S-2-S-9; the Appendix is located in the back of the book.

Listening/Pronunciation	Writing/Reading	Interchange Activity
Recognizing formal and informal names; listening for personal information Intonation of clarification questions	Writing questions requesting personal information “Meeting and Greeting Customs”: Reading about greeting customs	<b>PAGE IC-2</b> <b>UNIT 1</b> “Getting to know you”: Collecting personal information from classmates
Listening to descriptions of jobs and daily schedules Unstressed words	Writing a description of an occupation “The Daily Grind”: Reading about students with part-time work	<b>PAGE IC-3</b> <b>UNIT 2</b> “Common ground”: Finding similarities in classmates’ daily schedules
Listening to people shopping; listening for items, prices, and opinions Linked sounds	Writing a comparison of prices in different countries “Shop Till You Drop”: Reading about different kinds of shopping	<b>PAGE IC-4 and IC-5</b> <b>UNIT 3</b> “Swap meet”: Buying and selling things
Identifying musical styles; listening for likes and dislikes; listening to invitations Question intonation	Writing invitations and excuses “The Sound of Music”: Reading about musicians from around the world	<b>PAGE IC-6</b> <b>UNIT 4</b> “What an invitation! What an excuse!”: Making up unusual invitations and excuses
<b>REVIEW OF UNITS 1-4</b>		
Listening for family relationships; listening to information about families and family life Blending with <i>does</i>	Writing a description of family life “The Changing Family”: Reading about an American family	<b>PAGE IC-7</b> <b>UNIT 5</b> “Family facts”: Finding out information about classmates’ families and family members
Listening to people talk about free-time activities; listening to routines; listening to descriptions of sports participation Sentence stress	Writing a description of favorite activities “Smart Moves”: Reading about fitness for the brain	<b>PAGE IC-8</b> <b>UNIT 6</b> “Fitness quiz”: Interviewing about fitness habits
Listening to descriptions and opinions of past events and vacations Reduced forms of <i>did you</i>	Writing a postcard “Vacation Postcards”: Reading about different kinds of vacations	<b>PAGE IC-9 and IC-10</b> <b>UNIT 7</b> “Vacation photos”: Telling a story using pictures
Listening for locations of places; listening to descriptions of places in neighborhoods Reduced forms of <i>there is</i> and <i>there are</i>	Writing a description of a home “City Scenes”: Reading about neighborhood life in cities around the world	<b>PAGE IC-11</b> <b>UNIT 8</b> “Neighborhood survey”: Comparing two neighborhoods
<b>REVIEW OF UNITS 5-8</b>		

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## 剑桥国际英语教程

### 学生用书 1A

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\* \* \*

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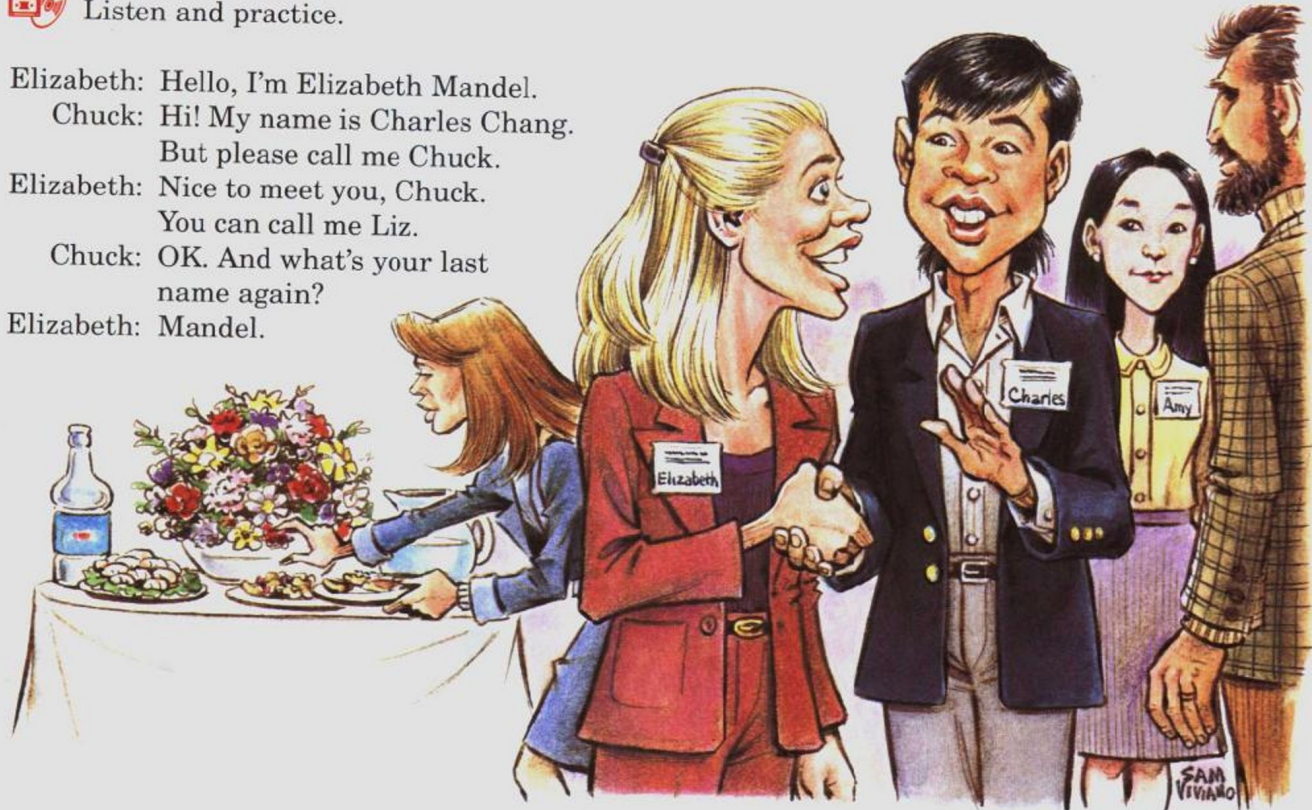
# 1

# Please call me Chuck.


## 1 CONVERSATION *Introducing yourself*

 Listen and practice.

Elizabeth: Hello, I'm Elizabeth Mandel.  
Chuck: Hi! My name is Charles Chang.  
But please call me Chuck.  
Elizabeth: Nice to meet you, Chuck.  
You can call me Liz.  
Chuck: OK. And what's your last  
name again?  
Elizabeth: Mandel.



## 2 CHECKING INFORMATION

**A**  Match the questions in column A with the responses in column B.  
Listen and check. Then practice with a partner. Give your own information.

A

1. How do you pronounce your last name? .....
2. Excuse me, what's your first name again? .....
3. How do you spell your last name? .....
4. What do people call you? .....

B

- a. C-H-A-N-G.
- b. It's Mandel, with the accent on "del."
- c. Well, everyone calls me Chuck.
- d. Oh, it's Amy.

**B Group work** Make a list of names and nicknames for your group.  
Introduce yourself with your full name. Use the expressions above.

A: Hi! I'm Joseph Block. Please call me Joe.  
B: OK, Joe. And what's your last name again?  
A: It's Block.

### 3 NAMES AND TITLES

**A** Use a title with a last name to address someone formally.



	Titles	Single	Married
males: Mr.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
females: Ms.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Miss		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs.		<input type="checkbox"/>	<input checked="" type="checkbox"/>

Use a first name or nickname without a title to address someone informally.



CLASS  
AUDIO  
ONLY

**B** Listen to people talk to Chuck Chang, Elizabeth Mandel, and Amy Kim. Do they address them formally (F) or informally (I)?

1. .... 2. .... 3. .... 4. .... 5. .... 6. ....

### 4 CONVERSATION Introducing someone

**A** Listen and practice.

Tom: Paulo, who is that over there?

Paulo: Oh, that's my father! And that's my mother with him.

Tom: I'd like to meet them.

Paulo: Mom and Dad, this is Tom Hayes. Tom, these are my parents.

Tom: Pleased to meet you, Mr. and Mrs. Tavares.

Mrs. Tavares: Nice to meet you, Tom.

Paulo: My parents are here from Brazil. They're on vacation.

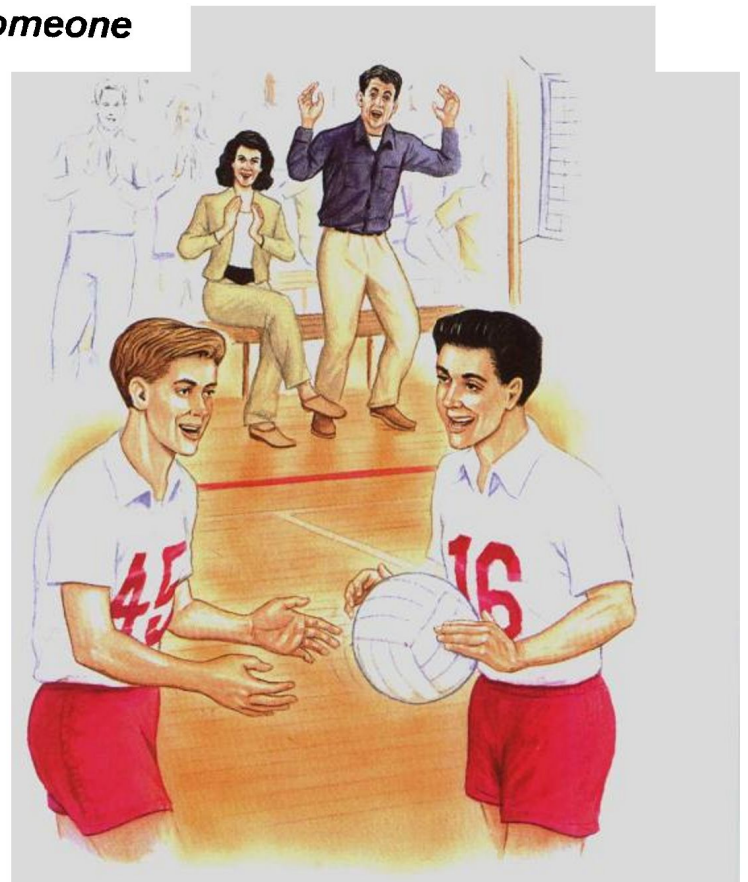
Tom: Oh, where are you from in Brazil?

Mr. Tavares: We're from Rio.

**B Group work** Take turns introducing a partner to others.

A: Juan, this is Maria. She's from Argentina.

B: Hi, Maria.



## 5 GRAMMAR FOCUS

### Wh-questions and statements with be

<b>What's</b> your name?	My name <b>is</b> Chuck.	<b>Contractions</b>	<b>Subject pronouns</b>	<b>Possessive adjectives</b>
<b>Where are</b> you from?	I'm from Taiwan.			
<b>Who is</b> that?	His name <b>is</b> Tom.	I am = I'm	I	my
<b>What's</b> her name?	Her name <b>is</b> Amy.	You are = You're	you	your
<b>Where is</b> she from?	She's from Korea.	He is = He's	he	his
<b>Where are</b> you from?	We're from the United States.	She is = She's	she	her
<b>Who are</b> they?	They're Amy's parents.	It is = It's	it	its
<b>What are</b> their names?	Their names <b>are</b> Mr. and Mrs. Kim.	We are = We're	we	our
<b>Where are</b> they from?	They're from Korea.	They are = They're	you	your
		What is = What's	they	their

For a list of countries and nationalities, see the appendix at the back of the book.

**A** Complete this conversation. Then compare with a partner.

Yoko: Rich, who are the two women over there?

Rich: Oh, ..... names are Lisa and Kate.

Rich: Hi, Kate. This ..... Yoko. .... from Japan.

Yoko: Hello. Nice to meet you.

Kate: Good to meet you, Yoko.

Lisa: And ..... name ..... Lisa.

Yoko: Hi, Lisa.

Rich: Lisa and Kate ..... from Canada.

Yoko: Oh? Where ..... you from in Canada?

Kate: ..... from Toronto.



**B** Complete these questions. Then practice with a partner.

1. A: *Who* ..... *is* ..... that?  
B: That's Rich.

2. A: ..... he from?  
B: He's from Los Angeles.

3. A: ..... his last name?  
B: It's Brown.

4. A: ..... the two students over there?  
B: Their names are Lisa and Kate.

5. A: ..... they from?  
B: They're from Canada.

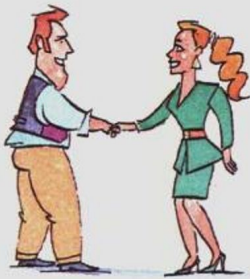
**C Group work** Write five questions about your classmates. Then take turns asking and answering your questions.

*Who is she?*

*Where is Su Hee from?*

## 6 SNAPSHOT

### Greetings from Around the World



a handshake



a bow



a kiss on the cheek



a hug



a pat on the back

Source: Brigham Young University,  
Center for International Studies

#### Talk about these questions.

Which greetings are typical in your country?

Can you name a country for each greeting?

## 7 CONVERSATION Asking about someone

**A** Listen and practice.

Sarah: Hi, Tom. How's everything?

Tom: Not bad. How are you?

Sarah: Pretty good, thanks.

Tom: Sarah, this is Paulo. He's from Brazil.

Sarah: Hello, Paulo. Are you on vacation?

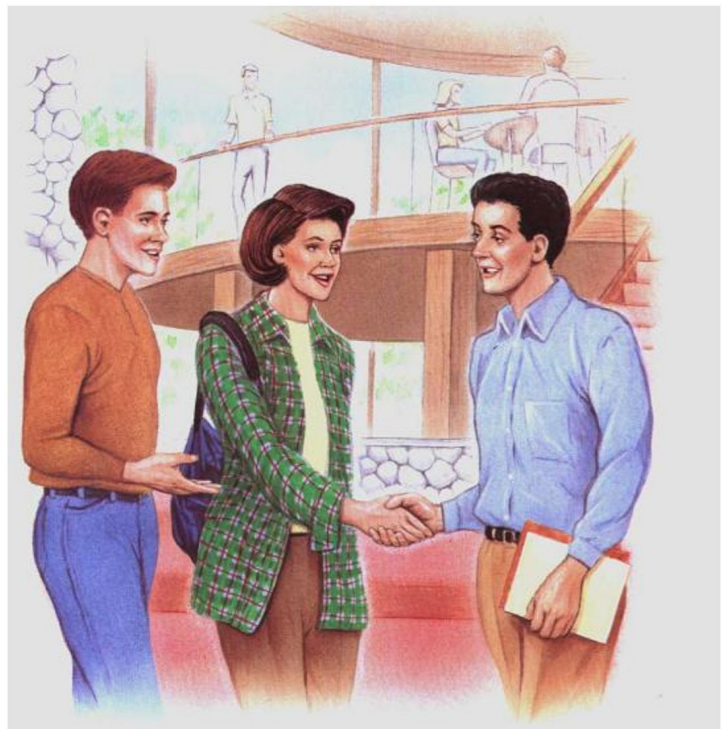
Paulo: No, I'm not. I'm a student here.

Sarah: Oh, are you studying English?

Paulo: Well, yes, I am. And engineering, too.

Sarah: Are you and Tom in the same class?

Paulo: No, we aren't. But we're on the same volleyball team.



CLASS  
AUDIO  
ONLY

**B** Listen to the rest of the conversation.

Where is Sarah from?

# 8 GRAMMAR FOCUS

## Yes/No questions and short answers with be

- Are you on vacation? No, I'm not. I'm a student.
- Are you a student? Yes, I am.
- Is Sarah from the United States? No, she isn't. (No, she's not.) She's from Australia.
- Is Sarah from Australia? Yes, she is.
- Are you and Tom in the same class? No, we aren't. (No, we're not.) We're on the same volleyball team.
- Are you and Tom on the volleyball team? Yes, we are.
- Are Mr. and Mrs. Tavares American? No, they aren't. (No, they're not.) They're Brazilian.
- Are Mr. and Mrs. Tavares Brazilian? Yes, they are.

**A** Complete these conversations. Then practice with a partner.

1. A: ..... you from the United States?  
B: Yes, I ..... from Chicago.
2. A: ..... Rosa in English 101?  
B: No, she ..... in English 102.
3. A: ..... you and Monique from France?  
B: Yes, we ..... from Paris.

**B Pair work** Read the conversations in Exercises 4 and 7 again. Then answer these questions. For questions you answer "no," give the correct information.

1. Are Tom and Paulo on the baseball team? .....
2. Are Mr. and Mrs. Tavares on vacation? .....
3. Are Mr. and Mrs. Tavares from Mexico? .....
4. Is Paulo from Brazil? .....
5. Is Paulo on vacation? .....

**C Group work** Write five questions about your classmates. Then take turns asking and answering your questions.

Are Maria and Su Hee friends?

**interchange 1**

**Getting to know you**

Find out about your classmates. Turn to page IC-2.

# 9 LISTENING

CLASS AUDIO ONLY 

Listen to these conversations and complete the information about each person.

First name	Last name	Where from?	Studying?
1. Joe	.....	the United States	.....
2. ....	Vera	.....	engineering
3. Min Ho	Kim	.....	.....



## 10 READING

## Meeting and Greeting Customs

How do you think the people in these countries greet each other?

**T**here are many different greeting customs around the world. Here are some.

**Chile**

People usually shake hands when they meet for the first time. When two women first meet, they sometimes give one kiss on the cheek. (They actually “kiss the air.”) Women also greet both male and female friends with a kiss. Chilean men give their friends warm *abrazos* (hugs) or sometimes kiss women on the cheek.

**Finland**

Finns greet each other with a firm handshake. Hugs and kisses are only for close friends and family.

**The Philippines**

The everyday greeting for friends is a handshake for both men and women. Men sometimes pat each other on the back.

**Korea**

Men bow slightly and shake hands to greet each other. Women do not usually shake hands. To address someone with his or her full name, the family name comes first, then the first name.

**The United States**

People shake hands when they are first introduced. Friends and family members often hug or kiss on the cheek when they see each other. In these situations, men often kiss women but not other men.

**A** According to the article, in which country or countries are the following true? Check (✓) the correct boxes.

	Chile	Finland	the Philippines	Korea	the U.S.
1. People shake hands every time they meet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Women do not shake hands.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Women kiss at the first meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Men hug or pat each other on the back.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Women kiss male friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The family name comes first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B Pair work** How do these people greet each other in your country?

- two male friends
- a male and female friend
- two strangers
- two female friends