

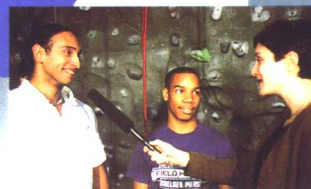
# new interchange

English for international communication

## 剑桥国际英语教程

### INTRO

Jack C. Richards  
Deborah B. Gordon



录像教师用书 入门级

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

*video teacher's guide*

# new interchange

English for international communication

## 剑桥国际英语教程

# INTRO

Jack C. Richards  
Deborah B. Gordon



录像教师用书 入门级

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

*video teacher's guide*

(京)新登字 155 号

京权图字: 01 - 2001 - 2855

图书在版编目(CIP)数据

剑桥国际英语教程 录像教师用书 入门级/(美)理查兹(Richards, J. C.)等编著.

- 北京:外语教学与研究出版社, 2001

ISBN 7 - 5600 - 2219 - 7

I. 剑… II. 理… III. 英语 - 教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(2001)第 13379 号

*New Interchange Intro Video Teacher's Guide* by Jack C. Richards and Deborah B. Gordon first published by Cambridge University Press 1999

This edition for the People's Republic of China is published by arrangement with The Press Syndicate of the University of Cambridge, Cambridge, United Kingdom.

©Cambridge University Press & Foreign Language Teaching and Research Press 2001

This book is in copyright. No reproduction of any part may take place without the written permission of Cambridge University Press or Foreign Language Teaching and Research Press.

本书版权由剑桥大学出版社和外语教学与研究出版社共同所有。本书任何部分之文字及图片,如未获得本社书面同意,不得用任何方式抄袭、节录或翻印。

## 剑桥国际英语教程

### 录像教师用书 入门级

编著: (美)Jack C. Richards 等

\* \* \*

责任编辑: 宋微微

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com.cn>

印 刷: 北京市鑫鑫印刷厂

开 本: 889×1194 1/16

印 张: 7.75

版 次: 2001 年 12 月第 1 版 2001 年 12 月第 1 次印刷

书 号: ISBN 7 - 5600 - 2219 - 7/H·1190

定 价: 19.90 元

\* \* \*

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)68917519

# 教材简介

## 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, 让学生独自完成练习, 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!

# Contents

Plan of Intro Video	x
Introduction	1
The Video Course	1
Course Length	1
More About the Course Components	1
Video in the Classroom	2
What Each Unit of the Video Activity Book Contains	2
Guidelines for Teaching the <i>Interchange</i> Video	3
How to Teach a Typical <i>Interchange</i> Video Sequence	4
1 House party	7
2 Lost and found	13
3 Documentary: Newcomer High School	18
4 Documentary: What are you wearing?	24
5 What are you doing?	30
6 Day and night	35
7 Our first house	41
8 Documentary: While the city sleeps	46
9 Documentary: What are you having for breakfast?	51
10 Documentary: What sports do you play?	55
11 Documentary: A weekend in New York City	59
12 The doctor and the patient	63
13 A visit to Mount Rushmore	67
14 Home alone	71
15 Documentary: Hollywood then and now	76
16 The perfect date	81
Video Transcripts	87
Authors' Acknowledgments	

# Plan of Intro Video

**1** **House party** Bob and Jennifer go to their teacher's party, but things don't turn out as expected.  
**Functional Focus** Introducing oneself; asking for and giving information  
**Grammar** The verb *be*  
**Vocabulary** People (*husband, wife*)

**2** **Lost and found** Sandra oversleeps and has to rush to make her flight to Italy.  
**Functional Focus** Asking for and giving location  
**Grammar** Prepositions of place  
**Vocabulary** Location words

**3 Documentary** **Newcomer High School** At a very interesting school, students from around the world talk about their countries of origin.  
**Functional Focus** Asking for and giving information about countries, nationalities, and native languages  
**Grammar** Questions with *be*  
**Vocabulary** Countries, regions, and languages

**4 Documentary** **What are you wearing?** People in southern California talk about the clothes they have on.  
**Functional Focus** Asking about and describing clothing  
**Grammar** Present continuous with the verb *wear*  
**Vocabulary** Clothing

**5** **What are you doing?** Vicki in Los Angeles and her friend Paulo in Rio de Janeiro call each other to say hello.  
**Functional Focus** Telling time; asking about and describing current activities  
**Grammar** Present continuous statements and questions  
**Vocabulary** Common activities

**6 Documentary** **Day and night** Andi introduces us to her busy life: She's a police officer during the week and a singer on the weekends.  
**Functional Focus** Talking about routines  
**Grammar** Simple present tense statements and questions  
**Vocabulary** Daily routines

**7** **Our first house** A young couple in their new home receives some surprise visitors.  
**Functional Focus** Asking about and describing homes  
**Grammar** *There is/There are*  
**Vocabulary** Rooms and objects in a home

**8 Documentary** **While the city sleeps** People who work at night talk about their jobs and their rather unusual routines.  
**Functional Focus** Talking about work and school  
**Grammar** Simple present tense summary  
**Vocabulary** Jobs

**9 Documentary** **What are you having for breakfast?** People in a restaurant talk about what they are eating and drinking for breakfast.  
**Functional Focus** Talking about eating habits  
**Grammar** Adverbs of frequency  
**Vocabulary** Breakfast foods

**10 Documentary** **What sports do you play?** People talk about the activities that they enjoy at the Chelsea Piers Sports and Entertainment Center in New York City.  
**Functional Focus** Talking about abilities and interests  
**Grammar** *Can*  
**Vocabulary** Sports

**11 Documentary** **A weekend in New York City** People talk about what they plan to do during their short visit to "the Big Apple."  
**Functional Focus** Talking about plans  
**Grammar** Future with *be going to*  
**Vocabulary** Sight-seeing activities

**12** **The doctor and the patient** Mr. Lewis, who is sick, goes to see the doctor and ends up solving the doctor's health problem.  
**Functional Focus** Talking about health problems; giving advice  
**Grammar** Imperatives  
**Vocabulary** Action verbs; health problems

**13** **A visit to Mount Rushmore** A young couple tries to get to one of the United States's most famous monuments – before the sun goes down.  
**Functional Focus** Asking for and giving directions  
**Grammar** Opposites of adjectives, adverbs, and prepositions  
**Vocabulary** Direction words

**14** **Home alone** During lunch, Rick tells George about his disastrous weekend.  
**Functional Focus** Talking about activities in the recent past  
**Grammar** Past tense of regular and irregular verbs  
**Vocabulary** Weekend activities

**15 Documentary** **Hollywood then and now** After we hear a short history of the movie industry, young people talk about their dreams of success in Hollywood.  
**Functional Focus** Giving personal information  
**Grammar** Past tense of *be*; Wh-questions with *did, was, and were*  
**Vocabulary** Words related to films

**16** **The perfect date** When Kate has more dating opportunities than she can handle, she learns that honesty is the best policy.  
**Functional Focus** Accepting and refusing invitations; making excuses  
**Grammar** Verb + *to* + verb  
**Vocabulary** Dating activities

# Introduction

*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 *Interchange* is American English; however, the course reflects the fact that English is the world's major language of international communication and is not limited to any one country, region, or culture. The Intro level is designed for students at the beginner level and for learners needing a thorough presentation of basic functions, grammar, and vocabulary. It prepares students to enter Level One of the course.

## THE VIDEO COURSE

*Interchange Intro* Video is designed to complement the Student's Book or to be used independently as the basis for a short listening and speaking course. It is equally appropriate for use with *Interchange Intro* or *New Interchange Intro*.

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 three to four 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 the Intro level Student's Book. There are eight dramatized sequences and eight 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, but easy-to-follow, 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* 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

**Vocabulary** The vocabulary activities introduce and practice the essential vocabulary of the video sequences through a variety of interesting tasks. They are designed to make the sequences as accessible as possible to beginning students.

**What Do You See?** The What Do You See? activities allow students to familiarize themselves with the characters and their actions by watching the video sequences without the sound. 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 or important facts. 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 based on 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 giving their own opinions on the characters and their actions.

#### 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 VIDEO

### The Course Philosophy

The philosophy underlying *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 *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

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 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 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 *Unit 4: What are you wearing?*, have students watch the sequence in fast-forward and list all of the clothes they see people wearing.

**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 13: A visit to Mount Rushmore*, stop the video sequence when Susan and Jim come out of the fast-food restaurant. Ask students, “What’s going to happen next?” 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 watch, 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 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 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 *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

##### Vocabulary

- Introduce and model the pronunciation of the words, phrases, or sentences in the activity.
- Direct students’ attention to the example, and answer any questions they may have.
- 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 possible and appropriate.

##### What Do You See?/Guess the Facts

- Explain the task, and lead students through the procedure. Model any new language, and answer vocabulary and/or content questions as they 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 to 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 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 What Do You See?/Guess the Facts as well.
- Have students compare answers with a partner or around the class.
- If time permits, have students check their answers while watching the video sequence again.
- Check students' answers.

### Watch for Details

- Explain the task. Lead students through the instructions and questions; then draw students' attention to the example.
- 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, modeling the sample language and the example. Answer vocabulary and procedural questions as they arise.
- Have students complete the task individually, in pairs, or in small groups as noted in the activity 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 segment again. Replay as necessary.
- Go over the 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.

## Introduction

---

- When students are comfortable with the dialog, 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 dialog 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 *Interchange Intro* or *New Interchange Intro* should refer students back to the grammar focus in the appropriate Student's Book 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 content 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* Video or the Video Activity Book. Rather, they represent a sampling of well-tested activities that teachers are encouraged to use, adapt, modify, and extend to suit the particular needs of their students.

**Topics/functions:** Greetings and introductions; introducing yourself, asking for and giving information

**Structures:** Statements and questions with the verb *be*

### Summary

The sequence opens with students reading a notice. The notice is an invitation to the students from their teacher, John Roberts. Dr. Roberts is having a party at his apartment. Next, we see two students, Jennifer and Bob, driving to the party. It is clear that they haven't been to their teacher's apartment before because they aren't sure exactly where it is. They go to the entrance, where they need to buzz their teacher's apartment to get into the building. Unfortunately, Bob doesn't remember Dr. Roberts's apartment number. Since there are no names printed next to the apartment numbers on the intercom, they buzz the apartment they think is correct and go upstairs. The door to Apartment 302 is open and there is a party going on, so Jennifer and Bob go in. It soon becomes clear that this may not be John Roberts's party: He doesn't seem to be there, and Jennifer and Bob can't find anyone they know. When they meet the hosts of the party, Terri and John, they realize they're in the wrong apartment and at the wrong party. Their teacher lives downstairs, in Apartment 203.

### Cultural note

The atmosphere in some university classrooms in the United States and Canada can be less formal than in classrooms in some other parts of the world. Some teachers occasionally meet their students socially as a way of getting to know them better or of celebrating the end of the term.



## Preview

### 1 VOCABULARY People

In this activity, students complete sentences identifying people in order to become familiar with vocabulary used in the sequence.

- **Books closed.** As a warm-up to the activity, write the words *student* and *teacher* on the board and have students say them aloud. While pointing to yourself, say, "I'm a teacher." Point to individual students, saying, "You're a student."
- **Introduce yourself to the students** by saying, "I'm (*your name*), and I'm a teacher."
- **Tell students to stand up and move around the room**, introducing themselves to their classmates.
- **Books open.** Explain the task. Then model the vocabulary in the box, and have students repeat as they look at the pictures.
- **Pair work** Have students work in pairs to complete the task. Then have pairs join together to form small groups and compare their answers. (Note: When students are comparing answers, tell them to read their answers aloud rather than showing one another their books.)
- **Check answers around the class.**

#### Answers

- 1) husband
- 2) wife
- 3) teacher, student

#### Optional activity

- **Group work** Books open. Put students into pairs, and then assign each pair a number – 1, 2, or 3. Explain that the number 1 pairs are the people in picture 1 from Exercise 1, the number 2 pairs are the people in picture 2, and the number 3 pairs are the people in picture 3.

(procedure continues on next page)