

Third Edition (第3版)

interchange

剑桥国际英语教程

Jack C. Richards
Chuck Sandy



录像教师用书

VIDEO TEACHER'S GUIDE

语言教学与研究出版社
REIGN LANGUAGE TEACHING AND RESEARCH PRESS

剑桥大学出版社
CAMBRIDGE UNIVERSITY PRESS

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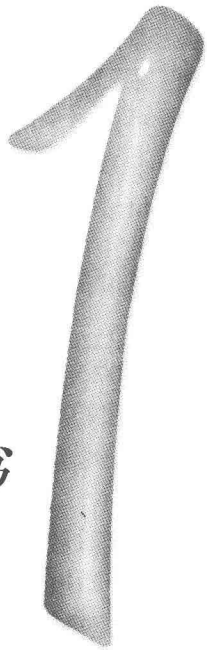
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教材简介

新版《剑桥国际英语教程》（第3版）（*Interchange Third Edition*）是《剑桥国际英语教程》（*New Interchange*）这一世界上具有广泛影响力的英语教程的全面修订版。

本教程分为四个级别，涵盖了语音、词汇及听、说、读、写等多种技能培养，尤其侧重听说训练。本教程的主旨是培养交际能力，即根据不同的情景、角色和交际目的用英语进行交流的能力。本教程采用美式英语编写，但同时也体现出英语作为国际交流的主要语言，并不局限于某个国家、某个地区或某种文化。

第1级在学生通过入门级掌握准确而流利交流能力的基础上，扩展学生的语法、词汇和功能性语言能力。第1级的教学大纲中包括了对入门级中一些重要语言点的回顾，以便没有学习入门级的学生使用第1级学生用书。

录像课程

新版第1级录像既可以与新版第1级学生用书配套使用，也可以与上一版《剑桥国际英语教程》第1级配套使用。录像可以用来补充学生用书，也可以作为短期基础视听课程单独使用。

作为学生用书的补充材料，本套录像课程提供了许多寓教于乐的实况片段。录像涉及的主题、语言点和词汇与学生用书各单元相对应，为学生提供了更多练习和复习的机会。

作为自成体系的短期基础视听课程，录像以一种非常有趣的形式介绍和练习日常生活中实用的交际语言。

录像活动用书（Video Activity Book）设计了丰富的活动，用于强化和拓展录像内容。**录像教师用书（Video Teacher's Guide）**为录像课程提供了全面的教学支持。

课程长度

第1级录像包括16个情景故事和5个纪录短片。每个情景故事时长大约为3分钟，每个纪录短片时长大约为5分钟。

录像活动用书各个单元活动设计非常灵活，每单元所需课时根据具体情况而定，可以为45至90分钟。录像教师用书还提供了许多可选活动（Optional activity）供教师选用。

课程教材组成

■ DVD 录像

16个情景故事为学生用书的16个单元提供补充材料。虽然主题与学生用书相对应，但展现了新的场景，引入了学生用书中没有出现过的人物。这些内容丰富、体裁多样的录像有助于学生对英语学习保持浓厚兴趣，从而也提高了视听课的教学效率；另外，录像片中出现的语言知识同学生用书各单元相对应，符合语法和交际功能相结合的教学大纲。

5个纪录短片可以用于复习或在课程的任何时候使用。这些纪录短片是各种场景下的人物访谈，展示了在真实场景中人们是如何使用语言的，不提供字幕。

■ Video Activity Book 录像活动用书

录像活动用书包括16个与情景故事对应的单元和5个与纪录短片对应的单元。单元活动包括观看前、观

看中和观看后活动，为学生理解和学习录像的内容和语言提供了循序渐进的支持和指导。通过学习本书，学生可以提高自身的文化意识，有效地培养交流策略和技巧，学会创造性地使用语言。

■ Video Teacher's Guide 录像教师用书

录像教师用书为如何在课堂上使用录像和录像活动用书提供了详尽的建议，具体包括录像教学技巧的综述、单元指导和一系列可选扩展活动。录像教师用书还包括录像活动用书的练习答案和录像文本。

在课堂上使用录像

在课堂上使用录像是一种既有趣又有效的教学方法。录像这种媒介可以激发学生的兴趣，寓教于乐。本套教材的录像有如下几点独特之处：

- 描述了生动自然的语言。
- 通过有趣的故事展示了真实语料和英语国家的文化。
- 使学生学会利用可视信息增强理解。
- 通过真实展示在英语国家人们的生活方式来学习重要的语言文化知识。
- 学生有机会观摩到英语交谈中伴随的手势、面部表情和其他体态语言。

录像活动用书内容简介

录像活动用书的每个单元分为四个部分：观看前 (Preview)、观看中 (Watch the Video)、后续活动 (Follow-up) 和语言总结 (Language Close-up)。这四部分通常包括下列几种活动：

■ Preview

文化 (Culture)

介绍录像主题，提供重要的文化背景信息。这些文化知识点可以用作课堂阅读和讨论，学生也可以将其作为作业阅读。

词汇 (Vocabulary)

通过许多趣味活动介绍和练习录像所涉及的重要词汇。

猜故事/猜事实 (Guess the Story/Guess the Facts)

这一活动让学生在观看没有声音的录像，或只看录像活动用书中的图片的情况下，对录像中的人物和行为作出推测。这一纲要型的活动帮助学生在观看有声录像时加深对录像内容的理解。

■ Watch the Video

理解大意 (Get the Picture)

这些初始活动帮助学生关注录像主旨，从宏观角度更好地理解录像。每个单元的活动类型有所不同，但通常包括看录像寻找关键信息并填充表格、回答问题或按照一定顺序排列事件。

观看细节 (Watch for Details)

在这类活动中，学生主要关注在情景故事或纪录片中看到和听到的特定信息，然后完成任务。

个人见解 (What's Your Opinion?)

在这类活动中，学生对录像作出回应，推断人物的行为、感觉和动机，并就事件和话题发表自己的观点。

■ Follow-up

角色扮演 (Role-play)、访谈 (Interview) 和其他扩展活动

这一部分是基于录像片设计的交际活动，学生将个性化地展示和扩展他们所学的知识。

■ Language Close-up

他们说了什么？ (What Did They Say?)

这些完形填空活动让学生通过观看录像来填充对话中缺失的单词，重点训练录像中的特定语言现象。

语法和功能活动 这类活动的题目反映了每个特定单元的重点语法结构和功能。在这些活动中，学生用一种有意义的方式练习录像片中介绍的语法结构和功能。

录像教学指导

■ 教学理念

《剑桥国际英语教程》(第3版)的教学理念是：在真实交际场景中学习外语比纯粹为了学习外语而学习更有意义、更有成效。本套教程的录像和录像活动用书采用综合型教学大纲，将教程各部分有机地结合起来。

比如，在录像活动用书中，观看前活动相互关联，为帮助学生们更好地理解录像短片，提供了相关背景知识和关键词汇。这些活动有助于培养学生自上而下的信息处理技巧。换句话说，这种技巧指利用背景知识，与场景、上下文和话题相关的信息，关键词和预测策略来实现理解过程。

精心安排的观看中活动首先帮助学生们抓住主旨内容，然后指导他们确认重要细节和语言点。这些活动不仅能够帮助学生理解录像，还为他们参与后续口语活动作铺垫。后续口语活动让学生表达个人观点或完成交流任务，从而鼓励他们拓展所学知识。

作为录像单元总结，语言总结活动重点训练学生们自下而上的信息处理技巧，这种技巧要求学生通过解码语言信息中的个别词来实现理解过程。自上而下和自下而上的信息处理技巧训练可以帮助学生理解录像的主要情节以及情节中所涉及的特定语言。

■ 课堂可选活动

录像教师用书为录像活动用书中的所有活动提供了详尽指导。但教师不必局限于这几种教学展示方法，大部分活动都有多种开展形式。我们鼓励教师在准备录像课时结合学生的语言水平和需要，大胆进行试验。

虽然很多观看中活动都要求学生观看录像时打开课本，教师也可以尝试让学生们合上课本进行其中的一些活动。同样，录像教师用书中还包括其他一些要求合上课本进行的活动，教师也可尝试让学生打开课本进行这些活动——打开课本可能同样让学生受益。

录像作为一种学习媒介为教师的课堂教学提供了很多选择。录像教师用书中每一课都补充了很多当堂检测活动，扩展情景短片和纪录短片的内容。然而，需要强调的是：这些活动仅是其中的一些可选形式。我们鼓励教师以录像为基础设计更多适合自己课堂的活动。

■ 常用录像教学技巧

一旦教师熟悉了基本的授课环节，我们鼓励他们尝试其他有效和有趣的课堂教学技巧来展开录像教学。以下是一些行之有效的技巧：

快进观看

快进播放整个短片，并要求学生列出所有看到的东西。以Documentary 1: Jobs 为例：让学生看一遍快进的短片，然后尽可能列出在短片中看到的所有人们从事的工作。几乎所有需要通过静音影片完成的活动都可

以用这种方式进行。

信息沟

播放短片的前半部分，然后暂停。让学生两人或多人一组预测后半部分的情节。以Unit 9: Help is coming. 为例：录像放到两个男人走上车道这一幕时，暂停短片，然后提问：“这两个男人是谁？”先让学生预测剧情，接着播放剩下的录像核实他们的预测结果。

另一种信息沟活动的步骤如下：为班上一半学生播放录像，同时让另一半学生离开教室或背对屏幕。随后，让看过录像的学生给没有看过的学生描述故事情节。活动形式可以是两人、小组或班级活动。

表演

所有情景短片和纪录短片都可以作为角色扮演和话剧表演的蓝本。建议尝试以下步骤：选择一小段情节让学生反复观看几遍；然后让学生分组将情节表演出来，要求尽量模仿剧中人物的言谈举止；让各小组在全班进行表演。

慢速观看

让学生观看慢速播放的情景短片或纪录短片。观看时，让学生说出他们看到的人物的动作、服饰或所吃的食物——任何与所在单元相关的内容。

他们在说什么？

让学生观看某段短片中有两人对话的小片段，但设置静音。然后，让学生两人一组根据场景预测剧中人物的对话内容，并同全班分享他们的预测。

定格

定格某段情景短片或纪录短片，让学生回顾片中的信息。例如：让学生说出所看到的物品的名称、剧中人物的所作所为、剧情发生的时间和地点——任何与录像片或学生的学习背景相关的内容。

录像片教学示范

录像教师用书为教师提供了详尽的单元教学指导。除单元教学指导之外，本书还提供一套教学步骤，适用于录像课程的所有单元：

首先介绍单元主题，通过提问来引导学生提供与单元主题相关的信息；然后向学生说明学习内容（例如：主题、功能、结构），并设置场景，提示学生录像短片中将展现的内容；接下来，按照以下指导开展学习活动：

■ 观看前

文化

- 合上书，通过提问介绍主题。利用这些问题展示重点词汇，提供文化背景知识。所提问题尽量能通过阅读课文来回答。
- 打开书，让学生阅读课文，检查他们预测的情况。教师可以让学生圈出需要定义的词汇，数量不超过3个。
- 引导学生阅读课文，解决所有理解上的疑问，回答所有词汇问题。
- 让学生独立或两人一组完成任务。
- 让学生和学习伙伴或班里其他同学比较答案。

教师也可以采用以下步骤：

- 要求学生在课前阅读文化信息，必要时可以查词典，并在课前回答相关问题。

- 让学生和学习伙伴在课堂上比较答案。
- 总之，教师可以提供其他相关、合适的文化信息。

词汇

- 介绍并示范活动中出现的单词的发音。
- 让学生两人一组或独立完成任务。
- 让学生同学习伙伴或班里其他同学比较答案。
- 核对学生的答案。
- 尽可能鼓励学生提供更多的相关词汇。

猜故事/猜事实

- 让学生思考本单元主题，并看图片，猜测录像是关于什么的；在这一阶段接受所有可能的答案。
- 解释任务并全程引导学生；回答学生提出的问题。
- 静音播放录像短片。
- 让学生两人一组或独立完成任务。
- 让学生和学习伙伴或班里其他同学比较预测和答案。
- 核对学生的答案。
- 根据需要重放录像的某些部分。

■ 观看中

理解大意

- 引导学生关注任务，并和学生一起浏览任务内容；回答出现的词汇或任务步骤方面的问题。
- 如果学生感觉已经掌握了足够的信息，就让他们独立预测问题的答案。
- 提醒学生：活动目的是抓要旨，无需理解短片中的所有细节；鼓励学生把注意力集中在完成当前任务上。
- 有声播放整段短片；必要时重放几遍。
- 让学生两人一组或独立完成任务；适当的时候让他们核对自己在“猜故事/猜事实”活动中所作的预测。
- 让学生和学习伙伴或班里其他同学比较答案。
- 如果时间允许，让学生再看一遍录像短片，核对自己的答案。
- 核对学生的答案。

■ 观看细节

- 解释任务；引导学生浏览任务要求和问题。
- 回答出现的与词汇或任务步骤相关的问题。
- 有声播放整段短片；必要时重放几遍。
- 让学生两人一组或独立完成任务。
- 让学生同学习伙伴或班里其他同学比较答案。
- 如果时间允许，让学生再看一遍录像短片，核对自己的答案。
- 核对学生的答案。

■ 后续活动

角色扮演、访谈以及其他扩展活动

值得注意的是，这部分的活动旨在让学生拓展并根据自身情况灵活运用在录像短片和录像活动用书中中学到的内容。鼓励学生在完成任务时运用新学词汇谈论自己、表达观点。

- 解释任务并全程引导学生，回答出现的与词汇或任务步骤相关的问题。
- 根据活动要求，让学生独立、两人一组或多人一组完成任务。
- 让学生在小组内核对答案。
- 适当的时候选择几对或几个小组学生在全班进行表演。

■ 语言总结

他们说了什么？

- 引导学生浏览任务要求，回答与任务步骤相关的问题。
- 让学生浏览以完形填空方式出现的对话，并预测答案。
- 播放录像短片中的相关内容，抽查学生的整体理解水平；此时不要公布答案。
- 再次播放录像短片中的相关内容；让学生同学习伙伴或班里其他同学比较答案。
- 询问是否有学生想再看一遍录像，必要时重放一遍。
- 和全班核对答案，讨论出现问题的地方。
- 可将全班分为两个大组或几个小组，让他们分组齐读，练习完形对话。
- 等学生熟悉对话后，根据角色多少组织他们分组练习。
- 选择几对或几个小组学生在全班进行朗诵或表演。

■ 语法和功能活动

这些活动因单元而异，主要取决于各单元的重点语言结构和功能。但总体来说，教师可依据下列步骤：

- 展示语法结构，并根据录像或学生的亲身经历造句。
- 全程引导学生，根据需要回答与词汇和任务步骤相关的问题。
- 让学生两人一组或独立完成任务。
- 让学生同学习伙伴或班里其他同学比较答案。
- 核对学生的答案。
- 适当回顾语法结构。
- 使用第1级学生用书的教师应根据需要引导学生回顾学生用书相应单元的语法重点。

■ 可选活动

每单元详尽的教学指导提供了很多可选活动，这些活动与该单元的主题、内容和重点结构相结合。鼓励教师在时间允许的情况下，有选择地在课堂上开展这些活动。

录像的丰富内容为教师设计和开展自行设计的扩展活动提供了空间。我们鼓励教师们发挥创造性。

■ 附言

以上有关展示和扩展《剑桥国际英语教程》（第3版）录像和录像活动用书材料的建议并不是全部的解决方案，而只是一些经过验证、行之有效的教学范例。我们鼓励教师在此基础上改编和扩充，以便更好地适应学生的需要。

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Plan of Video 1

1

First day at class A young man starts class at a university and gets a surprise.

Functional Focus Introducing oneself; addressing people (titles)

Grammar Present tense of *be* **Vocabulary** Nationalities

2

I need a change! A woman dreams about a new career.

Functional Focus Talking about work

Grammar Wh-questions with *do*; prepositions: *at*, *in*, and *to*

Vocabulary Occupations

Documentary 1

Jobs People talk about what they do as we watch them at work.

3

At a garage sale A couple has different opinions about things at a garage sale.

Functional Focus Buying and selling things; expressing opinions

Grammar *How much* and *how old* **Vocabulary** Garage sale items

4

What kind of movies do you like?

Three friends try to agree on what they should do one evening.

Functional Focus Expressing likes and dislikes; making plans

Grammar Object pronouns **Vocabulary** Kinds of movies

Documentary 2

What's your favorite kind of music? People talk about their preferences in music as they watch live performances.

5

A family picnic A young man invites a friend to a picnic.

Functional Focus Talking about family

Grammar Present continuous vs. simple present

Vocabulary Family members

6

I like to stay in shape. A man tries to impress a jogger by telling her about his fitness routine.

Functional Focus Talking about routines

Grammar Adverbs of frequency **Vocabulary** Sports and exercise

7

How was your trip to San Francisco?

On their way to work, a woman tells a friend about her trip.

Functional Focus Describing past events; expressing opinions

Grammar Past tense **Vocabulary** Places in San Francisco

8

Are you sure it's all right? A man invites two friends to a party and finds out that he has made a mistake.

Functional Focus Describing locations; inviting

Grammar Prepositions of location

Vocabulary Places in the neighborhood

Documentary 3

In a suburban home A woman talks about her home as she walks through each room.

9

Help is coming. A couple is relaxing at home when they are surprised by visitors.

Functional Focus Describing physical appearance

Grammar Modifiers with participles and prepositions

Vocabulary Terms for physical appearances

10

Sorry I'm late. A man has a problem on his way to meet a friend.

Functional Focus Telling a story **Grammar** Present perfect;

connecting words: *first*, *after that*, *next*, *then*, and *finally*

Vocabulary Past tense of verbs in the video

11

Across the Golden Gate Bridge A couple gets directions and advice as they rent a car at the airport.

Functional Focus Asking and telling about places; giving advice

Grammar *Should* and *shouldn't*

Vocabulary Terms to describe an area

12

Feeling bad A man receives various remedies for his cold from his co-workers.

Functional Focus Giving advice; talking about health problems

Grammar Modal verbs *may* and *could* for requests; suggestions

Vocabulary Cold remedies

Documentary 4

At the Mall of America People talk about the largest mall in North America as they look and shop.

13

At the state fair Various people enjoy a day at the fair.

Functional Focus Ordering food **Grammar** *Would* and *will*

Vocabulary Things at a state fair

14

Around the World: the game show Three contestants test their knowledge of geography and try to win a prize.

Functional Focus Asking and answering questions about geography

Grammar Comparisons with adjectives

Vocabulary Geographical terms

15

May I speak to Cathy? Cathy's father is trying to work, but the phone keeps ringing.

Functional Focus Making a telephone call; receiving messages

Grammar Requests with *tell* and *ask*

Vocabulary Telephone expressions

16

A whole new Marty Marty changes his image and makes a new friend.

Functional Focus Exchanging personal information

Grammar Describing changes with the present tense, past tense, and present perfect

Vocabulary Verb and noun pairs to describe changes

Documentary 5

What is American food? People try to figure out what American food really is.

Introduction

■ INTERCHANGE THIRD EDITION

Interchange Third Edition is a revision of *New Interchange*, one of the world's most successful and popular English courses. *Interchange Third Edition* 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 pronunciation and 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 *Interchange Third Edition* 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. Level One is for students at the beginner or false-beginner level.

Level One builds on the foundations for accurate and fluent communication already established in the *Intro* Level by extending grammatical, lexical, and functional skills. The syllabus covered in Level One also incorporates a rapid review of language from the *Intro* Level, allowing Student's Book 1 to be used with students who have not studied with *Intro*.

■ THE VIDEO COURSE

Interchange Third Edition Video 1 can be used with either *Interchange Third Edition* or *New Interchange*. The Video is designed to complement the Student's Book or to be used independently as the basis for a short listening and speaking course.

As a complement to the Student's Book, the Video provides a variety of entertaining and instructive live-action sequences. Each video sequence provides further practice related to the topics, language, and vocabulary introduced in the corresponding unit of the Student's Book.

As the basis for a short, free-standing course, the Video serves as an exciting vehicle for introducing and practicing useful conversational language used in everyday situations.

The Video Activity Book contains a wealth of activities that reinforce and extend the content of the Video, whether it is used to supplement the Student's Book or as the basis for an independent course. The Video Teacher's Guide provides thorough support for both situations.

■ COURSE LENGTH

The Video contains sixteen dramatized sequences and five documentary sequences. These vary slightly in length, but in general, the sequences are approximately three minutes each, and the documentaries are approximately five minutes each.

The accompanying units in the Video Activity Book are designed for maximum flexibility and provide anywhere from 45 to 90 minutes of classroom activity. Optional activities described in the Video Teacher's Guide may be used to extend the lesson as needed.

■ COURSE COMPONENTS

Video

The sixteen dramatized video sequences complement Units 1 through 16 of Student's Book 1. Although each sequence is linked to the topic of the corresponding Student's Book unit, it presents a new situation and introduces characters who do not appear in the text. This element of diversity helps keep students' interest high and also allows the Video to be used effectively as a free-standing course. At the same time, the language used in the video sequences reflects the structures and vocabulary of the Student's Book, which is based on an integrated syllabus that links grammar and communicative functions.

The five documentaries may be used for review or at any point in the course. The documentaries are based on authentic, unscripted interviews with people in various situations, and serve to illustrate how language is used by real people in real situations.

Video Activity Book

The Video Activity Book contains sixteen units based on live-action sequences and five documentary units that correspond to the video sequences and documentaries, and is designed to facilitate the effective use of the Video in the classroom. Each unit includes previewing, viewing, and postviewing activities that provide learners with step-by-step support and guidance in understanding and working with the events and language of the sequence. Learners expand their cultural awareness, develop skills and strategies for communicating effectively, and use language creatively.

Video Teacher's Guide

The Video Teacher's Guide contains detailed suggestions for how to use the Video and the Video Activity Book in the classroom, and includes an overview of video teaching techniques, unit-by-unit notes, and a range of optional extension activities. The Video Teacher's Guide also includes answers to the activities in the Video Activity Book and photocopiable transcripts of the video sequences.

■ VIDEO IN THE CLASSROOM

The use of video in the classroom can be an exciting and effective way to teach and learn. As a medium, video both motivates and entertains students. The *Interchange Third Edition* Video is a unique resource that does the following:

- Depicts dynamic, natural contexts for language use.
- Presents authentic language as well as cultural information about speakers of English through engaging story lines.

- Enables learners to use visual information to enhance comprehension.
- Focuses on the important cultural dimension of learning a language by actually showing how speakers of the language live and behave.
- Allows learners to observe the gestures, facial expressions, and other aspects of body language that accompany speech.

■ WHAT THE VIDEO ACTIVITY BOOK CONTAINS

Each unit of the Video Activity Book is divided into four sections: *Preview*, *Watch the Video*, *Follow-up*, and *Language Close-up*. In general, these four sections include, but are not limited to, the following types of activities:

Preview

Culture The culture previews introduce the topics of the video sequences and provide important background and cultural information. They can be presented in class as reading and discussion activities, or students can read and complete them as homework.

Vocabulary The vocabulary activities introduce and practice the essential vocabulary of the video sequences through a variety of interesting tasks.

Guess the Story/Guess the Facts The Guess the Story (or in some units Guess the Facts) activities allow students to make predictions about characters and their actions by watching the video sequences without the sound or by looking at photos in the Video Activity Book. These schema-building activities help to improve students' comprehension when they watch the sequences with the sound.

Watch the Video

Get the Picture These initial viewing activities help students gain global understanding of the sequences by focusing on gist. Activity types vary from unit to unit, but typically involve watching for key information needed to complete a chart, answer questions, or put events in order.

Watch for Details In these activities, students focus on more detailed meaning by watching and listening for specific information to complete tasks about the story line and the characters.

What's Your Opinion? In these activities, students respond to the sequences by making inferences about the characters' actions, feelings, and motivations, and by stating their opinions about issues and topics.

Follow-up

Role Play, Interview, and Other Expansion Activities This section includes communicative activities based on the sequences in which students extend and personalize what they have learned.

Language Close-up

What Did They Say? These cloze activities focus on the specific language in the sequences by having students watch and listen in order to fill in missing words in conversations.

Grammar and Functional Activities In these activities, which are titled to reflect the structural and functional focus of a particular unit, students practice, in a meaningful way, the grammatical structures and functions presented in the video sequences.

GUIDELINES FOR TEACHING THE INTERCHANGE THIRD EDITION VIDEO

The Course Philosophy

The philosophy underlying *Interchange Third Edition* is that learning a second or foreign language is more meaningful and effective when the language is used for real communication instead of being studied as an end in itself. The *Interchange Third Edition* Video and Video Activity Book provide a multi-skills syllabus in which each element in the course is linked.

In the Video Activity Book, for example, the Preview activities build on each other to provide students with relevant background information and key vocabulary that will assist them in better understanding a video sequence. These activities give students the tools for developing essential *top-down*

processing skills, the process by which students use background knowledge and relevant information about the situation, context, and topic along with key words and predicting strategies to arrive at comprehension.

The carefully sequenced Watch the Video activities first help students focus on gist and then guide them in identifying important details and language. In addition to assisting students in understanding the sequence, these tasks also prepare them for Follow-up speaking activities, which encourage students to extend and personalize information by voicing their opinions or carrying out communicative tasks.

To conclude students' work with the video sequence, many of the Language Close-up activities focus on developing *bottom-up processing skills*, which require students to decode individual words in a message to derive meaning. The combination of top-down and bottom-up processing skills allows students to understand the general story line of a sequence and the specific language used to tell the story.

Options for the Classroom

The Video Teacher's Guide provides step-by-step instructions for all of the activities in the Video Activity Book. Teachers should not think, however, that there is a limited number of ways to present the material. Most activities can be carried out in a number of ways, and teachers are strongly encouraged to experiment, taking into account the proficiency levels and needs of their students as they plan lessons based on the Video.

Although the procedures for many of the Watch the Video activities state that students should keep their books open while viewing, teachers should feel free to have students try some of these types of activities with their books closed. Likewise, a similar suggestion holds true for other activities that the Video Teacher's Guide suggests be done with books closed – students may benefit from trying certain of these activities with their books open.

The richness of video as a learning medium provides teachers with many options for the classroom. Each lesson in the Video Teacher's Guide describes several classroom-tested activities to extend each sequence and documentary. However, teachers should again note that these suggested activities cover only a few of the many possibilities. Teachers are encouraged to use the Video as a springboard for further classroom activities appropriate to their teaching and learning situations.

General Video Techniques to Try

Once teachers feel comfortable with the basic course procedures, they are encouraged to experiment with other effective – and enjoyable – classroom techniques for presenting and working with the video. Here are several proven techniques.

Fast-Forward Viewing For activities in which students watch the video sequence with the sound off, play the entire sequence on fast-forward and have students list all of the things that they can see. For example, for *Documentary 1: Jobs*, have students watch the sequence in fast-forward and list all of the jobs they see people doing. Nearly all of the activities designed to be completed with the sound off can be done in this manner.

Information Gap Play approximately the first half of a sequence, and then stop the video. Have students work in pairs or groups to predict what is going to happen next. For example, in *Unit 9: Help is coming*, stop the video sequence just before the two men walk up the driveway. Ask students, "Who are these men?" Have students predict the answer, and then play the rest of the sequence so that students can check their predictions.

The procedure for another information-gap activity is as follows: Have half of the students in the class leave the room or turn their backs to the video monitor while the rest of the students view the sequence. Then give the students who have viewed the sequence the task of explaining the basic story line to those who have not seen the sequence. This can be done as a pair, small-group, or class activity.

Act It Out All of the video sequences and documentaries provide an excellent basis for role plays and drama activities. Try this procedure: Select a short scene, and have students watch it several times. Then have pairs or groups act out the scene, staying as close as possible to the actions and expressions of the characters. Have pairs or groups act out their scenes in front of the class.

Slow Viewing Have students watch a sequence or documentary played in slow motion. As they view, have students call out all of the things they can see people doing or wearing or eating – whatever is appropriate to a particular unit.

What Are They Saying? Have students watch a short segment of a sequence in which two people are talking, but with the sound off. Then have students, working in pairs, use the context to predict what the people might be saying to each other. Have pairs write out sample dialogues, and then share their work with the class.

Freeze-Frame Freeze a frame of a sequence or documentary, and have students call out information about the scene. For example, have students tell about the objects they can see, about what the people are doing, about the time and place – whatever is appropriate to the scene or their learning situation.

HOW TO TEACH A TYPICAL VIDEO SEQUENCE

The unit-by-unit notes in the Video Teacher's Guide give detailed suggestions for teaching each unit. In addition to these comprehensive notes, here is a set of procedures that can be used to teach any of the units of the *Interchange Third Edition Video*.

First, introduce the topic of the unit by asking questions and eliciting information from the students related to the theme of the unit. Then, explain what the students will study (e.g., mention the main topics, functions, and structures), and set the scene. Give students an indication of what they will see in the video sequence. Next, present the activities and tasks using the following guidelines.

Preview

Culture

- Books closed. Introduce the topic by asking questions about it. Use these questions to elicit or present the key vocabulary items and to provide background knowledge on the topic of the culture reading. If possible, ask questions that can be answered by reading the text.
- Books open. Have students read the text and check predictions. Teachers may want students to circle no more than three key vocabulary items for which they require definitions.
- Lead the students through the information in the text. Go over any comprehension problems and questions as they arise. Answer any vocabulary questions that still exist.
- Have students complete the task individually or in pairs.
- Have students compare answers with a partner or around the class.

As an alternative, follow this procedure:

- Ask students to read the culture information at home, referring to a dictionary as necessary, and answer the accompanying questions before class.
- Have students compare answers with a partner in class.

In general, teachers should always feel free to provide additional related culture information as appropriate and available.

Vocabulary

- Introduce and model the pronunciation of the words in the activity.
- Have students complete the task in pairs or individually.
- Have students compare answers with a partner or around the class.
- Check students' answers.
- Encourage students to supply additional related vocabulary items where appropriate.

Guess the Story/Guess the Facts

- Ask students to think about the topic of the unit and look at the photos in order to guess what the video sequence is about. Accept all answers at this stage.

- Explain the task, and lead students through the procedure. Answer any questions that arise.
- Play the video sequence with the sound off.
- Have students complete the task individually or in pairs.
- Have students check their predictions and compare answers with a partner or around the class.
- Check students' answers.
- Replay appropriate portions of the video sequence as needed.

Watch the Video

Get the Picture

- Direct students' attention to the task, and read through it with them. Answer vocabulary or procedural questions as they arise.
- Have students work alone and predict answers to questions if they feel they have enough information to do so.
- Remind students that this is a gist activity and that they do not need to try to understand every detail in the sequence. Encourage students to stay focused on the task.
- Play the entire video sequence with the sound on. Replay if necessary.
- Have students complete the task individually or in pairs. When appropriate, have them check the predictions they made in Guess the Story/Guess the Facts as well.
- Have students compare answers with a partner or around the class.
- If time permits, have students check answers while watching the video sequence again.
- Check students' answers.

Watch for Details

- Explain the task. Lead students through the instructions and questions.
- Answer any vocabulary and procedural questions that arise.
- Play the entire video sequence with the sound on. Replay as necessary.
- Have students complete the task individually or in pairs.

- Have students compare answers with a partner or around the class.
- If time permits, have students check their answers while watching the sequence again.
- Check students' answers.

Follow-up

Role Play, Interview, and Other Expansion Activities

Note that since each activity in this section gives students the opportunity to extend and personalize what they have learned in the video sequence and the Video Activity Book, encourage students to use new language to talk about themselves and their ideas as they complete the tasks.

- Explain the task. Lead students through the procedure. Answer vocabulary and procedural questions as they arise.
- Have students complete the task individually, in pairs, or in small groups as noted in the unit instructions.
- Have students compare answers in pairs or in small groups.
- When appropriate, have selected pairs or groups act out the activity for the class.

Language Close-up

What Did They Say?

- Lead students through the task instructions. Answer procedural questions as necessary.
- Have students read the cloze conversation and predict answers when possible.
- Play the appropriate section of the video sequence, and do a spot-check to gauge overall comprehension. Do not supply answers at this stage.
- Play the appropriate section of the video again. Have students compare answers with a partner or around the class.
- Ask if anyone would like to watch the video sequence again. Replay as necessary.
- Go over answers with the class, and discuss any trouble spots.
- If you wish, divide the class in half or in groups, and lead a choral repetition and practice of the cloze conversation.

- When students are comfortable with the dialogue, have them practice it in pairs or small groups, depending on the number of characters required.
- Have selected pairs or groups read or act out the dialogue for the class.

Grammar and Functional Activities

These activities vary from unit to unit, depending on the particular structural and functional focus of a given unit. In general, though, teachers can follow these procedures.

- Present the grammatical structure, and give example sentences from the video script or from students' experiences.
- Lead students through the task, and answer vocabulary and procedural questions as needed.
- Have students complete the task individually or in pairs.
- Have students compare answers with a partner or around the class.
- Check students' answers.
- Review the grammatical structure as appropriate.
- Teachers using Student's Book 1 should refer students back to the Grammar Focus in the appropriate unit as necessary.

Optional Activities

The detailed notes for each unit give several optional activities that build on the topic, content, and structural focus of that unit. Teachers are encouraged to select from these suggested activities and use them in class as time permits.

The richness of the visual context leaves additional room for teachers to design and use their own extension activities in class when time is not an issue. Teachers are encouraged to do so.

A Final Note

These suggestions do not represent all of the possibilities for presenting and extending the material in the *Interchange Third Edition Video* or the Video Activity Book. Rather, they represent a wide sampling of well-tested activities that teachers are encouraged to use, adapt, modify, and extend to suit the particular needs of their students.