

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  
剑桥大学出版社  
CAMBRIDGE UNIVERSITY PRESS

含1张CD和词汇手册

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北京 BEIJING

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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

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	这些口语流利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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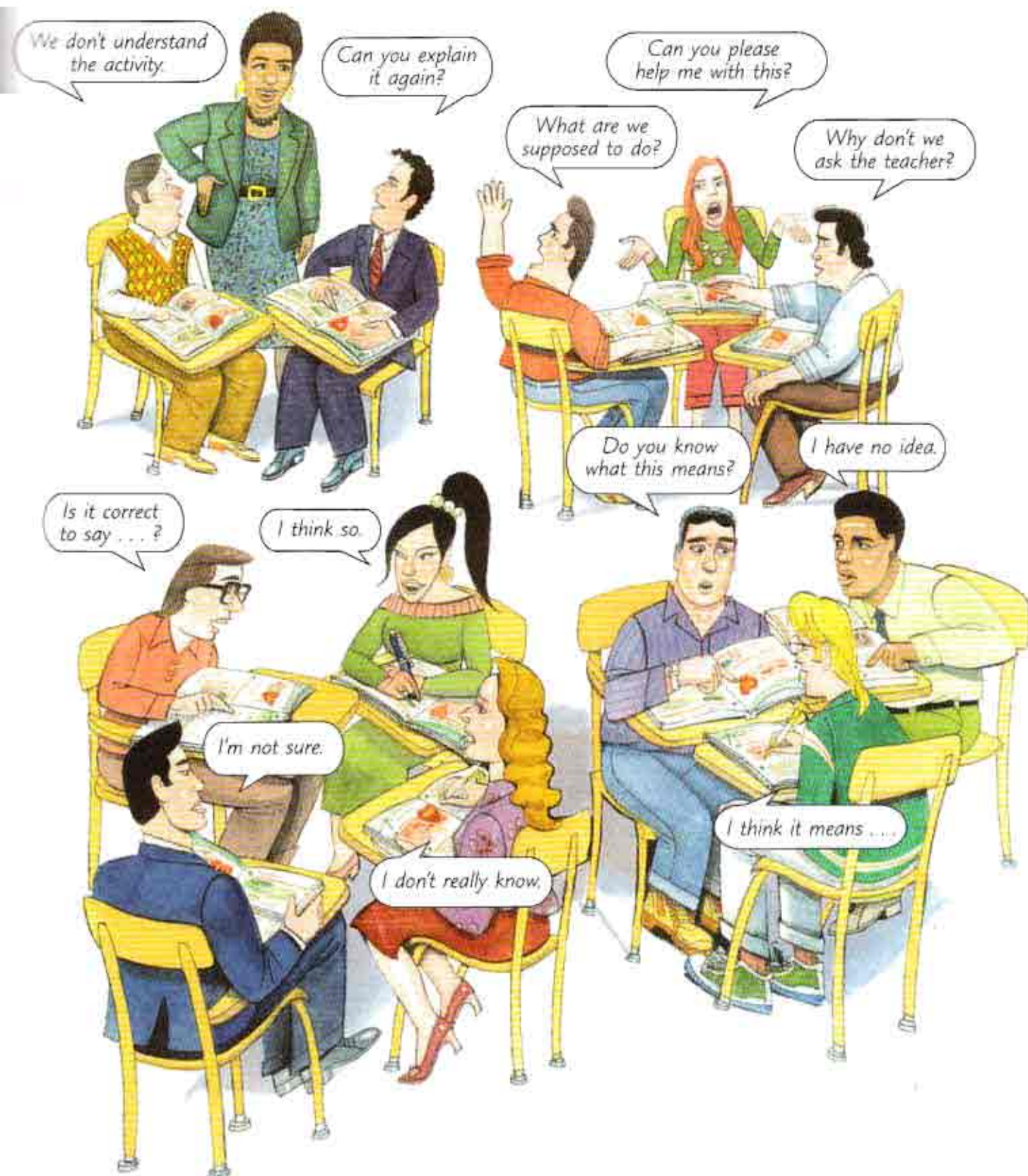
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## CLASSROOM LANGUAGE *Getting help*



# Plan of Book 3

Titles/Topics	Speaking	Grammar
<b>UNIT 1</b> PAGES 2-7		
<b>That's what friends are for!</b> Personality types and qualities; relationships; turn ons and turn offs	Describing personalities; expressing likes and dislikes; agreeing and disagreeing; complaining	Relative pronouns as subjects and objects; clauses with <i>it</i> + adverbial clauses with <i>when</i>
<b>UNIT 2</b> PAGES 8-13		
<b>Career moves</b> Jobs; unusual careers; job skills; summer jobs	Talking about unusual careers; describing jobs; discussing the pros and cons of jobs	Gerund phrases as subjects and objects; comparisons with adjectives, verbs, nouns, and past participles
<b>PROGRESS CHECK</b> PAGES 14-15		
<b>UNIT 3</b> PAGES 16-21		
<b>Could you do me a favor?</b> Favors; formal and informal requests; messages	Making unusual requests; making indirect requests; accepting and declining requests	Requests with modals, <i>if</i> clauses, and gerunds; indirect requests
<b>UNIT 4</b> PAGES 22-27		
<b>What a story!</b> The media; news stories; exceptional events	Narrating a story; describing events in the past	Past continuous vs. simple past; past perfect
<b>PROGRESS CHECK</b> PAGES 28-29		
<b>UNIT 5</b> PAGES 30-35		
<b>Crossing cultures</b> Cultural comparisons and culture shock; moving abroad; emotions; customs; tourism and travel abroad	Talking about moving abroad; expressing emotions; describing cultural expectations; giving advice	Noun phrases containing relative clauses; expectations: <i>the custom to</i> , <i>(not) supposed to</i> , <i>expected to</i> , <i>(not) acceptable to</i>
<b>UNIT 6</b> PAGES 36-41		
<b>What's wrong with it?</b> Consumer complaints; everyday problems; electronics; repairs	Describing problems; making complaints; explaining something that needs to be done	Describing problems with past participles as adjectives and with nouns; describing problems with <i>keep</i> + gerund, <i>need</i> + gerund, and <i>need</i> + passive infinitive
<b>PROGRESS CHECK</b> PAGES 42-43		
<b>UNIT 7</b> PAGES 44-49		
<b>The world we live in</b> The environment; world problems; current issues	Identifying and describing problems; coming up with solutions	Passive in the present continuous and present perfect; prepositions of cause; infinitive clauses and phrases
<b>UNIT 8</b> PAGES 50-55		
<b>Lifelong learning</b> Education; learner choices; strategies for learning; personal qualities	Asking about preferences; discussing pros and cons of different college majors; talking about learning methods; talking about personal qualities	<i>Would rather</i> and <i>would prefer</i> ; <i>by</i> + gerund to describe how to do things
<b>PROGRESS CHECK</b> PAGES 56-57		
<b>SELF-STUDY</b>		

## Pronunciation/Listening

## Writing/Reading

## Interchange Activity

### Linked sounds

Listening for opinions; listening for descriptions of people

*Self-study:* Listening for likes and dislikes about people

Writing a description of a best friend

"You Have to Have Friends": Reading about making and keeping friends

"Personality types": Interviewing a classmate to find out about personality characteristics

### Stress with compound nouns

Listening to descriptions of summer jobs; listening for likes and dislikes

*Self-study:* Listening to descriptions of careers; listening for comparisons

Writing about career advantages and disadvantages

"Strategies for Keeping Your Job": Reading advice about behavior in the workplace

"The dinner party": Comparing people's careers and personalities to make a seating chart for a dinner party

### Unreleased consonants

Listening to people making, accepting, and declining requests

*Self-study:* Listening to people making plans, asking for a favor, and giving an excuse

Writing an informal e-mail request

"Yes or No?": Reading about the way people in different cultures respond "yes" and "no"

"Borrowers and lenders": Asking classmates to borrow items; lending or refusing to lend items

### Intonation in complex sentences

Listening to news broadcasts; listening to a narrative about a past event

*Self-study:* Listening to a news story

Writing a newspaper article

"Strange but True": Reading tabloid articles about sensational events

"A double ending": Completing a story with two different endings

### Word stress in sentences

Listening for information about living abroad; listening to opinions about customs

*Self-study:* Listening to people's concerns about traveling abroad

Writing a tourist pamphlet

"Culture Shock": Reading journal entries about moving to another country

"Culture check": Comparing customs in different countries

### Contrastive stress

Listening to people exchange things in a store; listening to complaints; listening to repair people describe their jobs

*Self-study:* Listening to people's problems with items they bought

Writing a letter of complaint

"Trading Spaces": Reading about a TV show in which participants redecorate other people's rooms

"Fixer-upper": Comparing problems in two pictures of an apartment

### Reduction of auxiliary verbs

Listening to environmental problems; listening for solutions

*Self-study:* Listening to people talk about problems in their city

Writing a letter to the editor

"The Threat to Kiribati": Reading about an island that is sinking into the ocean

"Make your voices heard!": Choosing an issue and deciding on an effective method of protest; devising a strategy

### Intonation in questions of choice

Listening to descriptions of courses; listening for additional information

*Self-study:* Listening to a student describe online classes

Writing a short speech

"Learning Styles": Reading about different kinds of learning

"Learning curves": Choosing between different things you want to learn

Titles/Topics	Speaking	Grammar
<b>UNIT 9</b> PAGES 58-63		
<b>At your service</b> 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
<b>UNIT 10</b> PAGES 64-69		
<b>The past and the future</b> 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		
<b>UNIT 11</b> PAGES 72-77		
<b>Life's little lessons</b> 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
<b>UNIT 12</b> PAGES 78-83		
<b>The right stuff</b> 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		
<b>UNIT 13</b> PAGES 86-91		
<b>That's a possibility.</b> 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>
<b>UNIT 14</b> PAGES 92-97		
<b>Behind the scenes</b> 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		
<b>UNIT 15</b> PAGES 100-105		
<b>There should be a law!</b> 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
<b>UNIT 16</b> PAGES 106-111		
<b>Challenges and accomplishments</b> 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 to have</i> + past participle
PROGRESS CHECK PAGES 112-113		
<b>SELF-STUDY</b>		

Pronunciation/Listening	Writing/Reading	Interchange Activity
<p>Sentence stress</p> <p>Listening to suggestions for self-improvement</p> <p><i>Self-study:</i> Listening for what people need to have done</p>	<p>Writing a letter of advice</p> <p>"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</p> <p>Listening for opinions about public figures; listening to predictions</p> <p><i>Self-study:</i> Listening to past events; making predictions</p>	<p>Writing a biography</p> <p>"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></p> <p>Listening to descriptions of important events; listening to regrets and explanations</p> <p><i>Self-study:</i> Listening to people describe changes in themselves</p>	<p>Writing a letter of apology</p> <p>"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</p> <p>Listening for features and slogans</p> <p><i>Self-study:</i> Listening for qualities that help people make friends more easily</p>	<p>Writing a TV commercial</p> <p>"The Wrong Stuff": Reading about advertising failures</p>	<p>"Entrepreneurs": Designing a business plan for a small business</p>
<p>Reduction in past modals</p> <p>Listening to explanations; listening for the best solution</p> <p><i>Self-study:</i> Listening to situations and reacting</p>	<p>Writing about a predicament</p> <p>"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</p> <p>Listening to a producer describe his work; listening for personality traits</p> <p><i>Self-study:</i> Listening to an interview; listening for steps in a process</p>	<p>Writing about a process</p> <p>"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</p> <p>Listening for solutions to everyday annoyances; listening to issues and opinions</p> <p><i>Self-study:</i> Listening to concerns about issues and problems</p>	<p>Writing a letter to a community leader</p> <p>"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</p> <p>Listening to challenges and rewards of people's work; listening for people's goals for the future</p> <p><i>Self-study:</i> Listening to a person's experience in the Peace Corps</p>	<p>Writing a personal statement for an application</p> <p>"Young and Gifted": Reading about exceptionally gifted young people</p>	<p>"Viewpoints": Taking a survey about volunteering</p>

# 1 That's what friends are for!

## 1 **SNAPSHOT**

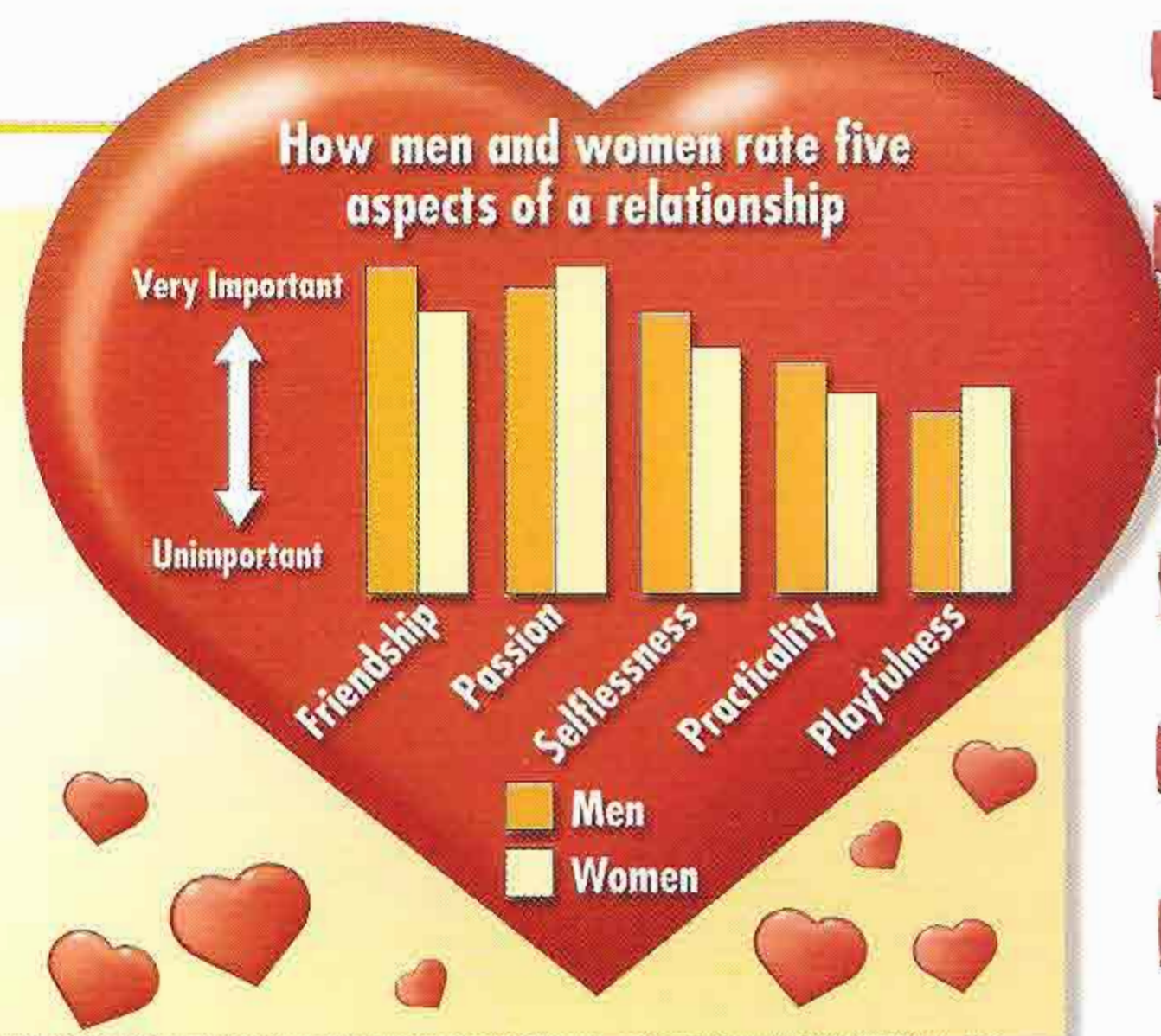
### Love and Marriage in North America

#### What women look for in a partner

- leadership qualities
- earnings potential
- a sense of humor
- intelligence
- job skills
- success

#### What men look for in a partner

- physical attractiveness
- warmth and affection
- homemaking ability
- fashion sense
- social skills
- sensitivity



*In your opinion, which of the qualities above are most important to look for in a partner?  
Are there other important qualities missing from the lists?  
How do people meet their partners in your country?*

## 2 **CONVERSATION** *I like guys who . . .*

**A** Listen and practice.

Chris: Do you have a date for the party yet?

Kim: Actually, I don't. . . . Do you know anyone I could go with?

Chris: Hmm. What kind of guys do you like?

Kim: Oh, I like guys who aren't too serious and who have a good sense of humor. You know, someone like you.

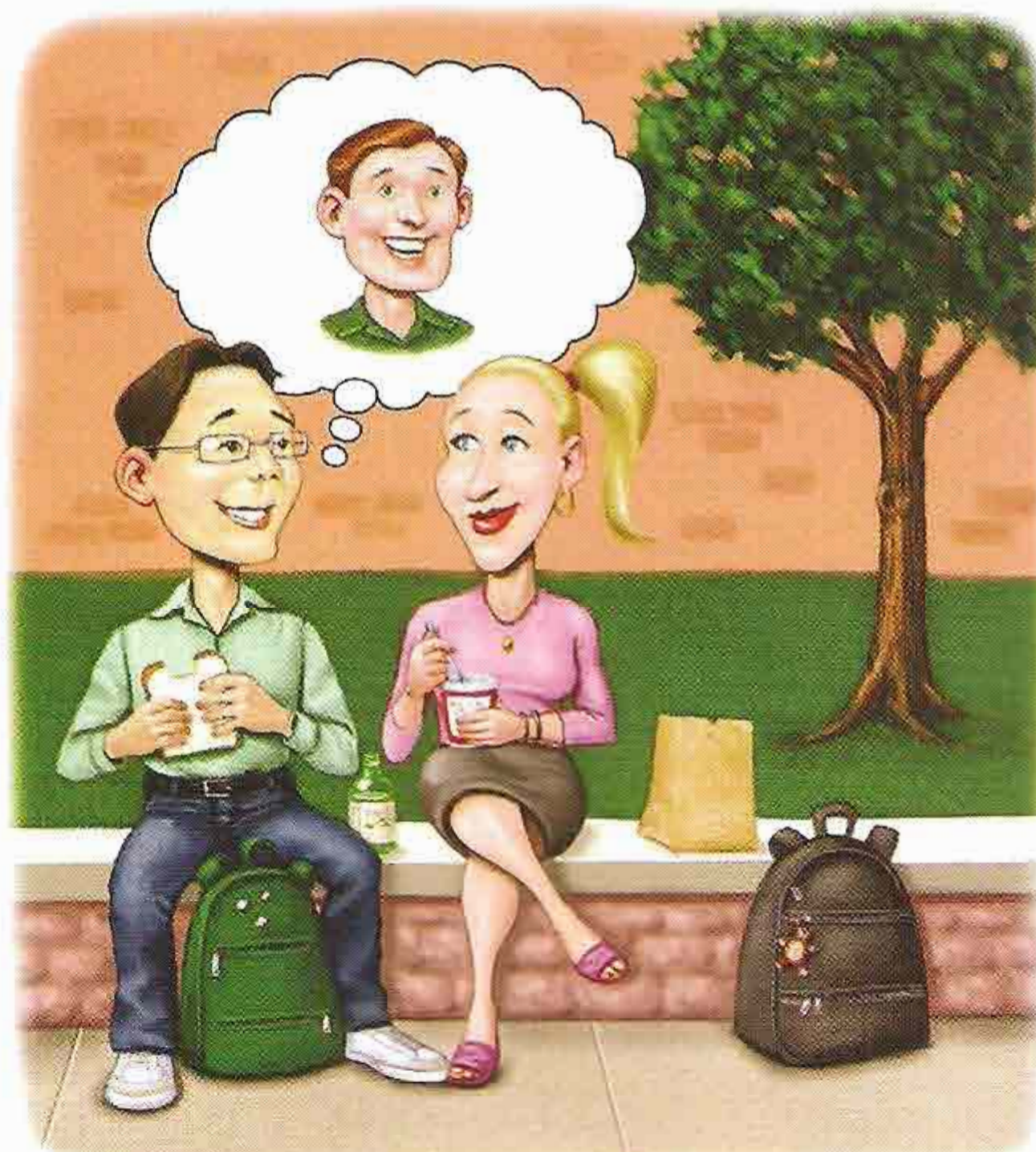
Chris: OK. Uh, what else?

Kim: Well, I'd prefer someone I have something in common with – who I can talk to easily.

Chris: I think I know just the guy for you. Bob Branson. Do you know him?

Kim: No, I don't think so.

Chris: OK, I'll ask him to meet us for coffee, and you can tell me what you think.



**B** Listen to Chris and Kim discuss Bob after they met for coffee. How did Kim like him?

## Relative pronouns

## Relative pronouns as subjects

I like **guys**. **They** aren't too serious.

→ I like guys **who/that** aren't too serious.

I like **guys**. **They** have a good sense of humor. → I like guys **who/that** have a good sense of humor.

## Relative pronouns as objects

I'd prefer **someone**. I can talk to **him** easily.

→ I'd prefer someone **(who/that)** I can talk to easily.

I'd prefer **someone**. I have fun with **him**.

→ I'd prefer someone **(who/that)** I have fun with.

**A Pair work** Match the information in columns A and B. Then rewrite each pair to form one sentence. Use a relative pronoun if necessary.

A

1. I don't want to have a partner *d*.
2. I'd like to meet people .....
3. I'd prefer a roommate .....
4. I don't like to be with people .....
5. I want to discuss my problems with friends .....
6. I'd rather have a boss .....
7. I'd prefer to have teachers .....

B

- a. These people are organized and intelligent.
- b. This person has good leadership qualities.
- c. These people have a good sense of humor.
- d. I have nothing in common with this person.
- e. These people are warm and sensitive.
- f. I don't feel comfortable around these people.
- g. This person is quiet and considerate.

1. I don't want to have a partner who I have nothing in common with.

**B Pair work** Complete the sentences in column A with your own information. Then compare with a partner. Do you and your partner have similar opinions?

## WORD POWER Personalities

**A** Match the words with the definitions. Then decide which words are positive and which are negative. Write **P** or **N** next to each word.

- |                               |   |
|-------------------------------|---|
| <i>f</i> 1. sociable <i>P</i> | a. a person who won't accept other people's differences         |
| 2. intolerant                 | b. someone who doesn't like giving things to people; ungenerous |
| 3. modest                     | c. someone who expresses a very high opinion of him- or herself |
| 4. temperamental              | d. someone who is helpful and encouraging                       |
| 5. egotistical                | e. a person who doesn't do what he or she promised              |
| 6. easygoing                  | f. a person who enjoys being with other people                  |
| 7. stingy                     | g. a person who has unpredictable or irregular moods            |
| 8. unreliable                 | h. a person who doesn't worry much or get angry easily          |
| 9. supportive                 | i. someone who doesn't brag about his or her accomplishments    |

**B Pair work** Can you remember the definitions? Take turns talking about the adjectives.

"A sociable person is someone who . . ."

**C Pair work** Think of at least three adjectives to describe yourself. Then tell a partner.

## 5 LISTENING What are they like?

**A** Listen to conversations that describe three people. Are the descriptions positive (P) or negative (N)? Check (✓) the box.

1. Andrea	<input type="checkbox"/> P	<input type="checkbox"/> N	.....	.....
2. James	<input type="checkbox"/> P	<input type="checkbox"/> N	.....	.....
3. Mr. Johnson	<input type="checkbox"/> P	<input type="checkbox"/> N	.....	.....

**B** Listen again. Write two adjectives for each person in the chart.

## 6 DISCUSSION Ideal people

**A Group work** What is the ideal parent, friend, or partner like? What is one quality each should have and one quality each should *not* have? Complete the chart.

	This person should be ...	This person should not be ...
The ideal parent	.....	.....
The ideal friend	.....	.....
The ideal partner	.....	.....

**B Group work** Take turns describing your “ideal people.” Try to agree on the two most important qualities for a parent, a friend, and a partner.

- A: I think the ideal parent is someone who is easygoing.  
 B: I agree. The ideal parent is someone who doesn't get upset easily and who isn't temperamental.  
 C: Oh, I'm not sure I agree. ...



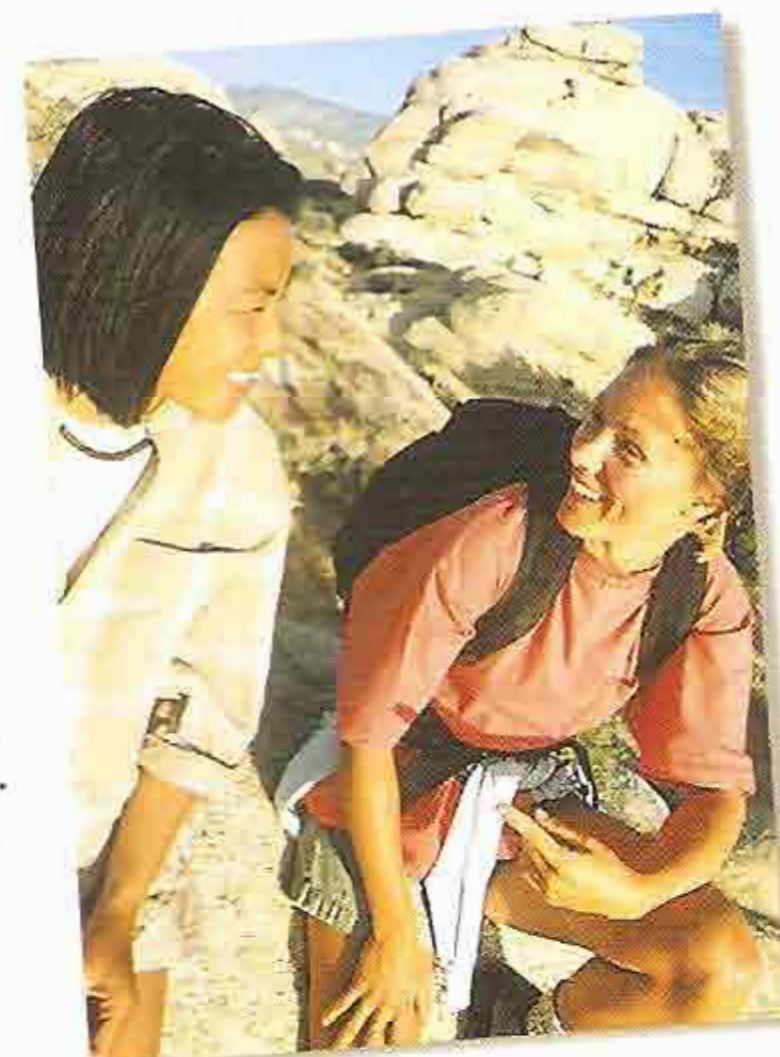
## 7 WRITING About a best friend

**A Pair work** Talk about your best friend. Then write a paragraph.

*My best friend is someone who is sensitive about my feelings. She's a person who is very supportive and always listens to my problems. ...*

**B Pair work** Exchange paragraphs and follow these steps:

1. First, read your partner's paragraph for content. Ask follow-up questions for further information. Make notes.
2. Next, give suggestions about how the paragraph could be improved.
3. Then rewrite your paragraph to include your partner's suggestions.
4. Finally, check your paragraph for spelling, punctuation, and grammar.



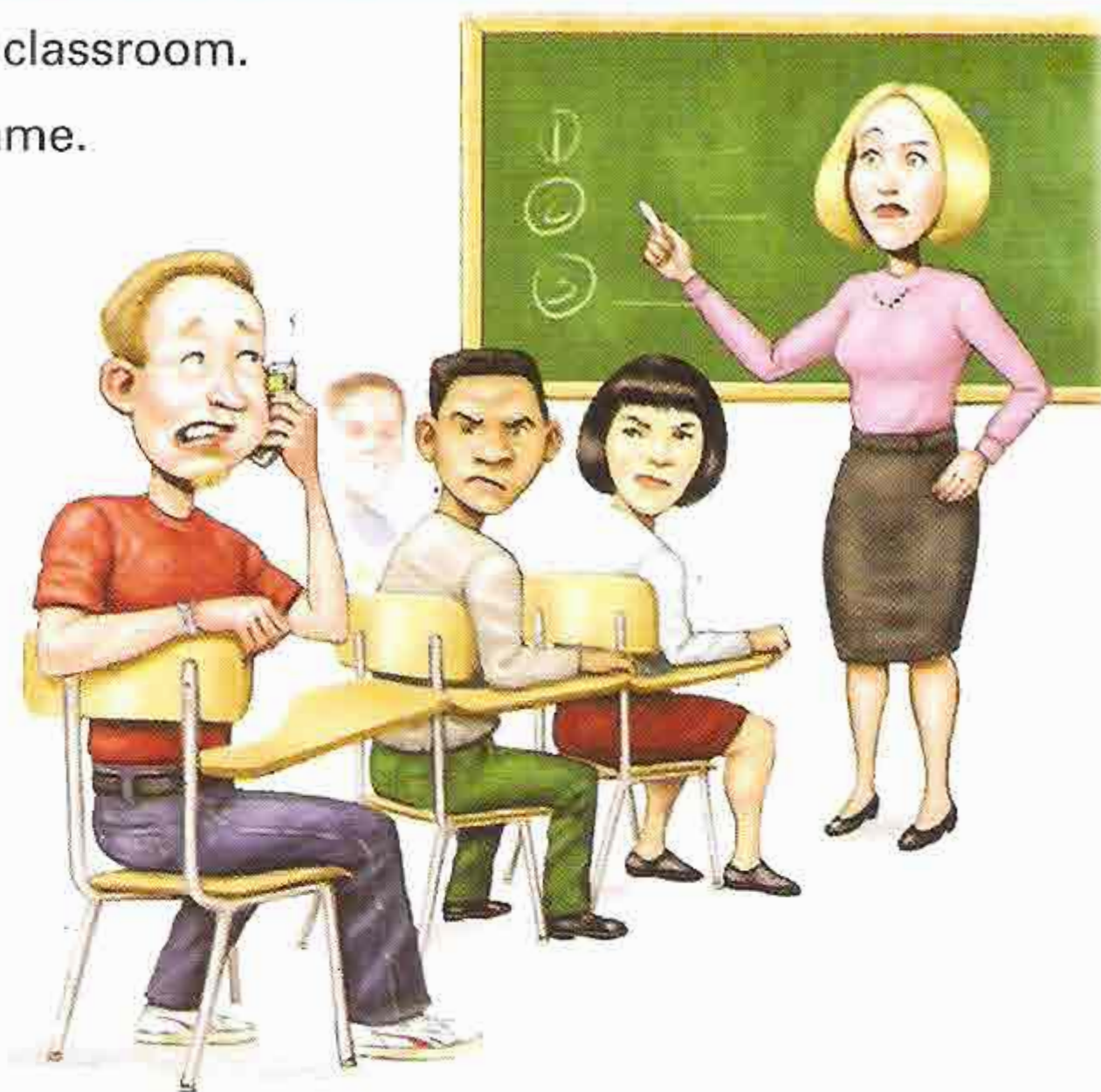
## 8

**PERSPECTIVES Quiz**

**A** Listen to some common complaints. Check (✓) the ones you agree with.

### Do you get **ANNOYED** easily?

- ☐ I don't like it when a cell phone rings in the classroom.
- ☐ It bothers me when a teacher forgets my name.
- ☐ I hate it when people talk with their mouth full.
- ☐ It upsets me when a close friend forgets my birthday.
- ☐ I can't stand it when people talk loudly to each other during a movie.
- ☐ I don't like it when people call me early in the morning.
- ☐ I can't stand it when a child screams in a restaurant.
- ☐ It bothers me when my doctor arrives late for an appointment.



Score: If you checked ...

1-2 complaints: Wow! You don't get annoyed very easily.

3-4 complaints: You're fairly easygoing.

5-6 complaints: Hmm, you could be intolerant about some things.

7-8 complaints: Relax, you get annoyed too easily!

**B** Calculate your score. Do you get annoyed easily? Tell the class what bothers you the most.

## 9

**PRONUNCIATION Linked sounds**

**A** Listen and practice. Final consonant sounds are often linked to the vowel sounds that follow them.

It upsets me when a person is unreliable.

I love it when a friend is supportive and kind.

**B** Mark the linked sounds in the sentences below. Listen and check. Then practice saying the sentences.

1. I can't stand it when someone is late for an appointment.
2. Does it bother you when a friend is unreliable?
3. I hate it when a cell phone goes off in a performance.

**C** Take turns saying the sentences in Exercise 8. Pay attention to linked sounds.



# 10 GRAMMAR FOCUS

## Clauses with *it* + adverbial clauses with *when*

I don't mind it	<b>when</b> people talk loudly during a movie.
I don't like it	<b>when</b> a cell phone rings in the classroom.
I can't stand it	<b>when</b> a child screams in a restaurant.
It bothers me	<b>when</b> a teacher forgets my name.
It upsets me	<b>when</b> people arrive late for appointments.

**A** How do you feel about these situations? Complete the sentences with *it* clauses from the list. Then take turns reading your sentences with a partner.

I love it	It bothers me	I don't like it
I can't stand it	It embarrasses me	It doesn't bother me
It makes me happy	It really upsets me	I don't mind it

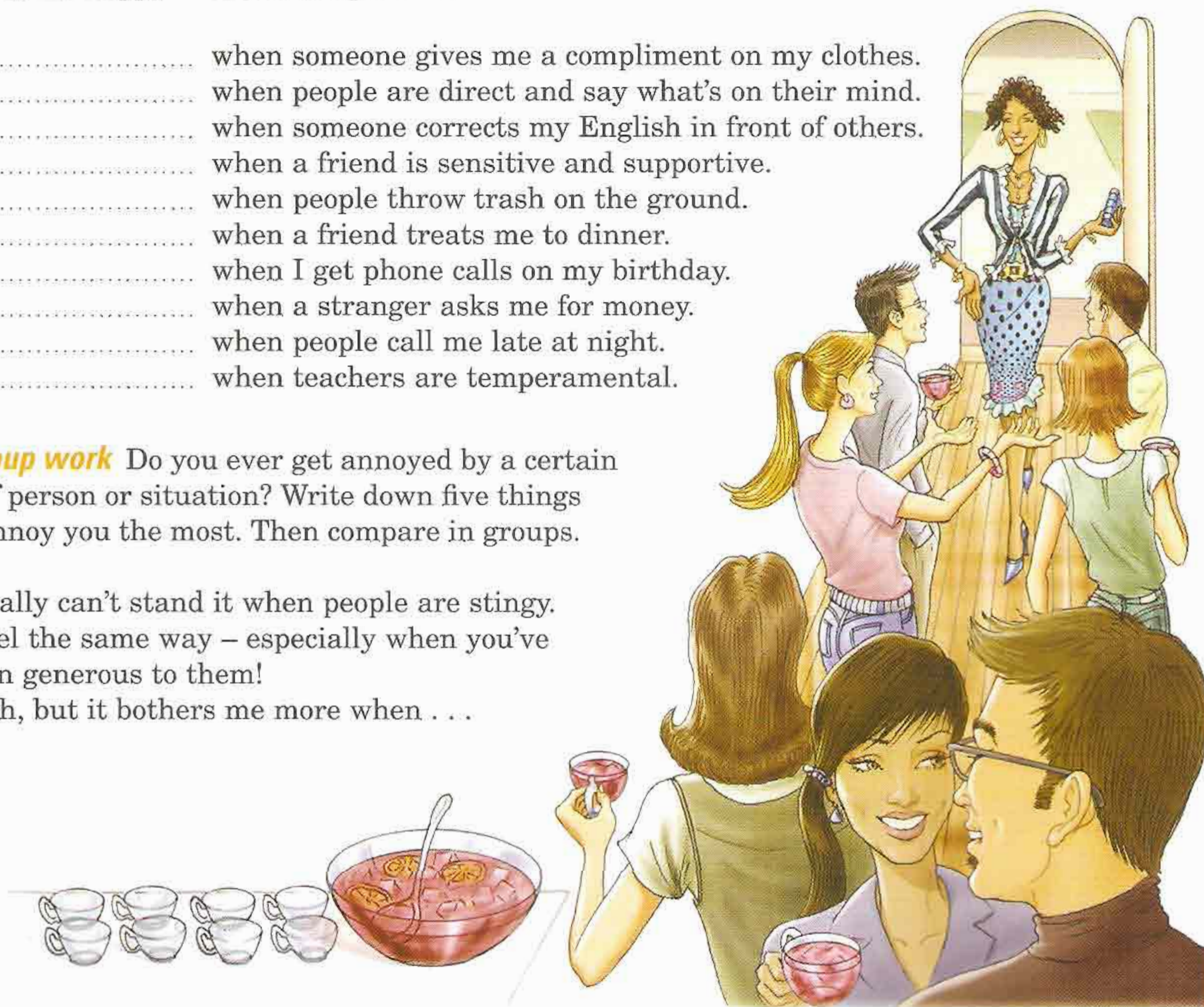
- ..... when someone gives me a compliment on my clothes.
- ..... when people are direct and say what's on their mind.
- ..... when someone corrects my English in front of others.
- ..... when a friend is sensitive and supportive.
- ..... when people throw trash on the ground.
- ..... when a friend treats me to dinner.
- ..... when I get phone calls on my birthday.
- ..... when a stranger asks me for money.
- ..... when people call me late at night.
- ..... when teachers are temperamental.

**B Group work** Do you ever get annoyed by a certain type of person or situation? Write down five things that annoy you the most. Then compare in groups.

A: I really can't stand it when people are stingy.

B: I feel the same way – especially when you've been generous to them!

C: Yeah, but it bothers me more when ...



# 11 INTERCHANGE 1 Personality types

Interview a classmate to find out about his or her personality.  
Go to Interchange 1 at the back of the book.

# You Have to Have Friends

How do you choose your friends? What qualities do you look for in a friend?

People use the word "friend" in a variety of ways. A friend can mean anything from a casual acquaintance to someone you've known your whole life. Whoever they are, friends are an important part of life at every stage. They provide companionship and emotional support. Of all our relationships, friendships are the most voluntary. We choose our friends.

## Making new friends

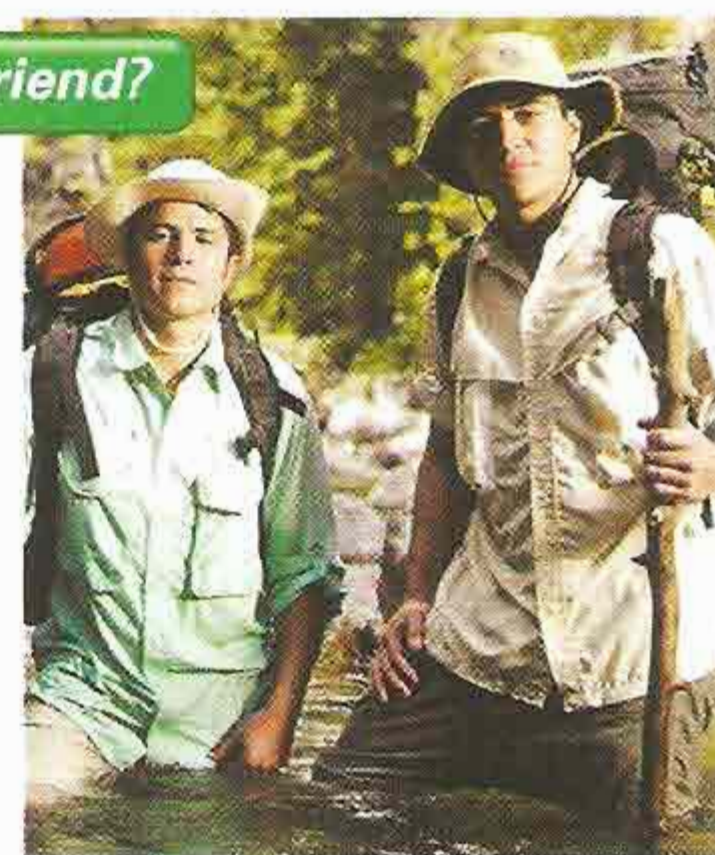
It's easy to stay in a circle of friends you're comfortable with. But as you get older, friendships may be lost – people move away or you just lose track of them. Building friendships is a lifelong, but worthwhile, job. New friendships can bring opportunities to experience new things.

### A few pointers for making new friends:

- Reach out to others. Try to be open to new experiences and relationships.
- Participate in classes, clubs, or volunteer organizations. These activities will bring you into contact with people who share similar interests.
- Stick with it – even if you feel uncomfortable. It takes time to build friendships.

## Keeping friends

Whether friendships are old or new, you can't neglect them if you want them to last. Even though it's sometimes hard to spend time together, it's important to keep in touch. Two other keys are flexibility and respect. Be understanding when plans change. If you find yourselves fighting, try to look at things from the other person's point of view.



### Some tips for keeping friends:

- Be a good listener. Don't be judgmental and don't offer advice unless you're asked.
- Respect the other person's opinion, even when you don't agree.
- Never break a confidence. Your friends need to know they can trust you.
- Be supportive of your friends. It's important to love them despite their faults!

**A** Read the article. Then for each statement, check (✓) True, False, or Not given.

	True	False	Not given
1. You have to know someone a long time to be a friend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Friends are more important than family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. New friendships allow you to learn new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. When you make new friends, old friends will be jealous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. It's important to give your friends respect and support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. You should always offer advice to your friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B** Find the phrases in *italics* in the text. Then choose the meaning for each phrase.

1. When you *lose track of* someone, you **can't locate** / **can't follow** him or her.
2. When you *reach out to* people, you try to **physically touch** / **connect with** them.
3. If you *stick with* something, you **give up on** / **continue to do** it.
4. When you *keep in touch*, you **communicate with** / **stay near to** someone.
5. If you *break a confidence*, you **tell a secret to** / **depend on** someone.

**C Pair work** What other ways can you think of to make new friends? to keep friends?