

Third Edition (第3版)

interchange

剑桥国际英语教程

Jack C. Richards

录像活动用书

VIDEO ACTIVITY BOOK

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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、词汇或听、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2级在入门级和第1级已学到的准确、流利交流的基础上扩展学生的语法、词汇和功能型语言能力。第2级的教学大纲中包括了对第1级中一些重要语言点的复习，以便没有学习过第1级的学生使用第2级的学生用书。

录像课程

新版第2级录像既可以与新版第2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2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说课程单独使用。

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的机会。

作为自成体系的短期基础视听说课程，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，用于强化和扩展录像内容。**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2级录像有16个单元，每段录像时长平均为5至7分钟。录像形式包括幽默风趣的“情景故事”和生动的真实的“纪录短片”。

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

■ Video 录像

16段录像片为学生用书的16个单元提供补充材料。第2级包括10个情景故事和6个纪录短片。情景故事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。纪录短片是各种情景下的人物访谈，展示了在真实场景中真实人物使用语言的范例，不提供字幕。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，从而也提高了视听说课的教学效率；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，从而有助于学生用书的学习和巩固。

■ Video Activity Book 录像活动用书

录像活动用书包括16个单元，与录像片相对应，帮助教师在课堂上更加有效地使用录像片。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可复印的录像文本。

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和学习方法。录像这一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、自然的语言使用场景。
- 通过有趣的故事展示了真实语料和英语国家的文化信息。
- 使学生学会利用可视信息增强理解。
- 通过真实展示英语国家的人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)

观看前介绍录像主题，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基础词汇。

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

让学生只看录像不听声音，或者看录像活动用书中的图片，对录像中的人物和行为作出预测。这一纲要型的活动帮助学生在观看有声录像时理解录像内容。

■ Watch the Video

理解大意 (Get the Picture)

这些初始的活动帮助学生关注主旨，从宏观的角度理解录像。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，然后完成有关故事主线和角色，或纪录片信息的任务。

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，旨在让学生关注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。

Introduction

■ INTERCHANGE THIRD EDITION

Interchange Third Edition is a revision of *New Interchange*, 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 Two is for students at the low-intermediate level.

Level Two builds on the foundations for accurate and fluent communication already established in *Intro* and Level One by extending grammatical, lexical, and functional skills. The syllabus covered in Level Two also incorporates a rapid review of language from Level One, allowing Student's Book 2 to be used with students who have not studied with Level One.

■ THE VIDEO COURSE

Interchange Third Edition Video 2 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 a mix of entertaining, dramatized sequences and authentic documentaries for a total of sixteen sequences. These vary slightly in length, but in general, the sequences are approximately five to seven 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 video sequences complement Units 1 through 16 of Student's Book 2. There are ten dramatized sequences and six documentary sequences. Although linked to the topic of the corresponding Student's Book unit, each dramatized sequence presents a new situation and introduces characters who do not appear in the text. Each documentary sequence is based on authentic, unscripted interviews with people in various situations, and serves to illustrate how language is used by real people in real situations. 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.

Video Activity Book

The Video Activity Book contains sixteen units that correspond to the video sequences, 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 or the information in the documentaries.

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.

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江苏工业学院图书馆
藏书章

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2

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1 What do you miss most?

Preview

1 CULTURE

The United States is a country of immigrants. Until the 1960s, most immigrants came from Europe. Today, most come from Latin America and Asia, but there are some immigrants from almost every country in the world. In California, one elementary school has students from 23 different countries. In New York State, another school has students who speak 36 different languages. In both schools, lunch includes foods from many countries, and most students have friends from different cultures. Still, students get homesick. "I like it here, but sometimes I miss what I left behind," says Ji Eun Park, a Korean immigrant to New York.



Are there immigrants in your country? Where are they from?
Do you have friends from other countries? Which countries?
What do you think immigrants miss? Name two things.

2 VOCABULARY Immigrant interviews

Pair work Put three more items in each column. (Most can go in both columns.) Then compare around the class.

architecture	friends	nature	sports
✓family gatherings	holidays	professions	traditions
food	music and dance	✓skills	

Things immigrants bring with them	Things immigrants miss
skills.....	family gatherings.....
.....
.....
.....

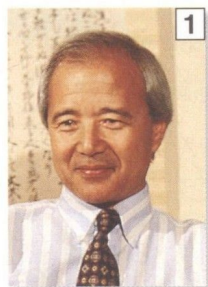
3 GUESS THE FACTS

Watch the video with the sound off. What things in Exercise 2 do you think these people miss about their countries? Circle them.

Watch the video

4 GET THE PICTURE

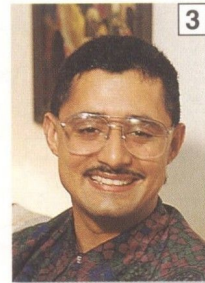
Complete the chart. Fill in each person's country of origin. Then add one more piece of information. Compare with a partner.



1 First name:
Shiru
Country:
Japan
Other:
Worked in a bank



2 First name:
Carmen
Country:
Other:



3 First name:
Adan
Country:
Other:



4 First name:
Rocky
Country:
Other:



5 First name:
Cecilia
Country:
Other:



6 First name:
Nancy
Country:
Other:



5 WATCH FOR DETAILS

Check (✓) **True** or **False**. Then correct the false statements. Compare with a partner.

	True	False	
1. Shiru's grandfather lived in Chicago.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Shiru's uncle lived in Chicago.</i>
2. Shiru has his own business.	<input type="checkbox"/>	<input type="checkbox"/>	
3. Carmen's aunt sent her to dance classes.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Carmen doesn't dance now.	<input type="checkbox"/>	<input type="checkbox"/>	
5. Adan moved to the U.S. in 1992.	<input type="checkbox"/>	<input type="checkbox"/>	
6. Adan still enjoys soccer.	<input type="checkbox"/>	<input type="checkbox"/>	
7. Rocky got a scholarship to study in the U.S.	<input type="checkbox"/>	<input type="checkbox"/>	
8. Rocky became a nurse in South Africa.	<input type="checkbox"/>	<input type="checkbox"/>	
9. Cecilia enjoyed horseback riding in Sweden.	<input type="checkbox"/>	<input type="checkbox"/>	
10. Cecilia's husband doesn't miss Europe.	<input type="checkbox"/>	<input type="checkbox"/>	

6 WHAT DO THEY REMEMBER?

What do these people miss or remember most about their home countries?
Check (✓) all correct answers. Then compare with a partner.

	1  Shiru	2  Carmen	3  Adan	4  Rocky	5  Cecilia	6  Nancy
Christmas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
evening classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
food	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
making dolls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mountains	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
people and friends	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
rivers and hills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the beauty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Follow-up

7 DIFFICULT CHOICES

A Group work Add two questions to the list.
Then interview three classmates
and complete the chart.



	Classmate 1	Classmate 2	Classmate 3
1. Would you like to move to a new country? Which one?			
2. What would you miss most?			
3. What would your biggest problem be?			
4.			
5.			

B Class activity Compare answers as a class.

8 WHAT DID THEY SAY?

Nancy Kim is interviewing immigrants from different countries.

A Watch the first interview. What questions does Nancy ask Shiru? Fill in the blanks. Then act out the interview with a partner.

1. Shiru, where *are* *you* *from* originally?
2. Why did here?
3. How long here in the United States?
4. How old you came?
5. Did you in Japan?
6. What now?
7. What do you Japan?



B Now watch the next interview. Write the questions Nancy asks Carmen. Then act out the interview with a partner.

1. *What's your name?*
2.
3.
4.
5.
6.
7.



9 PAST TENSE QUESTIONS Finding out about someone

A Complete the questions with the phrases in the box. Then add two questions of your own.

1. Where *were you born*
2. Did you have
3. Did you play
4. Where did you
5. Did you study
6. Did you work
7.
8.

a happy childhood
part-time in high school
go to high school
✓ were you born
English in high school
any special games as a child

B Pair work Interview a classmate. Take turns asking and answering the questions.

2 Wait for me!

Preview

1 CULTURE

Vancouver, British Columbia, is a young city – just over 100 years old. When British Columbia became part of Canada in the 1870s, Vancouver wasn't even a town. But when Captain George Vancouver arrived in 1792, he saw Vancouver's natural beauty and talked about it to other explorers. The city is surrounded by water on three sides and mountains to the north. Visitors also enjoy famous sites such as Stanley Park and Chinatown, and they can even see the city from the window of a seaplane.



The seaplane: a great way to see the city!

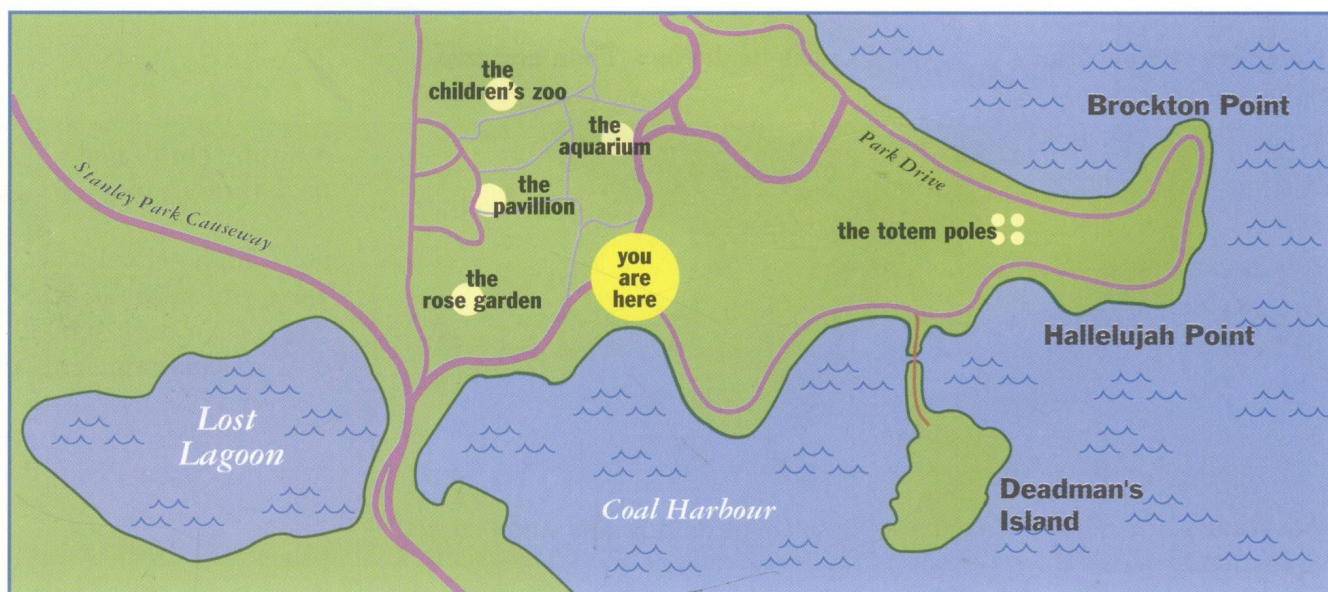
Would you like to visit Vancouver?

What other interesting facts do you know about Canada?

2 VOCABULARY Locations

Pair work Imagine that you are visiting Stanley Park in Vancouver. Ask about the location of places in the park. Use the map and some of these words.

across from	between	near	straight ahead
behind	just past	not far from	to the right/left



A: Excuse me. Do you know where the aquarium is?

B: It's straight ahead.

3

GUESS THE STORY

Watch the first two minutes of the video with the sound off.

These people are taking a tour of Vancouver. What do you think the problem is? Check (✓) your answer.

- ☐ The tourists can't see the things they want to see.
- ☐ They can't spend enough time at each place.
- ☐ Someone on the tour is too talkative.
- ☐ The tour guide doesn't know the answers to questions.
- ☐ The tour van is uncomfortable.



Watch the video

4

GET THE PICTURE

A Look at your answer to Exercise 3. Did you guess correctly?

B Check (✓) the things the tour group did. Then compare with a partner.

- ☒ They visited Stanley Park.
- ☐ They saw a famous collection of totem poles.
- ☐ They went to the aquarium.
- ☐ They took a ride on the seaplane.
- ☐ They drove to Cypress Mountain.
- ☐ They stopped at a restaurant for lunch.



5

WATCH FOR DETAILS

What did you learn about Vancouver? Check (✓) the correct answers. Then compare with a partner.

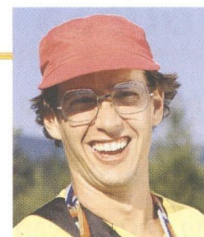
1. Stanley Park is
 - ☒ in the center of Vancouver.
 - ☐ a few miles from the city center.
2. The totem poles in Stanley Park are from
 - ☐ British Columbia.
 - ☐ France.
3. Cypress Mountain is known for
 - ☐ its scenic overlook.
 - ☐ its trees.
4. The population of Vancouver is
 - ☐ one million.
 - ☐ closer to two million.



6 WHAT'S YOUR OPINION?

A Pair work Check (✓) the words that describe Ted.
Can you add two words of your own?

annoying	nervous	patient	talkative
enthusiastic	outgoing	smart	unfriendly



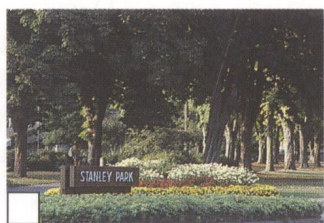
Ted

B Do you like tour groups? What are the advantages? The disadvantages?

Follow-up

7 A DAY IN VANCOUVER

A Which of these things would you like to do in Vancouver? Number them from 1 (most interesting) to 4 (least interesting).



Visit Stanley Park



Take a ride on the seaplane



Visit Cypress Mountain



Take a walk in Chinatown

B Group work Plan a morning in Vancouver. Choose two things to do.

8 TOURIST INFORMATION

A Group work You work for the Tourist Information Center in your city. Fill in the name of your city. Then complete the chart for visitors.

A BRIEF GUIDE TO <i>(name of city)</i>	<i>Our city: some interesting facts</i>	<i>Buildings and landmarks</i>
	<i>Local foods</i>	<i>Interesting things to do</i>

B Now one student in your group will play the role of Ted. "Ted" will ask lots of questions about the information in your chart. Try to answer all of them!

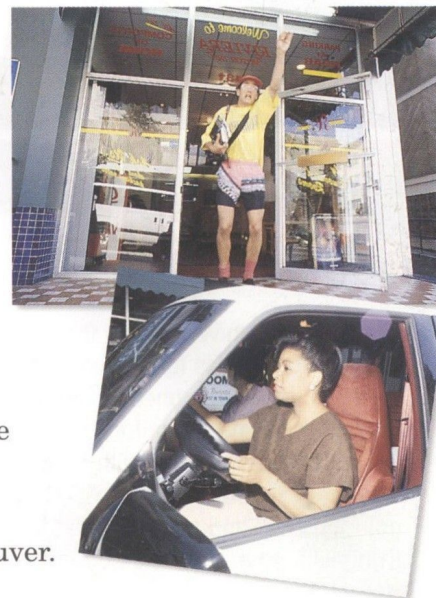
9 WHAT DID THEY SAY?

Watch the video and complete the conversation. Then practice it.
Ted is joining a tour group to go sight-seeing in Vancouver.

- Ted: Wait for me! Wait, wait for me! Wait for me! Hi.
 Good *morning* . Isn't it a day?
 Sorry I'm , everyone. I couldn't find my

 Driver: Well, now that we're here, we can
 Our first this morning will be Stanley Park.
 Stanley Park is of the most
 places in Vancouver . . .
 Ted: Sorry. Did you Stanley Park? I where
 Stanley Park There must be a in here

 Driver: Stanley Park is in the of Vancouver.
 It's a place for who live
 and for
 Ted: Oh, yes! It here that it has a
 rose , a great , and a
 for children.
 Driver: Uh, As I was , . . .



10 INDIRECT QUESTIONS ASKING FOR INFORMATION

A Change these sentences to indirect questions. Begin with **Could you tell me . . . ?** or **Do you know . . . ?**

1. What time does the tour end? *Could you tell me what time the tour ends?*
2. Where is Stanley Park?
3. Where do the totem poles come from?
4. What is the population of Vancouver?
5. How far are we from the hotel?

B Pair work Take turns asking and answering the questions using information from the video.

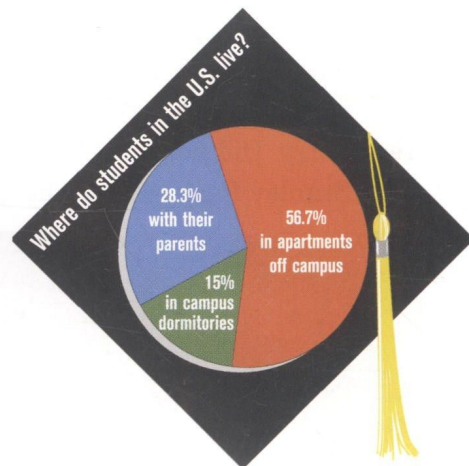
C Group work Now take turns asking indirect questions about other cities. How many questions can your group answer?

3 A great little apartment

Preview

1 CULTURE

Colleges and universities in the United States and Canada usually provide dormitories for students on campus, but almost 60 percent prefer to live in apartments with friends. In a recent survey, most students said that dormitories have too many rules. Even more said that it was just easier to live with friends. But even friends can have problems when they rent an apartment. The biggest problems: deciding who's going to cook and clean, getting things fixed when they don't work, and living with other people's bad habits.



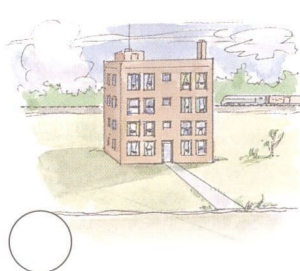
Where do university students usually live in your country? Why? What do you think are some advantages and disadvantages of sharing an apartment with friends?

2 VOCABULARY Apartment hunting

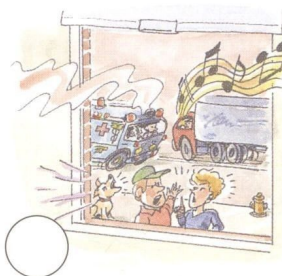
Pair work What do you think are the most important factors in renting an apartment? Number the items below from 1 (most important) to 8 (least important).



appliances



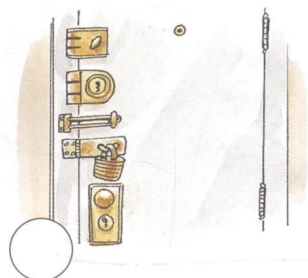
location



noise



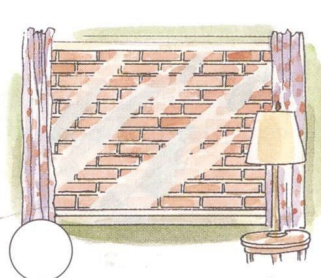
rent



security



size



view



other:

3 GUESS THE STORY

Watch the first minute of the video with the sound off.

What don't the young women like about their apartment? Choose an answer from Exercise 2.

They don't like the



Watch the video

4 GET THE PICTURE

How is the current apartment different from the one the young women look at? Circle the correct answers. Then compare with a partner.



the current apartment



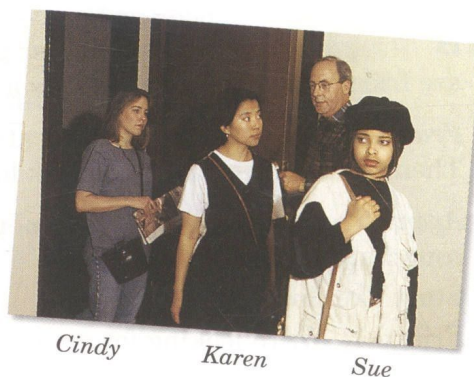
the apartment they look at

1. rent	\$450	\$600	\$450	\$600
2. location	near school	not near school	near school	not near school
3. size	only 1 room	1 bedroom	2 bedrooms	3 bedrooms

5 WATCH FOR DETAILS

Correct the mistakes below. Then compare with a partner.

Cindy, Karen, and Sue ^{are students} ~~work~~ at the University of Chicago, and they want to find a new apartment. They look in the newspaper. There is a cheaper apartment for rent in Lakeview. That weekend, they go to see it. The living room is large, the kitchen is very clean and has a new stove, and the bedrooms are quiet. Karen and Sue think Cindy should have her own bedroom. Cindy wants to pay more for it.



Cindy

Karen

Sue