

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

STUDENT'S BOOK

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
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教材简介

总体介绍

《剑桥国际英语教程》（第3版）（*Interchange Third Edition*）是《剑桥国际英语教程》的全面修订版。作为世界上最受欢迎、最有影响的英语教程之一，《剑桥国际英语教程》推动了中国传统语言学习模式的革新，加快了我国英语教学的国际化进程。它将交际教学法贯穿于语言技能训练的整个过程之中，强调在“有意义的交流”中培养语言的准确度和流利度，将语言学习变成了一种融视、听、说为一体的愉悦体验，因此广受大中院校、英语特色学校和培训机构的欢迎。

新版《剑桥国际英语教程》（第3版）更全面地体现了国际上最新的英语教学方法。新版总结了上一版在全球的课堂实践经验，保留了为广大师生所喜爱的具有启发性和创新性的课堂活动，同时根据他们的建议对部分内容和活动作了更新和修订。新版为读者奉献了更时尚的内容、更丰富的语法训练和更多的听说实践机会。

新版对上一版的四个级别进行了修订，包括：入门级、1级、2级、3级。每学完一级别，学生可掌握大约1000—1300个活用词。

入门级：针对没有英语基础的初学者，注重基础词汇、语法和语言功能的运用。

1 级：针对具备初级英语水平的学习者，旨在进一步培养语言运用技能。

2 级：针对具备初级偏上英语水平的学习者，旨在掌握和运用比较复杂的语言结构、提高流利度。

3 级：针对具有中级英语水平的学习者，旨在培养学习者运用准确、流利的英语进行交流的能力。

课时安排

每级包括16个单元的内容，课时安排为大约70—120学时。教师可以根据实际情况适当增减课堂活动。为了方便学校灵活安排教学，学生用书和练习册分两个版本——全一册和A、B分册，两个版本内容相同。A、B分册每册包括8个单元，课时安排为35—60学时，可供短期培训和学习使用。

教材组成

■ **Student's Book 学生用书**（附赠词汇手册）

Student Self-study Audio Cassettes 学生用带

Student Self-study Audio CDs 学生用盘（随学生用书一同包装）

每级学生用书按照主题分类，单元练习分为话题性和功能性两类；每2个单元之后有一个复习单元（Progress check）；书的后一部分还有针对各个单元的交际活动（Interchange activities）和自学听力练习（Self-study）。附赠的词汇手册按照单元索引，帮助学生理解和记忆口语中常见的词汇和搭配。

与学生用书配套的录音产品包括学生用带和学生用盘两种，供学生课后自学使用。录音内容包括学生用书中的会话（Conversation）和自学听力练习（Self-study）。

学生用书按照内容多少分为两个版本——全一册和A、B分册。A、B分册也配有相应的词汇手册、磁带和CD产品。

■ Teacher's Edition 教师用书

Class Audio Cassettes with Student Self-study Cassettes 课堂用带

Class Audio CDs with Student Self-study Audio CDs 课堂用盘（随教师用书一同包装）

教师用书设计合理，将学生用书原页和对应的教学指导对开活页装订，方便教师左右对照查阅。教学指导包括语法点讲解、文化背景知识、辅助课堂活动、练习答案和听力录音文本。后一部分为教师补充了很多教学辅助资源（Games, Fresh ideas, Photocopiables, Language summary等）和测试题（Oral quizzes, Written quizzes）。

与教师用书配套的录音产品包括课堂用带和课堂用盘两种，供教师在课堂教学中使用。录音内容包括学生用书中的所有听力内容（所有标注有▶的练习）和自学听力练习（Self-study）。

■ Workbook 练习册

练习册通过形式多样的练习，加强学生的词汇、语法、阅读和写作能力。每单元练习与学生用书同步进行，既可以作为课堂活动，也可以作为家庭作业。练习册也分成全一册和A、B分册，与学生用书对应。

■ DVD 录像

Video Activity Book 录像活动用书

Video Teacher's Guide 录像教师用书

录像的主题同学生用书对应，主要用来复习和扩展学生用书中的话题和语言点。录像的形式包括幽默风趣的“情景故事”（Drama）和“纪录短片”（Documentary）。

录像活动用书为每个故事和纪录短片都设计了循序渐进的听说活动和语言练习。

录像教师用书为教师们做了周密的教学安排，提供了全面的教学方法，还附上了参考答案和录像脚本。

■ CD-ROM 多媒体光盘

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	这些口语语法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 also 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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Plan of Book 2

Titles/Topics	Speaking	Grammar
UNIT 1 PAGES 2-7 A time to remember People; childhood; memories	Introducing yourself; talking about yourself; exchanging personal information; remembering your childhood; asking about someone's childhood	Past tense; <i>used to</i> for habitual actions
UNIT 2 PAGES 8-13 Caught in the rush Transportation; transportation problems; city services PROGRESS CHECK PAGES 14-15	Talking about transportation and transportation problems; evaluating city services; asking for and giving information	Adverbs of quantity with count and noncount nouns: <i>too many, too much, fewer, less, more, not enough</i> ; indirect questions from Wh-questions
UNIT 3 PAGES 16-21 Time for a change! Houses and apartments; lifestyle changes; wishes	Describing positive and negative features; making comparisons; talking about lifestyle changes; expressing wishes	Evaluations and comparisons with adjectives: <i>not . . . enough, too, (not) as . . . as</i> ; evaluations and comparisons with nouns: <i>not enough . . . , too much / many, . . . , (not) as much / many . . . as; wish</i>
UNIT 4 PAGES 22-27 I've never heard of that! Food; recipes; instructions; cooking methods PROGRESS CHECK PAGES 28-29	Talking about food; expressing likes and dislikes; describing a favorite snack; giving instructions	Simple past vs. present perfect; sequence adverbs: <i>first, then, next, after that, finally</i>
UNIT 5 PAGES 30-35 Going places Travel; vacations; plans	Describing vacation plans; giving travel advice; planning a vacation	Future with <i>be going to</i> and <i>will</i> ; modals for necessity and suggestion: <i>must, need to, (don't) have to, better, ought to, should (not)</i>
UNIT 6 PAGES 36-41 OK. No problem! Complaints; household chores; requests; excuses; apologies PROGRESS CHECK PAGES 42-43	Making requests; accepting and refusing requests; complaining; apologizing; giving excuses	Two-part verbs; <i>will</i> for responding to requests; requests with modals and <i>Would you mind . . . ?</i>
UNIT 7 PAGES 44-49 What's this for? Technology; instructions	Describing technology; giving instructions; giving suggestions	Infinitives and gerunds for uses and purposes; imperatives and infinitives for giving suggestions
UNIT 8 PAGES 50-55 Let's celebrate! Holidays; festivals; customs; celebrations PROGRESS CHECK PAGES 56-57	Describing holidays, festivals, customs, and special events	Relative clauses of time; adverbial clauses of time: <i>when, after, before</i>

Pronunciation/Listening	Writing/Reading	Interchange Activity
<p>Reduced form of <i>used to</i></p> <p>Listening to people talk about their past</p> <p><i>Self-study:</i> Listening to people discuss their favorite childhood memories</p>	<p>Writing a paragraph about your childhood</p> <p>"Nicole Kidman: New Hollywood Royalty": Reading about an actress's career</p>	<p>"Class profile": Finding out about a classmate's childhood</p>
<p>Syllable stress</p> <p>Listening to a description of a transportation system</p> <p><i>Self-study:</i> Listening to people ask for information</p>	<p>Writing a letter to the editor</p> <p>"New Ways of Getting Around": Reading about new transportation inventions</p>	<p>"Tourism campaign": Suggesting ways to attract tourists to a city</p>
<p>Unpronounced vowels</p> <p>Listening to people talk about capsule hotels</p> <p><i>Self-study:</i> Listening to people ask and answer questions about apartments for rent</p>	<p>Writing an e-mail describing an apartment</p> <p>"Break Those Bad Habits": Reading about ways to end bad habits</p>	<p>"Wishful thinking": Finding out about classmate's wishes</p>
<p>Consonant clusters</p> <p>Listening to descriptions of foods</p> <p><i>Self-study:</i> Listening to people talk about food</p>	<p>Writing a recipe</p> <p>"Food and Mood": Reading about how food affects the way we feel</p>	<p>"Risky business": Collecting personal information from classmates</p>
<p>Linked sounds with /w/ and /j/</p> <p>Listening to travel advice</p> <p><i>Self-study:</i> Listening to people discuss vacation plans</p>	<p>Writing travel suggestions</p> <p>"Getting Away From It All": Reading tips from an expert backpacker</p>	<p>"Fun vacations": Deciding on a trip</p>
<p>Stress in two-part verbs</p> <p>Listening to results of a survey</p> <p><i>Self-study:</i> Listening to people make requests</p>	<p>Writing a set of guidelines</p> <p>"Neighbor vs. Neighbor": Reading about ways to deal with neighbors</p>	<p>"That's no excuse!": Apologizing and making excuses</p>
<p>Syllable stress</p> <p>Listening to a radio program; listening to people give advice</p> <p><i>Self-study:</i> Listening to people discuss computers</p>	<p>Writing a note giving instructions</p> <p>"A Day in Your Life – In the Year 2020": Reading about life in the future</p>	<p>"Talk radio": Giving advice to classmates</p>
<p>Stress and rhythm</p> <p>Listening to a description of Carnival</p> <p><i>Self-study:</i> Listening to someone talk about Halloween</p>	<p>Writing a travel guide</p> <p>"Unique Customs": Reading about holidays and unusual customs</p>	<p>"Once in a blue moon": Finding out how classmates celebrate special events</p>

Titles/Topics

Speaking

Grammar

UNIT 9	PAGES 58-63		
Back to the future Life in the past, present, and future; changes and contrasts; consequences	Talking about change; comparing time periods; describing possibilities	Time contrasts; conditional sentences with <i>if</i> clauses	
UNIT 10	PAGES 64-69		
I don't like working on weekends! Abilities and skills; job preferences; personality traits; careers	Describing abilities and skills; talking about job preferences; describing personality traits	Gerunds; short responses; clauses with <i>because</i>	
PROGRESS CHECK	PAGES 70-71		
UNIT 11	PAGES 72-77		
It's really worth seeing! Landmarks and monuments; world knowledge	Talking about landmarks and monuments; describing countries; discussing facts	Passive with <i>by</i> (simple past); passive without <i>by</i> (simple present)	
UNIT 12	PAGES 78-83		
It could happen to you! Information about someone's past; recent past events	Asking about someone's past; describing recent experiences	Past continuous vs. simple past; present perfect continuous	
PROGRESS CHECK	PAGES 84-85		
UNIT 13	PAGES 86-91		
Good book, terrible movie! Entertainment; movies and books; reactions and opinions	Describing movies and books; talking about actors and actresses; asking for and giving reactions and opinions	Participles as adjectives; relative clauses	
UNIT 14	PAGES 92-97		
So that's what it means! Nonverbal communication; gestures and meanings; signs; drawing conclusions	Interpreting body language; explaining gestures and meanings; describing emotions; asking about signs and meanings	Modals and adverbs: <i>might</i> , <i>may</i> , <i>could</i> , <i>must</i> , <i>maybe</i> , <i>perhaps</i> , <i>possibly</i> , <i>probably</i> , <i>definitely</i> ; permission, obligation, and prohibition	
PROGRESS CHECK	PAGES 98-99		
UNIT 15	PAGES 100-105		
What would you do? Money; hopes; predicaments; speculations	Speculating about past and future events; describing a predicament; giving advice and suggestions	Unreal conditional sentences with <i>if</i> clauses; past modals	
UNIT 16	PAGES 106-111		
What's your excuse? Requests; excuses; invitations	Reporting what people say; making requests; making invitations and excuses	Reported speech: requests; reported speech: statements	
PROGRESS CHECK	PAGES 112-113		
SELF-STUDY			

Pronunciation/Listening	Writing/Reading	Interchange Activity
<p>Intonation in statements with time phrases</p> <p>Listening to people talk about changes</p> <p><i>Self-study:</i> Listening to people discuss technology</p>	<p>Writing a description of a person</p> <p>"Are You in Love?": Reading about the signs of being in love</p>	<p>"Consider the consequences": Agreeing and disagreeing with classmates</p>
<p>Unreleased and released /t/ and /d/</p> <p>Listening to people talk about their job preferences</p> <p><i>Self-study:</i> Listening to a student election debate</p>	<p>Writing a cover letter for a job application</p> <p>"Find the Job That's Right for You!": Reading about how to find the perfect job</p>	<p>"Dream job": Deciding which job to apply for</p>
<p>The letter o</p> <p>Listening to descriptions of monuments; listening for information about a country</p> <p><i>Self-study:</i> Listening for information about the Statue of Liberty</p>	<p>Writing a guidebook introduction</p> <p>"A Guide to Unusual Museums": Reading about interesting museums</p>	<p>"Who is this by?": Sharing information about famous works</p>
<p>Contrastive stress in responses</p> <p>Listening to people talk about recent experiences</p> <p><i>Self-study:</i> Listening to people talk about events in their careers</p>	<p>Writing a short story</p> <p>"Child Prodigies": Reading about gifted children</p>	<p>"Life is like a game!": Playing a board game</p>
<p>Emphatic stress</p> <p>Listening for opinions; listening to a movie review</p> <p><i>Self-study:</i> Listening to people talk about a book</p>	<p>Writing a movie review</p> <p>"The Magic of Potter": Reading about an author's career</p>	<p>"Famous faces": Asking classmates' opinions about movies and TV shows</p>
<p>Pitch</p> <p>Listening to people talk about the meanings of signs</p> <p><i>Self-study:</i> Listening to people discuss street signs</p>	<p>Writing a list of rules</p> <p>"Pearls of Wisdom": Reading about proverbs</p>	<p>"What's going on?": Interpreting body language</p>
<p>Reduction of <i>have</i></p> <p>Listening to people talk about predicaments; listening to a radio talk show</p> <p><i>Self-study:</i> Listening to people describe situations</p>	<p>Writing a letter to an advice columnist</p> <p>"Ask Amy": Reading an advice column</p>	<p>"Do the right thing!": Deciding what to do in a difficult situation</p>
<p>Reduction of <i>had</i> and <i>would</i></p> <p>Listening for excuses; listening to voice mail messages</p> <p><i>Self-study:</i> Listening to a telephone conversation</p>	<p>Writing a voice mail message</p> <p>"The Truth About Lying": Reading about "white lies"</p>	<p>"Excuses, excuses": Making up excuses</p>

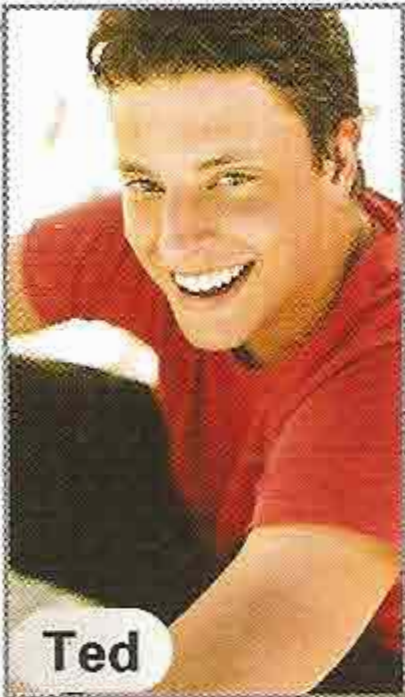

1 A time to remember

1 **SNAPSHOT**

Getting to Know You

Many people use the Internet to meet people. Here is some typical information found in online personal ads.

Tell us about yourself!

 <p style="font-weight: bold; color: white; background-color: black; padding: 2px; margin: 5px auto; width: 50px;">Ted</p>	<p>Background Born: Dallas Grew up: Los Angeles</p> <p>Professional information Education: college degree Occupation: computer specialist</p> <p>Interests and hobbies I love to be outdoors. I enjoy skiing and swimming. And I'm a good cook.</p>	<p>Background Born: Buenos Aires Grew up: Los Angeles</p> <p>Professional information Education: high school diploma Occupation: college student</p> <p>Interests and hobbies I like to go to the movies and take long walks. And I'm learning to in-line skate!</p>	 <p style="font-weight: bold; color: white; background-color: black; padding: 2px; margin: 5px auto; width: 50px;">Ana</p>
--	---	--	--

Source: <http://personals.yahoo.com>

Do you think Ana and Ted could be friends?
 Do people in your country use personal ads? How else can people meet?
 Create your own personal profile and compare it with a partner.
 How are you the same? different?

2 **CONVERSATION** *Where did you learn to skate?*

A Listen and practice.

Ted: Oh, I'm really sorry. Are you OK?
 Ana: I'm fine. But I'm not very good at this.
 Ted: Neither am I. . . . Say, are you from South America?
 Ana: Yes, I am, originally. I was born in Argentina.
 Ted: Did you grow up there?
 Ana: Yes, I did, but my family moved here ten years ago, when I was in junior high school.
 Ted: And where did you learn to skate?
 Ana: Here in the park. This is only my third time.
 Ted: Well, it's my *first* time. Can you give me some lessons?
 Ana: Sure. Just follow me.
 Ted: By the way, my name is Ted.
 Ana: And I'm Ana. Nice to meet you.



B Listen to the rest of the conversation. What are two more things you learn about Ted?

Past tense

Where **were** you born?

I **was** born in Argentina.

Were you born in Buenos Aires?

Yes, I **was**.

No, I **wasn't**. I **was** born in Córdoba.

When **did** you **move** to Los Angeles?

I **moved** here ten years ago. I **didn't speak** English.

Did you **take** English classes in Argentina?

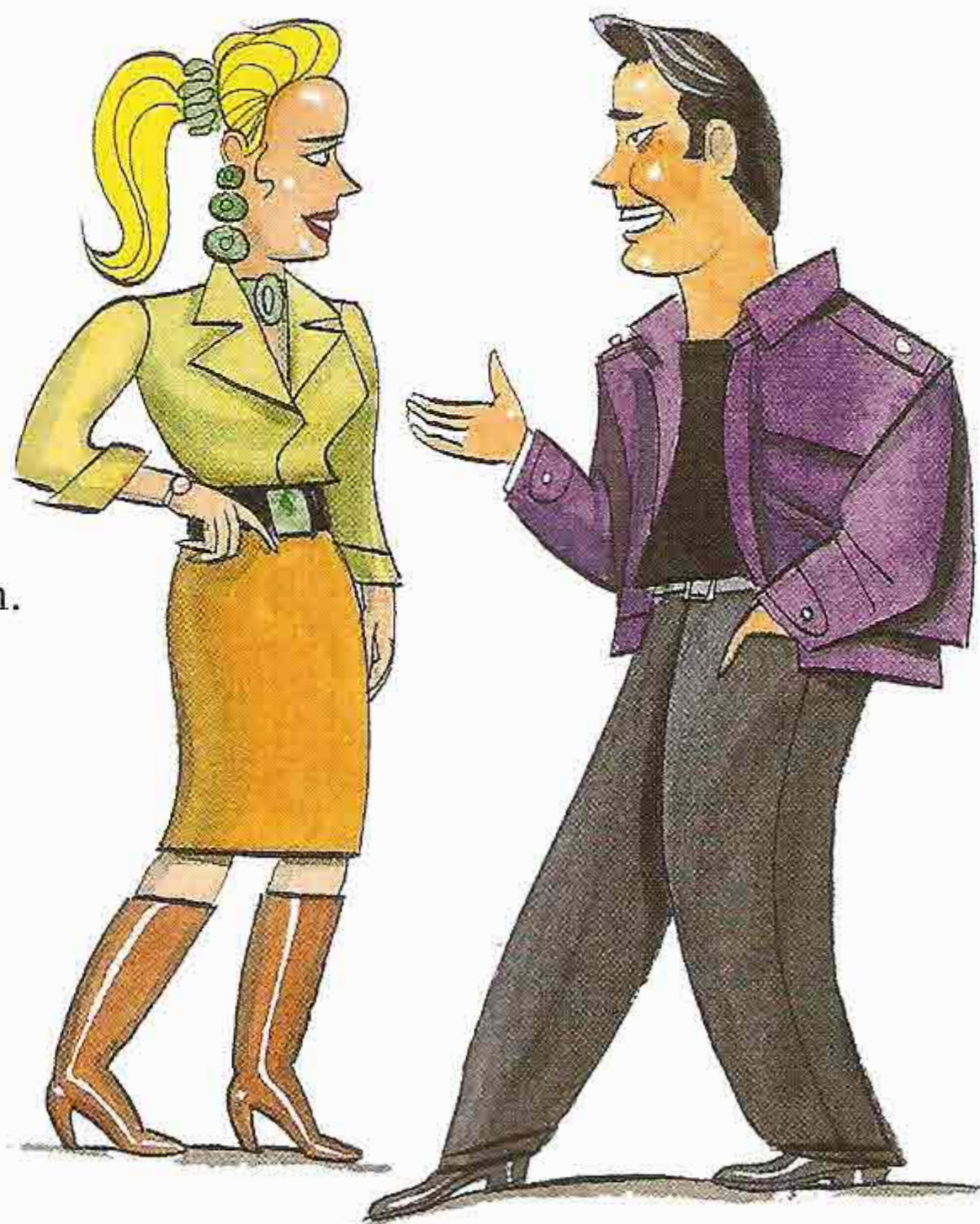
Yes, I **did**. I **took** classes for a year.

No, I **didn't**. My aunt **taught** me at home.

A Complete these conversations. Then practice with a partner.

- A: Could you tell me a little about yourself?
Where you born?
B: I born in South Korea.
A: you grow up there?
B: No, I I up in Canada.
- A: Where you go to high school?
B: I to high school in Ecuador.
A: And when you graduate?
B: I last year. Now I work as a salesperson.
- A: you have a favorite teacher when
you a child?
B: Yes, I I an excellent
teacher named Mr. Woods.
A: What he teach?
B: He English.

B Pair work Take turns asking the questions in part A. Give your own information when answering.



LISTENING Life as an immigrant

A Listen to interviews with two immigrants to the United States. Where are they from?

B Listen again and complete the chart.

	Yu Hong	Ajay
1. When did he/she move to the United States?
2. What is difficult about being an immigrant?
3. What does he/she miss the most?

5

SPEAKING *Tell me about yourself.*

A Pair work Check (✓) six questions below. Then interview a classmate you don't know very well.

- | | |
|--|---|
| <input type="checkbox"/> Where did you go to elementary school? | <input type="checkbox"/> What other languages can you speak? |
| <input type="checkbox"/> Were you a good student in elementary school? | <input type="checkbox"/> Do you have a big family? |
| <input type="checkbox"/> What were your best subjects? | <input type="checkbox"/> Did you enjoy your childhood? |
| <input type="checkbox"/> What subjects didn't you like? | <input type="checkbox"/> Who was your hero when you were a child? |
| <input type="checkbox"/> When did you first study English? | <input type="checkbox"/> Did you ever have a part-time job? |

B Group work Tell the group what you learned about your partner. Then answer any questions.

A: Carlos went to elementary school in Mexico City.

B: Pam first studied English when she was 10.

C: Really? Where did she study English?

useful expressions

Really? Me, too!

Wow! What was it like?

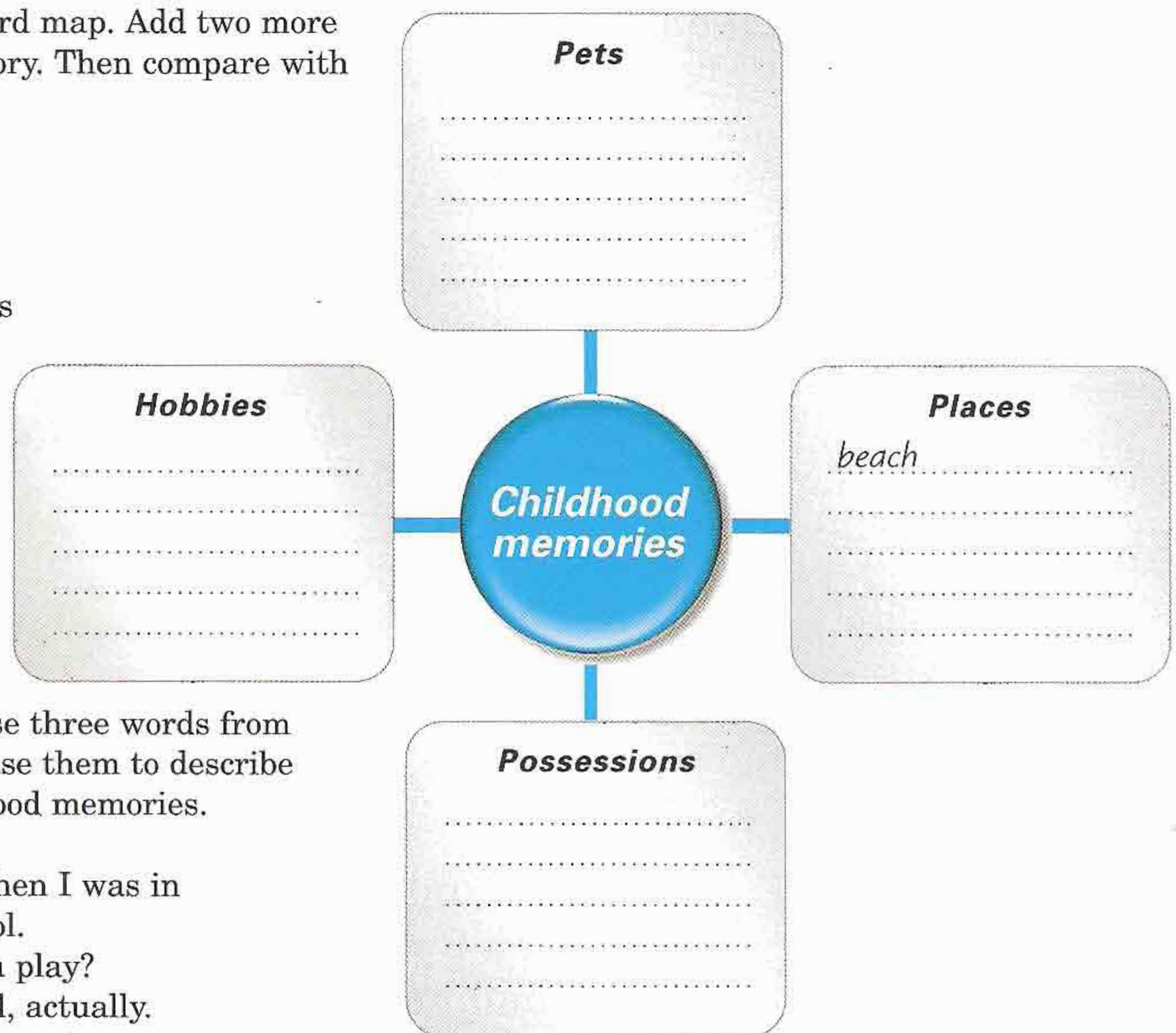
Can you tell us more?

6

WORD POWER

A Complete the word map. Add two more words to each category. Then compare with a partner.

- ✓ beach
bicycle
cat
collect comic books
paint
play chess
rabbit
scrapbook
snake
soccer ball
summer camp
tree house



B Pair work Choose three words from the word map and use them to describe some of your childhood memories.

A: I played chess when I was in elementary school.

B: How well did you play?

A: I was pretty good, actually.
I won several competitions.

7

PERSPECTIVES How have you changed?

A Listen to these statements about changes. Check (✓) those that are true about you.

- ☐ 1. "When I was a kid, I used to be very messy, but now I'm very neat."
- ☐ 2. "I used to have a lot of hobbies, but now I don't have any free time."
- ☐ 3. "I didn't use to collect anything, but now I do."
- ☐ 4. "I used to be really into fashion, but these days I'm not interested anymore."
- ☐ 5. "I never used to play sports, but now I like to keep fit."
- ☐ 6. "I never used to worry about money, but now I do."
- ☐ 7. "I didn't use to follow politics, but now I read the newspaper every day."
- ☐ 8. "When I was younger, I used to care a lot about my appearance. Now, I'm too busy to care how I look."



B Pair work Look at the statements again. Which changes are positive? Which are negative?

"I think the first one is a positive change. It's good to be neat."

8

GRAMMAR FOCUS

Used to

Used to refers to something that you regularly did in the past but don't do anymore.

I **used to** be very messy, but now I'm very neat.

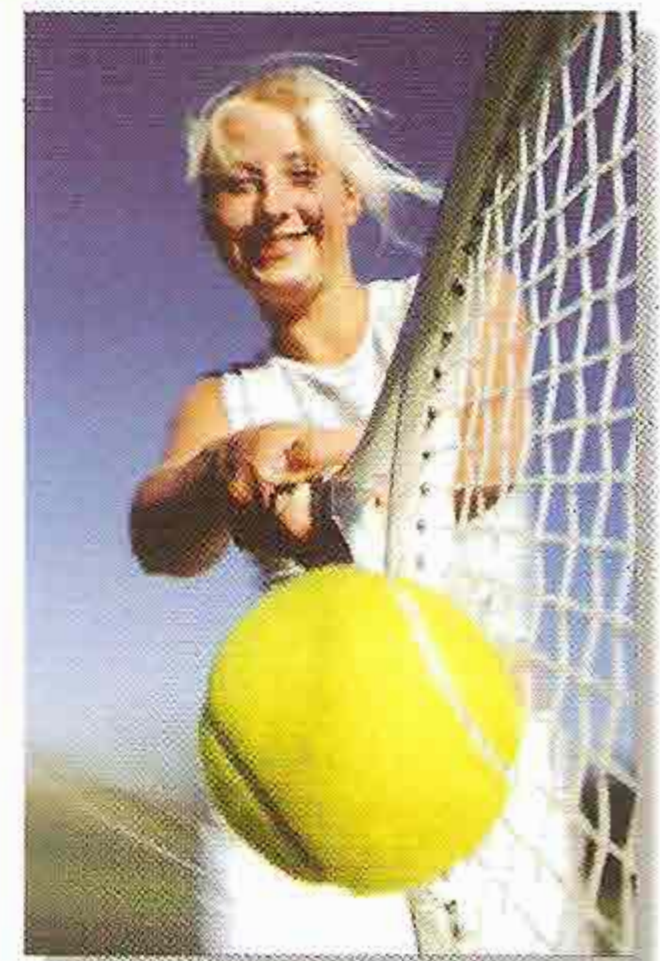
Did you **use to** collect things?

Yes, I **used to** collect comic books.

No, I **didn't use to** collect anything, but now I collect art.

What sports **did you use to** play?

I **never used to** play sports, but now I play tennis.



A Complete these sentences. Then compare with a partner.

1. In elementary school, I used to . . .
2. I used to be . . . , but I'm not anymore.
3. When I was a kid, I used to play . . .
4. I didn't use to . . .
5. After school, my best friend and I used to . . .
6. My parents never used to . . .

B Pair work How have you changed these things? Write five more sentences about yourself using *used to*.

your hairstyle the way you dress your hobbies and interests

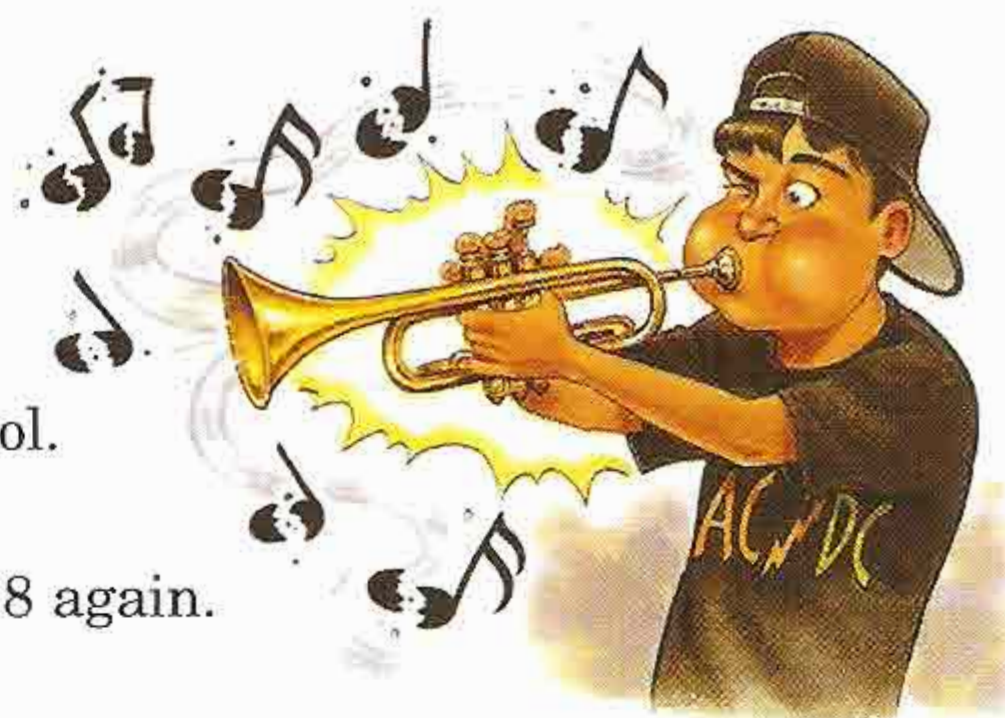
"I used to wear my hair much longer. Now I wear it short."

9

PRONUNCIATION *Used to*

A Listen and practice. Notice that the pronunciation of **used to** and **use to** is the same.

When I was a child, I **used to** play the trumpet.
 I **used to** have a nickname.
 I didn't **use to** have a bicycle.
 I didn't **use to** study very hard at school.



B Pair work Practice the sentences you wrote in Exercise 8 again. Pay attention to the pronunciation of **used to** and **use to**.

10

SPEAKING *Memories*

A Pair work Add three questions to this list. Then take turns asking and answering the questions.

1. What's your favorite childhood memory?
2. What kinds of sports or games did you use to play when you were younger?
3. Did you use to have a nickname?
4. Where did you use to spend your vacations?
5. How has your taste in music changed?
6.
7.
8.

B Class activity Tell the class two interesting things about your partner.

11

WRITING *About yourself*

A Write a paragraph about things you used to do as a child. Use some of your ideas from Exercise 10. Just for fun, include one false statement.

When I was four years old, my family moved to Australia. We had an old two-story house and a big yard. My older brother and I used to play lots of games together. In the summer, my favorite outdoor game was ...

B Group work Share your paragraphs and answer any questions. Can you find the false statements?

12

INTERCHANGE 1 *Class profile*

Find out more about your classmates. Go to Interchange 1 at the back of the book.

Nicole Kidman: *New Hollywood Royalty*

Scan the article. Where was Nicole Kidman born? Where was she married? When did she win an Academy Award?

Actress Nicole Kidman was born in Honolulu, Hawaii, in 1967. Her father, an Australian, was a student in Hawaii at the time. When she was 4, the family returned to Australia, and Kidman grew up in a suburb of Sydney.

Kidman became interested in acting early on. Her first experience came when she was 6 years old and she played a sheep in her school's Christmas pageant. She trained in drama and dance through her teen years. She got a couple of TV parts before she made her breakthrough: In 1985, the Australian Film Institute named her Actress of the Year for her role in the TV miniseries *Vietnam*. She was only 17.

In 1989, Kidman appeared in the creepy thriller *Dead Calm*. This performance earned her the lead role in her first American movie, *Days of Thunder*. Her costar was Tom Cruise. Following a whirlwind romance, Kidman and Cruise were married in Colorado on Christmas Eve, 1990.

During the marriage, Kidman's career continued to grow. She and Cruise adopted two children,

and they worked hard to balance their careers and family life.

Unfortunately, the marriage didn't last.

Kidman and Cruise divorced in 2001. After the divorce, Kidman threw herself into her work. She

starred in a number of high-profile movies, including the musical *Moulin Rouge*. Then, in 2003, she won both an Academy Award and a Golden Globe for her role as Virginia Woolf in the film *The Hours*.

And what does she think of her fame? "It's a fleeting moment," she has said. "How long will it last? Who knows? But it's here and it's now."



One of the most fascinating actresses of our time

A Read the article. Find the words in *italics* in the article. Then circle the meaning of each word or phrase.

1. When you make a *breakthrough*, you experience a sudden **advance** / **accident**.
2. When something is *creepy*, it gives you a feeling of **joy and excitement** / **fear and disgust**.
3. A *whirlwind* describes something that happens **slowly** / **quickly**.
4. When Kidman *threw herself into* her work, she **worked very hard** / **stopped working**.
5. When something is *fleeting*, it lasts a **short** / **long** time.

B Number these sentences from 1 (first event) to 10 (last event).

- | | |
|---|---|
| a. She divorced Tom Cruise. | f. She won her first award. |
| b. She had her first acting experience. | g. She adopted two children. |
| c. She won an Academy Award. | 1..... h. She was born in Hawaii. |
| d. She moved to Australia. | i. She studied drama and dance. |
| e. She made her first American movie. | j. She married Tom Cruise. |

C Pair work Who is your favorite actor or actress? What interesting details do you know about his or her life and career?