

Third Edition (第3版)

interchange

剑桥国际英语教程

Jack C. Richards

Intro
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*) 这一全世界最成功、最有影响的英语教程的全面修订版。

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

入门级专为初学者设计, 介绍了基本语言功能以及基础语法和词汇, 为学习第一册奠定了基础。

录像课程

新版入门级录像既可以与新版入门级学生用书配套使用, 也可以与上一版《剑桥国际英语教程》入门级配套使用。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和复习的机会。

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, 用于强化和拓展录像内容。**录像教师用书 (Video Teacher's Guide)** 为录像课程提供了全面的教学支持。

课程长度

入门级录像有 16 个单元, 每段录像时长平均为 3 至 4 分钟。录像形式包括幽默风趣的“情景故事”和生动真实的“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

■ DVD 录像

包括 16 段录像片, 为学生用书的 16 个单元提供补充材料。入门级包括 8 个情景故事和 8 段纪录短片。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。纪录短片是各种场景下的人物访谈, 展示了在真实场景中真实人物使用语言的范例; 内容浅显易懂, 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, 从而提高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, 提供课堂录像活动。单元活动包括观看前、观看中和观看后活动, 为学生理解和学习录像的内容和语言提供了循序渐进的支持和指导。通过学习本书, 学生可以提高自身的文化意识, 有效地培养交流策略和技巧, 学会创造性地使用语言。

■ Video Teacher's Guide 录像教师用书

录像教师用书为如何在课堂上使用录像和录像活动用书提供了详尽的建议, 具体包括录像教学技巧综述、

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方法。录像这种媒介可以激发学生的兴趣，寓教于乐。本套教材的录像有如下几点独特之处：

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

录像活动用书内容简介

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

■ Preview

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，尽可能增进初学者对录像的理解。

你看到了什么？(What Do You See?)

通过让学生看消音的录像片熟悉人物和他们的动作。这种建立图式的活动有助于提高学生对于有声录像的理解力。

■ Watch the Video

理解大意 (Get the Picture)

这些开始观看的学习活动帮助学生关注主旨或重要事件，从宏观角度更好地理解录像。每个单元的活动类型有所不同，但通常包括看录像寻找关键信息并填充表格、回答问题或按照一定顺序排列事件。

观看细节 (Watch for Details)

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

个人见解 (What's Your Opinion?)

在这类活动中，学生对录像作出回应，就其中的人物和他们的所作所为发表自己的见解。

■ 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，学生通过一种有意义的方式练习录像片中介绍的语法结构和功能。

Plan of Intro Video Activity Book

1
p2
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
p6
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

Documentary 3
p10
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

Documentary 4
p14
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
p18
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

Documentary 6
p22
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 routine

7
p26
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

Documentary 8
p30
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

Documentary 9
p34
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

Documentary 10
p38
What sports do you play? People talk about the activities that they enjoy at the Chelsea Pier Sports and Entertainment Center in New York City.
Functional Focus Talking about abilities and interests
Grammar *Can*
Vocabulary Sports

Documentary 11
p42
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
p46
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
p50
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
p54
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

Documentary 15
p58
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
p62
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 Third Edition is a revision of *New Interchange*, the world's most successful and popular English course. *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 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 Third Edition Intro Video 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 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.

■ 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 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

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 to 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 on 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 activities.

Follow-up

Role Play, Interviews, 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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Intro

录像活动用书 入门级

VIDEO ACTIVITY BOOK

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北京 BEIJING

1 House party

Preview

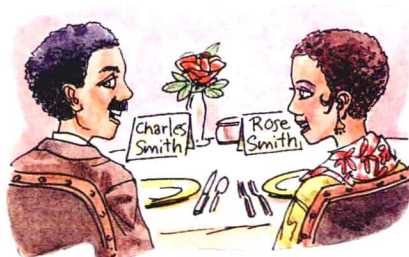
1 VOCABULARY People

Pair work Fill in the blanks. Use the words in the box.

✓husband student teacher wife



1. Hi. My name is Sue, and this is my husband, Mike.



2. Hi. I'm Charles Smith. This is my wife, Rose.



3. Dr. Lee is my teacher. I'm his student.

2 INTRODUCTIONS

A Check (✓) the correct answers. Then compare with a partner.

- | | |
|--|--|
| 1. My name is Jennifer.
<input type="checkbox"/> And I'm Jennifer.
<input checked="" type="checkbox"/> Nice to meet you, Jennifer. | 3. Excuse me, are you Eduardo?
<input type="checkbox"/> Nice to meet you.
<input type="checkbox"/> No, I'm not. I'm Bob. |
| 2. Hi, Eduardo. It's nice to meet you.
<input type="checkbox"/> Nice to meet you, too.
<input type="checkbox"/> And I'm Jennifer. | 4. Hi. I'm Naomi Hernandez.
<input type="checkbox"/> Hi. My name is Bob . . . Bob Freeman.
<input type="checkbox"/> Nice to meet you, too. |

B Pair work Practice the conversations in part A. Use your own names.



3 WHAT DO YOU SEE?

Watch the first thirty seconds of the video with the sound off.

Check (✓) the correct answers.

- | | |
|--|---|
| 1. John Roberts is
<input type="checkbox"/> a student.
<input type="checkbox"/> a teacher. | 2. John Roberts's apartment
<input type="checkbox"/> is number 302.
<input type="checkbox"/> is not number 302. |
|--|---|

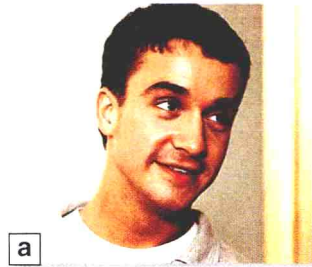


Watch the video

4 GET THE PICTURE

Match. Then compare with a partner.

1. b Jennifer
2. Naomi
3. Terri
4. Bob
5. Eduardo
6. John
7. Ken



5 WATCH FOR DETAILS

Check (✓) the correct answers. Then compare with a partner.

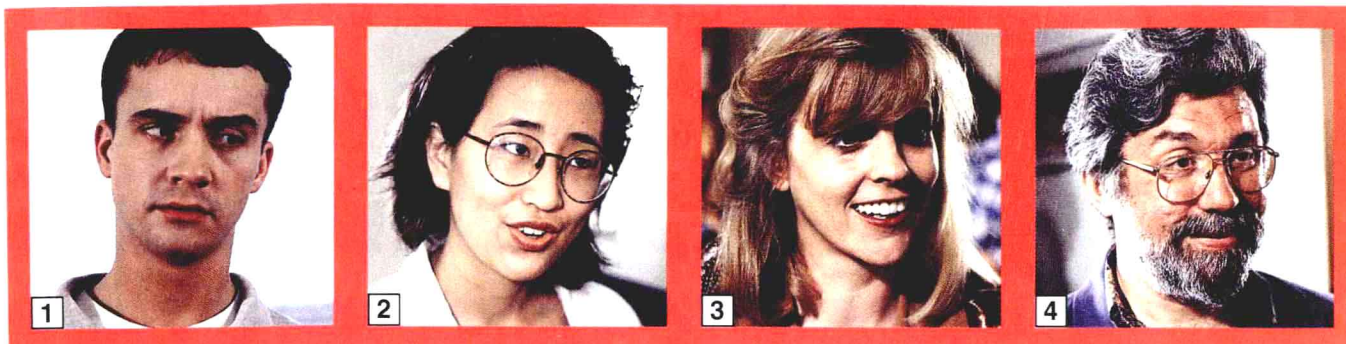
1. Bob and Jennifer are in Apartment
 - ☐ 203.
 - ☒ 302.
2. Bob and Jennifer
 - ☐ are Terri's friends.
 - ☐ are not Terri's friends.
3. Bob's last name is
 - ☐ Freeman.
 - ☐ Hernandez.
4. Naomi is
 - ☐ in Bob's math class.
 - ☐ a friend of Terri's.
5. John is Terri's
 - ☐ friend.
 - ☐ husband.
6. Terri's husband
 - ☐ is Dr. Roberts.
 - ☐ is not Dr. Roberts.



6 DO YOU REMEMBER?

Write the sentences under the correct pictures. Then compare with a partner.

- | | | | |
|-----------------------|-----------------------|--------------------|-------------------------|
| She's Naomi's friend. | He's Terri's husband. | She's John's wife. | Her name is Jennifer. |
| ✓ His name is Bob. | He's a student. | His name is John. | He's Jennifer's friend. |
| His apartment is 302. | She's Bob's friend. | She's a student. | Her name is Terri. |



His name is Bob.

Follow-up

7 NICE TO MEET YOU

A Match.

A

- Nice to meet you, Sarah.
- Hello. I'm Paul Thompson.
- Are you in my English class?

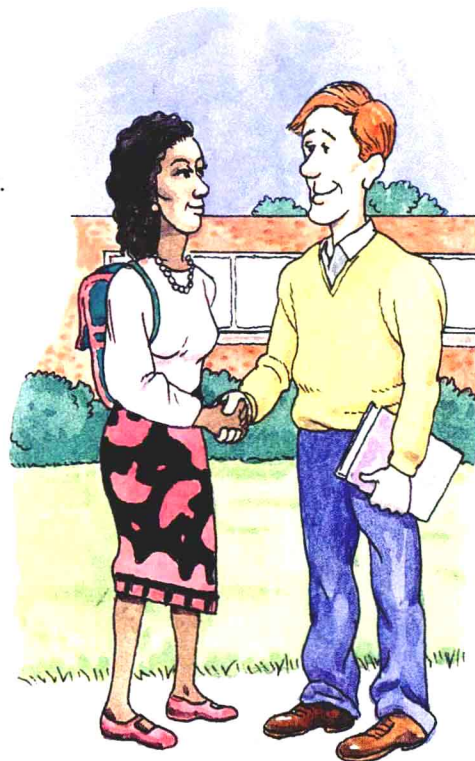
B

- Yes, I am.
- It's nice to meet you, too.
- Hi. My name is Sarah Long.

B Pair work Put the sentences in order. Then practice the conversation.

- A: Hello. I'm Paul Thompson.
 B: Hi. My name is Sarah Long.
 A:
 B:
 A:
 B:

C Class activity Now introduce yourself around the class. Use your own information.



Language close-up

8 WHAT DID THEY SAY?

Watch the video and complete the conversation. Then practice it.

Bob and Jennifer are at a party.

Eduardo: *Hi* . Come on in. Eduardo.

Jennifer: Hi, Edward. Nice to –

Eduardo: Eduardo.

Jennifer: Oh, . . . Eduardo. It's to meet you. Jennifer.

Bob: I'm Bob.

Eduardo: Well, it's nice to you. Are you, um, Terri's ?

Jennifer: Terri? . . .

Eduardo: Oh, me.

Bob: Who's Terri?

Jennifer: I don't know. I think Dr. Roberts's .



9 THE VERB BE Asking for and giving information

A Complete the conversations with the correct forms of **be**. Then practice with a partner.

- A: Excuse me, *are* you Sam?
B: No, I Lou. Sam over there.
- A: I Celia. What your name?
B: My name Don.
- A: this Mrs. Costa's classroom?
B: No, her classroom number 421.
- A: Mrs. Costa your math teacher?
B: No, she my English teacher.
- A: What your telephone number?
B: It 306-3778.



B Pair work Practice the conversations again. Use your own information.

C Group work Now add five students from your class to your address book.

- A: What's your phone number, David?
B: It's 478-3192.
A: 478-3182?
B: No, 478-3192.
A: Thanks.



2 Lost and found

Preview

1 VOCABULARY Location words

A Where are these things? Circle the correct locations.

1 the newspaper



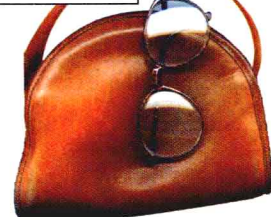
under / on
the desk

2 the shoes



in front of / behind
the television

3 the glasses



under / inside
the purse

4 the wallet



under / on
the sofa

5 the passport



next to / inside
the makeup bag

6 the tissues



behind / under
the dress

7 the sunglasses



in / on
the suitcase

8 the suitcase



under / behind
the taxi

9 the makeup bag



on / in front of
the television

B Pair work Ask and answer questions about the things in part A.

A: Where is the newspaper?

B: It's on the desk.

A: Where are the shoes?

B: They're ...

2 WHAT DO YOU SEE?

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

Check (✓) **True** or **False**. Correct the false sentences. Then compare with a partner.

- | | True | False |
|--|--------------------------|-------------------------------------|
| 1. The newspapers are ^{on} under the desk. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. The tissues are in front of the purse. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The purse is behind the newspapers. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The glasses are inside the makeup bag. | <input type="checkbox"/> | <input type="checkbox"/> |



Watch the video

3 GET THE PICTURE

What does Sandra look for? Number the things from 1 to 7. Then compare with a partner.

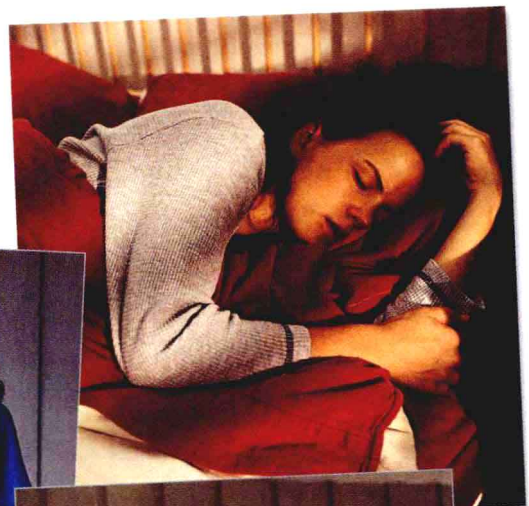
- | | | |
|----------------------------|------------------|--------------------|
| her passport | her shoes | her dress |
| <u>1</u> her glasses | her wallet | her suitcase |
| her sunglasses | | |



4 WATCH FOR DETAILS

Check (✓) the correct answers. Then compare with a partner.

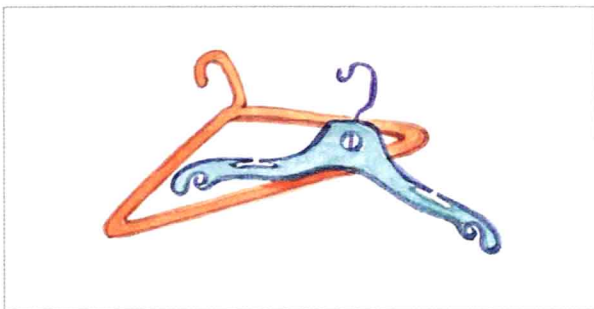
- At the beginning of the story, it's
 - ☐ eight o'clock.
 - ☒ nine o'clock.
- Sandra's flight is at
 - ☐ ten o'clock.
 - ☐ eleven o'clock.
- Sandra's trip is to
 - ☐ France.
 - ☐ Italy.
- Sandra and Anne's address is
 - ☐ 807 Key Street.
 - ☐ 809 Key Street.
- Sandra's
 - ☐ dress is new.
 - ☐ shoes are new.
- Sandra's suitcase
 - ☐ is in the taxi.
 - ☐ isn't in the taxi.



5

WHERE IS IT?

A Where are these things in the video? Fill in the blanks. Then compare with a partner.



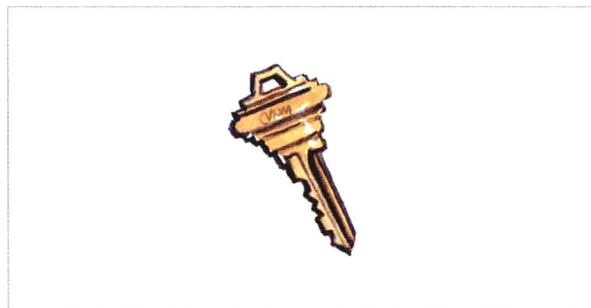
1. The hangers areon..... the suitcase.



2. The lamp is the desk.



3. The coins are the books.



4. The key is the coins.

B Where are Sandra's things? Complete the sentences.

1. Sandra's glasses are *inside her makeup bag* .
2. Her dress is
3. Her wallet is
4. Her passport is
5. Her shoes are
6. Her sunglasses are



Follow-up

6

TRUE OR FALSE?

Pair work Your partner puts some of your things in different places. Can you guess where?

A: My keys are under the wallet.
B: True.

A: My ruler is on the desk.
B: False. It's under the desk.



Language close-up

7 WHAT DID THEY SAY?

Watch the video and complete the conversation. Then practice it.

Sandra is looking for her things.

Sandra: Anne!

Anne: What?

Sandra: My glasses. not here.

Anne: they the bathroom?

Sandra: don't know.

Anne: No, they are, inside makeup bag.

Sandra: Good, Now, where is my ?

Anne, where's my dress?

Anne: new dress?

Sandra: Yes, yes. My dress!

Anne: It's in your Sandra, please hurry! late!



8 PREPOSITIONS OF PLACE Describing location

A Complete the sentences about the things in the picture. Use each preposition only once. Then compare with a partner.

behind in in front of ✓ next to on under

1. The suitcase *is next to the sofa*
2. The magazines
3. The shoes
4. The wallet
5. The watch
6. The books

B Now write similar sentences about things in your classroom. Then read your sentences to your partner.

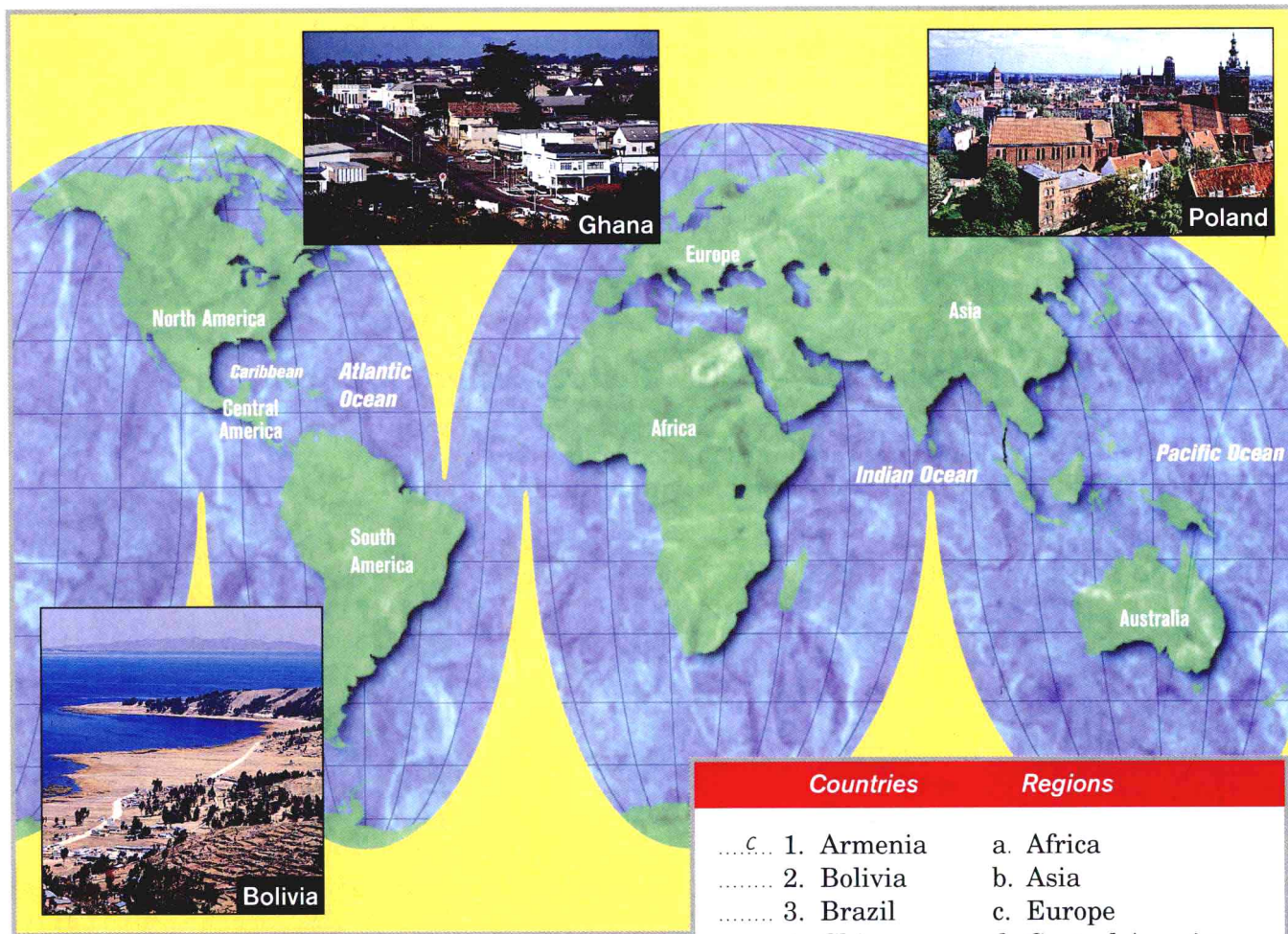
1.
2.
3.
4.
5.
6.



3 Newcomer High School

Preview

1 VOCABULARY Countries and regions



Countries	Regions
..... 1. Armenia	a. Africa
..... 2. Bolivia	b. Asia
..... 3. Brazil	c. Europe
..... 4. China	d. Central America
..... 5. Ghana	e. South America
..... 6. Pakistan	f. North America
..... 7. Poland	g. the Caribbean
..... 8.	
..... 9.	

A Match. Then add two more countries to the list.

B Pair work Ask and answer questions about the places in part A. (The correct answers are on page 66.)

A: Where's Armenia?

B: It's in Europe. **or**

I think it's in . . . **or**

I'm not sure. Is it in . . . ?