

# new interchange

English for international communication

## 剑桥国际英语教程

Jack C. Richards  
Chuck Sandy



2 录像教师用书

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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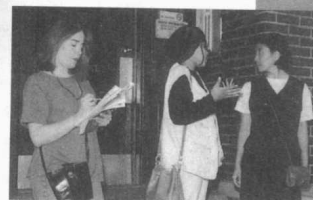
*video teacher's guide*

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## 剑桥国际英语教程

### 录像教师用书 2

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\* \* \*

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## ■ 总体介绍

《剑桥国际英语教程》(New Interchange)是国际上最受欢迎、最有影响的英语教材之一。它总结8年来全球使用的课堂实践经验,经广泛征求学生和教师意见,对原教材Interchange进行了多方面的完善、提高。主要的修订包括:加入了新的会话练习(Conversations),新的文化点滴(Snapshots),新的阅读练习(Readings),更广泛的语法点讲解和练习(Grammar Focus models and activities),更加丰富的听力材料。同时教师用书、练习册和录像内容也相应地做了大量修订。

《剑桥国际英语教程》是专为非英语国家的学习者编写的大型英语教程。教程的内容包括听、说、读、写四种技能,同时进行语音训练和词汇扩展。尤其强调听说技能的培养。本书的首要目标是培养英语交际能力,即:根据交际情景,交际目的和交流对象灵活运用英语的能力。本书主要使用美国英语,但是其内容并不局限于某一个国家、地区或文化,而是反映了英语作为国际交流用语的丰富性和多元性。

本教程共分4级:入门级,1级,2级,3级。

**入门级:**针对没有英语基础的“真正”初学者,讲解基础语法结构、词汇和语言功能。

**1级:**针对有初级英语水平的学习者,旨在进一步培养语法、词汇和语用技能,使学习者达到初级偏高水平。

**2级:**针对有初级偏高英语水平的学习者,旨在进一步培养语法、词汇和语用技能,使学习者达到中级水平。

**3级:**针对有中级英语水平的学习者,培养学习者用比较流利、精确的英语进行交际的能力。

本教材通过大量富于启发性、挑战性的练习活动,使学生能够进一步巩固和发展他们用英语交际的能力。除应用型技能练习外,教材还设计了各种更高级的语篇理解能力练习。听力练习包括:听叙述、听广告、听讨论、听采访。阅读活动包括:跨文化交际主题,生活方式主题,不同的价值观主题等取材真实的阅读篇章。

完成以上4级的学习之后,学习者可以达到中级偏高水平。

## ■ 录像教材

录像教材与主教材配套,既可以作为对主教材的补充,也可以作为听说教材单独使用。

作为对主教材的补充,录像提供了许多具有示范作用的趣味录像短片,以及与学生用书中的主题、语言和词汇相关的进一步练习。作为独立的听说教材,录像介绍了日常生活中常用的各种会话语言,可以供学生学习,并激发学生兴趣。

录像活动用书中的大量活动对录像的内容加以巩固和扩展。录像教师用书对录像教学做了详尽的指导。

## ■ 课时安排

每级录像包含16个短片,既有富有趣味的剧情故事,也有记录实地采访情况的纪实短片。每段录像片的长度约为5-7分钟。

录像活动用书可以提供45-90分钟的课堂活动,录像教师用书中的扩增活动可以作为补充材料,扩充课堂活动内容。

## ■ 录像教材组成

### ■ 录像

每级录像包括16个短片。其中入门级包括8个剧情故事,8个纪实短片;1级包括11个剧情故事,5个纪实短片;2级包括10个剧情故事,6个纪实短片。

这些录像短片和学生用书中相应单元的主题相同,但场景和人物不同。其中的纪实短片记录在不同的场合对各种不同人物的随机采访,旨在示范实际生活中语言的真实用法。这种交叉设计既可以使学生对课程保持浓厚的兴趣,也可以使录像教材相对独立。同时,录像材料中所介绍的语言结构和词汇都与学生用书配套,都遵循统一的多技能大纲,把语法和交际功能有机地结合在一起。

### ■ 录像活动用书

录像活动用书与录像配套，包括16个单元，帮助师生在课堂上有效地使用录像。每个单元的内容都包括观看录像之前、之中和之后的一系列活动，帮助和指导学生逐步理解和学习录像中的语言内容、培养文化意识和交际技能，提高创造性运用语言的能力。

### ■ 录像教师用书

录像教师用书对录像和录像活动用书的使用提供指导，包括总体教学方法介绍、分单元教学指导、以及扩增活动。另外还包括录像活动用书中的练习答案和录像的文本。

### ■ 录像的课堂使用

在课堂上使用录像可以激发学生的兴趣，使课堂更加生动活泼。它的主要作用是：

1. 描绘运用语言的自然、生动的场景。
2. 通过引人入胜的故事展示真实的语言和文化。
3. 通过图像增强学生的理解能力。
4. 通过展示语言使用人的日常生活和举止，帮助学生了解语言的文化内涵。
5. 帮助学生观察和学习讲话时的身体语言，比如手势、表情等。

### ■ 录像活动用书每单元内容

录像活动用书的每个单元都分为4个部分：预备活动、观看录像、跟进练习和语言重点。一般说来，每部分的主要活动有：

#### ■ 预备活动

**文化：**介绍本段录像的主题和文化背景，可以作为课堂阅读或讨论活动，也可以作为课外作业。

**词汇：**通过各种趣味性练习活动讲解本段录像中出现的基本词汇。

**猜测故事/事实：**让学生对录像中的人物及其行为作出预测。主要方法有：关掉声音看画面，或观察书中图片。这些活动可以帮助学生正式看录像时更好地理解录像内容。

#### ■ 观看录像

**理解大意：**帮助学生抓住大意，活动形式多种多样，主要包括完成图表、回答问题或排序等。

**理解细节：**要求学生注意理解具体的信息，回答与故事情节（或纪实短片）和人物有关的具体问题。

**表达观点：**学生对人物的行为和感情作出推断，并针对所谈论的问题表达自己的观点。

#### ■ 跟进练习

**角色扮演、采访和其他扩展活动：**通过基于本单元内容的交际型练习活动，帮助学生活学活用。

#### ■ 语言重点

**他们说了什么？**完形填空练习，补全对话，重在练习对具体语言的理解。

**语法和功能活动：**通过实际交际活动，体现了本单元中的结构和功能重点。

### ■ 录像课程的教学方针

#### ■ 教学思想

《剑桥国际英语教程》的基本教学思想是：学习外语最有效的方法是在实际交流中学习，以运用为目的，而不是以学习本身为目的。它的录像和录像活动用书均采用多技能大纲，把多种技能紧密结合，综合培养。

以录像活动用书为例,预备活动层层深入,提供相关的背景知识、重点词汇,帮助学生更好地理解录像内容。这些活动能培养学生“自上而下的处理技能”,即运用背景知识,与情景、语境和主题有关的其他信息,重点词汇,以及推测方法来达到理解的目的。

“观看录像”过程中的练习可以帮助学生抓住重点,指导他们辨别重要的细节和语言。这些联系不仅能帮助学生理解录像内容,还能为跟进的口语活动做准备,鼓励学生发表意见,大胆交流。

语言重点主要用来总结本部分所学的知识,培养学生“自下而上的处理技能”,即从个别单词推测总体意思。这两种技能(自上而下和自下而上)结合起来,可以帮助学生从故事情节和语言两方面来理解录像内容。

## ■ 课堂教学的多样性

录像教师用书为录像活动用书的每个练习都提供了教学指导,可供参考。但是,这些并不是唯一可选的教学方法。实际上录像教学的方法可以很灵活,比如:在做练习时是合上书本还是打开书本,都应由教师自由掌握。应该大胆尝试,根据学生的实际水平和需要采取相应的方法。

## ■ 录像教学的方法

熟悉了基本教学步骤之后,教师们应该大胆尝试其他新鲜的、有效的、有趣的课堂教学方法。下面介绍几种方法,以供参考。(具体例子请见英文 Introduction: p.4, General Video Techniques to Try.)

1. **快进录像:**快进录像,让学生写下所看到的情况。这种方法适用于绝大多数“关掉声音看录像”的活动。
2. **信息差异:**有两种模式:一、只放本段录像的前半部分,让学生分组讨论,预测下半部分会发生什么。二、让其中一半学生离开教室或背对录像画面,另外一半学生看录像,然后让看到录像的学生把所看到的故事讲给没有看到录像的同学听。这种活动可以分组做,也可以全班一起做。
3. **表演故事:**所有的剧情故事和纪实短片都为角色扮演活动和剧情活动提供了绝好的参考。可以选一个简短的场景,让学生反复观看几遍,然后分组表演,要求他们尽量模仿剧中人物的动作和表情。还可以挑选一两组学生在全班面前表演。
4. **慢放录像:**慢放录像,让学生说出剧中人物在做着什么事情,穿着什么衣服,吃着什么东西——任何出现于本单元的内容都可以作为练习对象。
5. **配音活动:**关掉声音放一段两人对话的录像,让学生两人一组猜测对话内容,然后写出来,与其他同学交流。
6. **暂停画面:**暂停录像,让学生看着静止的画面说出其中的所有信息:看到什么物品,什么人,在做什么,什么时间,什么地方等。

## ■ 如何教授一个典型的录像单元

本书对每单元都提供了详细的教学指导。这里仅简要地列出通用的教学程序。

首先,通过提问启发学生说出有关本单元主题的各种信息,以便介绍本单元的主题。然后,解释本单元的主要学习内容(话题,功能,结构等),介绍场景。接着,采用以下方法做练习。

## ■ 预备活动

### 文化背景

1. 合上书本,通过提问介绍主要话题、重点词汇和背景知识。最好问一些可以通过阅读课文得到答案的问题。
2. 打开书本,让学生阅读课文,检查自己的猜测是否正确。可以让学生找出3个需要解释的关键词汇。
3. 引导学生通读一遍课文中的信息,回答他们在理解和词汇方面的问题。
4. 让学生独自或分组做练习。

5. 让学生与搭档或其他同学一起比较答案。

也可以选用以下步骤:

1. 上课前, 让学生在家借助词典阅读课文中的文化信息, 回答有关问题。
2. 上课时, 让学生与搭档一起比较答案。

一般来说, 除书上的文化知识以外, 老师还应当根据实际情况随时介绍其他文化背景知识。

### ■ 词汇

1. 讲解活动中出现的词汇意义和发音。
2. 让学生独自或两人一组做练习。
3. 让学生与搭档一起比较答案。
4. 检查学生答案是否正确。
5. 鼓励学生提出其他相关词汇。

### ■ 猜测故事 / 事实

1. 让学生通过思考主题和看图片来猜测录像的内容。这时应该接受所有的猜测。
2. 讲解练习任务, 解答学生的疑问。
3. 关掉声音看录像。
4. 让学生独自或两人一组做练习。
5. 让学生与搭档或其他同学一起比较答案, 看自己的猜测是否正确。
6. 检查学生答案。
7. 根据需要重新观看全部或部分录像。

### ■ 观看录像

#### 了解大意

1. 与学生一起通读练习任务, 解答学生对词汇或练习过程的疑问。
2. 如果可能, 让学生独立完成练习, 猜测答案。
3. 提醒学生这个活动的目的是了解大意, 不需要理解所有的细节。让学生集中精力做书上的练习。
4. 打开声音, 放录像。如果需要, 可以放两遍。
5. 让学生独自或两人一组做练习, 同时检查自己在预备活动中“猜测故事 / 事实”练习中的猜测是否正确。
6. 让学生与搭档或其他同学一起比较答案。
7. 如果时间充足, 可以让学生再看一遍录像, 同时检查自己的答案。
8. 检查学生答案。

#### 理解细节

1. 讲解练习任务, 带学生通读练习要求。
2. 回答学生对词汇和练习过程的疑问。
3. 打开声音, 放录像。如果需要, 可以放两遍。
4. 让学生独自或两人一组完成练习。
5. 让学生与搭档或其他同学一起比较答案。
6. 如果时间充足, 可以让学生再看一遍录像, 同时检查自己的答案。
7. 检查学生答案。

## ■ 跟进活动

### 角色扮演、采访和其他扩展活动

请注意,因为本部分练习旨在让学生对所学语言 and 知识进行扩展和个性化练习,所以应该鼓励他们使用新的语言谈论自己的个人情况和个人观点。

1. 讲解练习任务,回答学生对词汇和练习过程的疑问。
2. 让学生独自或分组完成练习,可以参考各单元的具体指导。
3. 让学生与搭档或小组成员一起比较答案。
4. 如果有条件,可以挑几组学生在全班同学面前做表演。

## ■ 语言重点

### 他们说了什么?

1. 讲解练习任务,回答学生对练习过程的疑问。
2. 让学生读“完形填空”对话,尽可能猜测答案。
3. 根据练习放录像中相应的部分,同时随机提问以检查学生的理解程度。不要给答案。
4. 再放一遍相关部分的录像。让学生们相互比较答案。
5. 问学生是否想再看一遍录像。如果需要,就再放一遍。
6. 全班一起核对答案,讨论难点。
7. 如果需要,可以把全班分成两组或多组,齐声朗读该段对话。
8. 学生熟悉对话以后,让他们分组练习。每组人数根据对话中的人物多少而定。
9. 挑几组学生在全班面前朗读或表演。

### 语法和功能活动

这些练习随单元结构和功能重点的变化而变化。但是,练习的程序通常大同小异:

1. 介绍语法结构,从录像文本或学生经历中选取例句。
2. 带学生通读练习要求,回答学生对词汇和练习过程的疑问。
3. 让学生独自或分组完成练习。
4. 让学生与搭档或小组成员一起比较答案。
5. 检查学生答案。
6. 复习语法结构。
7. 使用主教材学生用书的老师应该带学生复习学生用书中相应单元的语法重点。

## ■ 扩增活动

每单元的教学指导中都列出了根据本单元主题、内容、结构重点所设计的扩增活动。如果时间允许,建议老师们尽量利用这些活动。同时,录像本身的丰富性也为老师自己设计扩展活动提供了极大的空间。

## ■ 最后的话

本书中的建议并不代表所有可能的教学方法,只代表了一大部分经过实践检验的有效方法。我们建议老师们根据自己学生的情况,对这些方法予以采纳和发展。

我们相信这套教材不仅能使课堂教学生动活泼,富有乐趣,而且能帮助学生在课外交流中自由运用所学的语言技能。真诚地希望您和您的学生能对这套教材提出宝贵的意见和建议。

最后,祝您用得满意,教得开心!



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# Plan of Video 2

## 1 Documentary

### What do you miss most?

Immigrants to the United States from four continents talk about their lives.

**Functional Focus** Finding out about someone; talking about oneself

**Grammar** Past tense questions

**Vocabulary** Words to talk about immigration

## 2

**Wait for me!** Some tourists take a guided tour of Vancouver, British Columbia.

**Functional Focus** Asking for information about places

**Grammar** Indirect questions **Vocabulary** Locations

## 3

**A great little apartment** Three college roommates look for a less crowded apartment.

**Functional Focus** Giving opinions; making comparisons and evaluations

**Grammar** *Too . . . and not . . . enough; as . . . as*

**Vocabulary** Words for apartment hunting

## 4

**What's Cooking?** A sports reporter hosts a cooking show when the chef gets sick.

**Functional Focus** Giving instructions

**Grammar** Sequence adverbs

**Vocabulary** Cooking words

## 5

**Did anyone see the tent?** A family goes on a camping trip outside Santa Fe, New Mexico.

**Functional Focus** Making suggestions

**Grammar** Modals for suggestion

**Vocabulary** Camping words

## 6

**Oh, I'm sorry!** An accident-prone man meets his match.

**Functional Focus** Making requests

**Grammar** Requests with imperatives and modals; two-part verbs

**Vocabulary** The language of requests

## 7 Documentary

**Great inventions** People talk about and demonstrate their inventions at an inventors' congress in Florida.

**Functional Focus** Describing something

**Grammar** Infinitives and gerunds

**Vocabulary** Gadgets and inventions

## 8 Documentary

**Thanksgiving** People describe what they eat at Thanksgiving dinner.

**Functional Focus** Describing an event

**Grammar** Relative clauses of time

**Vocabulary** Thanksgiving foods

## 9 Documentary

### A short history of transportation

Experts talk about the history – and the future – of transportation.

**Functional Focus** Talking about the past, present, and future **Grammar** Time contrasts – past, present, and future

**Vocabulary** Transportation and technology

## 10

**Mistaken identity** A receptionist makes a mistake and sends two men to the wrong job interviews.

**Functional Focus** Giving personal information

**Grammar** Short responses (*So am I, Neither do I, etc.*)

**Vocabulary** The language of job interviews

## 11

**On the Santa Fe Trail** A man gives his two friends a tour of Santa Fe, New Mexico.

**Functional Focus** Giving factual information

**Grammar** The passive with and without *by*

**Vocabulary** Sight-seeing words

## 12

**Welcome back to West High!** Twenty years later, two women are quite surprised at their high school reunion.

**Functional Focus** Talking about the past and present

**Grammar** Verb tenses: past continuous, simple past;

present perfect continuous **Vocabulary** High school words

## 13 Documentary

**Street performers** People give their opinions of performances at a street market in Seattle, Washington.

**Functional Focus** Giving opinions

**Grammar** Present and past participles

**Vocabulary** Types of street performers

## 14

**Ms. Gardner's promotion** Julia Gardner gets a promotion . . . and a surprise at the office.

**Functional Focus** Expressing probability

**Grammar** Modals (*may, might, could*) and adverbs (*maybe, perhaps, probably*)

**Vocabulary** Words to express emotion

## 15 Documentary

**How embarrassing!** People talk about what they would do in embarrassing situations with guests.

**Functional Focus** Talking about problems; giving suggestions **Grammar** Past modals *would have* and *should have*

**Vocabulary** Verbs and nouns to discuss problems with guests

## 16

**A wonderful evening** A young man meets his girlfriend's parents for the first time.

**Functional Focus** Reporting what people say; giving opinions

**Grammar** Reported speech **Vocabulary** Adjectives for feelings

# Introduction

## NEW INTERCHANGE

*New Interchange* is a revision of *Interchange*, one of the world's most successful and popular English courses. *New Interchange* is a multi-level course in English as a second or foreign language for young adults and adults. The course covers the four skills of listening, speaking, reading, and writing, as well as improving pronunciation and building vocabulary. Particular emphasis is placed on listening and speaking. The primary goal of the course is to teach communicative competence, that is, the ability to communicate in English according to the situation, purpose, and roles of the participants. The language used in *New Interchange* is American English; however, the course reflects the fact that English is the major language of international communication and is not limited to any one country, region, or culture. 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

*New Interchange Video 2* has been revised for use with *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.

## MORE ABOUT THE COURSE COMPONENTS

### Video

The sixteen video sequences complement Units 1 through 16 of *New Interchange 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 *New Interchange 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 EACH UNIT OF 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 and feelings, 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 NEW INTERCHANGE VIDEO

### The Course Philosophy

The philosophy underlying *New Interchange* 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 *New Interchange* 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 sequence in fast-forward and have students list all of the things that they can see. For example, for *Sequence 1: What do you miss most?*, have students watch the sequence in fast-forward and list the people's home countries. 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 *Sequence 5: Did anyone see the tent?*, stop the video sequence when the boys take the green bag out of the car. Ask students, "What's in the bag?" 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 NEW INTERCHANGE 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 *New Interchange 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 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 *New Interchange Student's Book 2* 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 *New Interchange 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.





# What do you miss most?

**Topic/functions:** Immigrants; finding out about someone; talking about oneself

**Structure:** Past tense questions

## Summary

In this sequence, a Korean-American reporter interviews five people who have immigrated to the United States from five different countries. As the immigrants answer the reporter's questions about their lives, we see scenes and objects from their countries of origin.



## 1 CULTURE

From its beginnings, the United States has been a country of immigrants. Between 1820 and 1960, over 40 million people immigrated to the U.S. Although there were immigrants from all over the world during this period, nearly 80 percent came from Europe. After 1960, European immigration began to decline. Of the more than 20 million people who immigrated to the U.S. between 1960 and 1995, more than half came from Latin America and Asia.

The culture preview in the Video Activity Book prepares students to work with the immigrant interviews in the video by presenting some interesting background information about immigration to the United States.

■ Books closed. To help students prepare to work with the culture preview, ask if anyone knows what an immigrant is – for example, a person from another country who has come to the U.S. to live. (Perhaps there are some immigrants in the class.) You may want to use a map as a visual aid to help clarify the concept of immigration.

■ On the board, write the following:

Immigrants to the U.S.

Until 1960 \_\_\_\_\_

After 1960 \_\_\_\_\_

■ Ask students, “Where do you think most of the immigrants to the U.S. came from during these periods, Europe or Latin America and Asia?” Ask several students to guess.

■ Books open. Have students read the culture information silently to check their predictions and find the correct answers. Then answer any questions about vocabulary or content.

■ Read the questions, and have students work in pairs or small groups to answer them.

■ Check answers around the class.

## 2 VOCABULARY *Immigrant interviews*

In this activity, students categorize things immigrants bring with them and things they miss – two of the topics discussed in the video.

■ **Pair work** Books open. Explain the task, pointing out that most answers can go in either column. Have students, working in pairs, complete the chart and then compare and discuss their answers with another pair.

■ Go over the answers with the class, and then compile a class list on the board. Encourage students to give reasons for their choices.

### Possible answers

*Things immigrants bring with them*

skills	music and dance
architecture	professions
food	sports
holidays	traditions

*Things immigrants miss*

family gatherings	music and dance
food	nature
friends	sports
holidays	traditions

(see next page for optional activities)