

new interchange

English for international communication

剑桥国际英语教程

Jack C. Richards

*video
activity
book*

1

录像活动用书



外语教学与研究出版社

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剑桥国际英语教程

录像活动用书 1

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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,使学习者达到初高级水平。

2级: 针对有初高级英语水平学习者,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。

完成所有4级的学习之后,学习者可以达到中高级水平。

课时安排

每级课时安排为70到120小时(中国老师的实际使用时间约为90-150小时)。如果可用课时较多,可以借助教师用书中建议的可供选用的活动适当增加内容,延长课时。如果可用课时较少,可以适当减少交流活动、阅读、写作、扩展活动和练习册方面的时间安排。

为便于教师根据实际课时灵活安排教学,学生用书和练习册有两个版本——全一册和上下分册版本(A、B本)。上下分册版本每册课时安排为35到60小时(中国老师的实际使用时间约为45-75小时)。

教材组成

Student's Book 学生用书(彩色)

每册学生用书包括16个学习单元和4个复习单元。每单元练习分为话题性和/或功能性两类。我们称这两组练习为两个“环节(cycles)”。在书的后一部分中还有一整套针对各单元的交际活动(Interchange Activities),以及单元小结(Unit Summaries)。

Teacher's Edition 教师用书(彩色)

对每一个教学步骤都做了详尽的指导,包括语法点讲解、文化背景知识、辅助活动设计、完整的练习答案和听力活动的录音文本。后一部分包括交际活动指导、辅助活动索引(Optional Activities Index)、辅助活动扩展(Additional Optional Activities)、4套课堂用的教学成果测试题(achievement tests)、测试题录音文本、参考答案、以及练习册练习答案等。


教师用书采用活页装订,编排独特——学生用书中的原页和相应的教师指导左右对照。携带方便,一本全能。

Workbook 练习册

通过形式多样的练习,加强学生的语法、阅读、写作、拼写和词汇能力。每单元6页,与学生用书同步并行。其中的“复习题”(Review Exercises)把已学要点放在新话题、新环境中循环巩固。既可在课堂使用,也可作为家庭作业。

Class Audio Cassettes 课堂用音带

供教师在课堂教学中使用。既包括学生用书中的会话活动(Conversation)、语法重点范例(Grammar Focus

models)、语音练习 (Pronunciation exercises)、听力活动 (Listening activities), 也包括教师用书中测试题的听力录音。录音中的语音自然悦耳, 既包括各种地道的英语国家口音, 也包括一些非英语国家的英语学习者的口音。教材中凡有录音的练习都标注有  符号。

■ Student's Audio Cassettes 学生用音带

学生用音带供学生自学用。包括学生用书中的会话活动 (Conversation)、语法重点和语音练习。每册含 A, B 两盘, 与 A, B 册分别对应。

■ Video CD 录像

Video Activity Book 录像活动用书 (彩色)

Video Teacher's Guide 录像教师用书

录像主要用来复习和扩展学生用书中的话题和语言点, 包括情节幽默有趣的“剧情故事”(dramatized sequences) 和“纪实短片”(documentary sequences), 针对学生用书中的语言和词汇进行巩固和延伸。

录像活动用书为每个故事和短片都设计了循序渐进的理解和会话活动, 以及丰富的语言练习。

录像教师用书则为教师们做了周到的教学安排, 提供了全面细致的教学方法, 比如全面的参考答案、录像故事的剧本等。

■ CD-ROM 多媒体光盘

CD-ROM 与学生用书配合使用, 复习巩固课堂中所学内容。可用于家庭自学, 也可在课堂和语言教室中使用。

CD-ROM 内容依据 16 个单元进行编排, 核心内容取自录像中的“剧情故事”部分, 部分活动以录像活动用书的内容为基础。

每张光盘含有 150 个活动, 学生可以根据需要和喜好自由选择。另外, 为检测学生的学习成果, 光盘中还有 4 套测试题。

■ Placement and Evaluation Package 评估测试包

帮助教师更有效地测评学生水平, 包括“定级测试”(Placement test) 和“成绩测试”(Achievement tests) 两种。“定级测试”帮助教师评定学生的英语能力, 合理安排学生的分级学习; “成绩测试”和针对每一单元的小测验帮助教师了解学生对所学内容的掌握程度。测试题型包括: 听力、阅读、口语。针对测试, 评估测试包还为教师设计了详细的评分标准和口语考试组织方法。

■ Lab Cassettes 学生自学用音带

可以在语言教室中使用, 也可以学生自学用。

■ 教学思想和教学方法

本教材旨在教学生如何在日常情境中, 如学校、社会生活、工作和休闲活动中, 流利、正确地使用英语。其基本教学思想是: 只有在真实的交流情境中, 外语或第二语言的学习才更有意义, 更有效, 更有成就感。基于这种思想, 本套教材不仅为学生提供了自然、实用的鲜活的英语, 还给学生提供各种机会用所学的语言讲述自己的知识和经历, 表达自己的思想和观点, 从而把所学英语化为自己的语言, 真正达到学以致用。

■ 主要特色

■ 国际化内容

话题富有时代感, 与教师和学生的生活都密切相关。既适用于学生背景相近的班级, 也适用于学生背景差距较大的班级。

■ 综合性大纲

本教材的宗旨是多种技能综合培养, 其教学大纲将话题、交际功能和语法紧密结合。语法作为学习第二语言或外语的基础, 总是在一定的交际环境中进行讲解, 配以以精确性为基础的由教师指导的控制型练习活动, 和以流利性为基础的交流性练习活动。教材通过这种方式, 在语法形式和交际功能之间建立一种联系。其教学遵循循序渐进的原则, 逐级提高。

■ 实用有趣的学习活动

活泼有趣的各种活动为每个学生都提供了大量的练习机会, 使每个学生都有充分的机会来运用自己所学的

语言。教材中使用了大量的“信息差异”练习，角色扮演练习，以及两人对话、小组活动和班级活动。任务型练习和信息共享练习为学生提供了最大限度的交流实践机会。这种学习活动形式的不断变化不仅使课堂的节奏得到调整，也使每个学生都有更多的与同学交流的机会，同时使教材既适用于较大的课堂，也适用于较小的课堂。

■ 注重应用型技能和认知型技能的培养

应用和理解是语言学习的基础。本套教材中，学生的应用型技能通过会话和写作练习来训练，认知型技能则通过听力和阅读练习来训练。通过学习，学生可以学会理解比他们的应用型技能稍高一级的语言，从而可以为走出教室、走入社会做好准备。

■ 教师和学生任务

教师的任务是讲解新的学习要点。在做两人对话、小组活动和角色扮演的时候，教师的作用是辅助性的，主要帮助学生为活动做准备，然后运用所掌握的语言资源完成活动。在这些活动中，教师只给学生少量的非正式指导，如稍做评价等。教师的主要任务应该是尽量鼓励学生来参与活动。

学生的任务是主动地、创造性地参与学习过程，不仅要主动运用课堂上学到的语言知识，还要灵活运用在生活其他方面的知识和语言资源。每个学生都应该是一个富有聪明才智、有独立思想和见解的个体。他们不仅通过各种课堂活动，如两人对话、小组活动和班级活动与别人交流学习语言，也通过灵活运用自己所掌握的知识 and 交际技能学习语言。

■ 易教易学的内容安排

本教材易于教学，教学重点清晰明确，单元内容组织得当，循序渐进，进度适中，可根据需要调控。此外，还有各种激发创造力的趣味性学习活动。

■ 复习单元，单元小结和测试

■ **复习单元**：每四个单元之后有一个复习单元，复习前面四个单元中的教学要点。主要是口语练习（复习所学的语法，词汇，会话功能和表达方式）以及听力练习。这些练习也可以作为对学生口语应用能力和听力技能的一种非正式的测试。

■ **单元小结**：这部分内容在学生用书的最后，是对每单元里主要应用型词汇的总结，同时包括功能表达法（functional expressions）和语法扩展。其中“重点词汇”部分列出了所有在本单元会话活动、词汇扩展、以及其他小组和班级活动中出现的应用型词汇。

■ **测试**：教师用书中有测试学生学习效果的测试题及其答案和评分标准。每四个单元一套。所有的测试题都可以复印供全班使用。

■ 单元组织结构

单元内部不同练习题型的顺序安排因单元而异，但是基本上都遵循以下原则：每单元里有两个主要话题和功能，所有相关活动和练习都围绕这两个话题和功能安排。每单元的练习都可以归为两部分：在教学指导中这两部分被称为“环节1”和“环节2”。

每个环节都是一个相对完整的练习组合，通常包括以下几部分内容：通过“文化点滴”或“词汇扩展”引入新的话题；通过一段“会话练习”来介绍新的语法结构；“语法要点”提供由教师指导的控制型练习（controlled practice）以及较为自由的交际型语法练习；两人对话、小组活动、角色扮演或班级活动等可以针对某个具体的教学要点提供语流练习活动；另外还有听力练习。

除此之外，每单元还包括一个语音练习，一个写作活动，以及一个交流活动（即IC活动。在正文中只用一个图标表示，告诉学生在学生用书的后面某一页有专为本单元内容设计的IC活动）。每单元第二个环节的最后一个练习通常都是一个有趣的阅读练习。

下面图表中列出了本教材的主要练习种类：

EXERCISE TITLE 练习名称	PURPOSE 宗旨
Snapshot 文化点滴	介绍真实生活中的情况, 内容丰富有趣, 用来引入本单元或本环节的话题, 同时帮助学生扩展认知型词汇和应用型词汇。通常都通过图表的形式来表现, 易读易学。紧随其后所提的问题鼓励学生就其内容和材料进行个性化讨论, 便于学生深入掌握。
Word Power 词汇扩展	通过各种趣味练习, 比如单词图和搭配练习等, 帮助学生扩展与本单元和本环节话题相关的词汇。这些活动后通常都紧跟着口语或写作练习, 可以帮助学生理解如何在语境中应用这些词汇。
Conversation 会话练习	引入每个环节中所讲的新的语法点和功能点。通过一定的情景和交际环境展示语法, 同时为会话表达和口语练习提供范例。
Grammar Focus 语法重点	总结新的语法项目, 并且针对语法点设计由教师指导的控制型练习 (controlled practice) 和比较自由的交际型练习。比较自由的交际活动通常要求学生运用所学语法知识讲述本人情况。
Pair Work 两人对话 Role Play 角色扮演 Group Work 小组活动 Class Activity 班级活动	这些口语语流练习针对所学的教学要点进行更进一步的个性化练习, 尽量为学生提供在真实语境中独立运用语言的机会。
Pronunciation 语音练习	针对重要的语音特点进行练习——比如重音、节奏、语调、弱读、连读等。这些语音经常在会话练习和语法重点中出现。
Listening 听力练习	训练学生的各种认知型技能, 包括听大意、听细节、根据上下文猜测意思等。图表常用来辅助学生学习。
Writing 写作练习	包括实用性的写作练习, 帮助学生扩展、巩固本单元或本环节中的话题和语法, 提高学生的写作技能。练习形式包括: 写明信片、描写人物等。
Reading 阅读练习	旨在提高学生的阅读能力, 以及巩固认知型的语言和词汇。阅读文章都从真实材料改编而成, 包括各种不同的题材和体裁。阅读前的预备问题和阅读后的复习问题以文章的主要话题作为基础, 引导学生对该话题进行讨论。
Interchange Activities 交流活动	主要是信息共享型和角色扮演型的活动。针对每单元的内容提供交际型扩展活动, 使学生对本单元中学到的语言进行深入的个性化练习, 真正达到融会贯通。

作者的话

我们希望您能爱上本套教材, 并从其中的练习和活动中获得帮助和乐趣。我们相信本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。真诚地希望知道您对这套教材的看法, 并提出宝贵的意见和建议。最后, 祝您用得舒心, 学得开心!

Jack C. Richards
Jonathan Hull
Susan Proctor

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 One is for students at the beginner or false-beginner level.

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

■ THE VIDEO COURSE

New Interchange Video 1 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 sixteen dramatized sequences and five documentary sequences. These vary slightly in length, but in general, the sequences are approximately three minutes each, and the documentaries are approximately five minutes each.

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

■ MORE ABOUT THE COURSE COMPONENTS

Video

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

The five documentaries may be used for review or at any point in the course. These sequences correspond to the placement of the review units in the Student's Book, with a fifth "bonus" documentary appearing after Sequence 2. The documentaries are based on authentic, unscripted interviews with people in various situations, and serve to illustrate how language is used by real people in real situations.

Video Activity Book

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

Video Teacher's Guide

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

Preview

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

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

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

Watch the Video

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

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

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

Follow-up

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

Language Close-up

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

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

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:

Plan of Video Activity Book 1

1 **First day at class** A young man starts class at a university and gets a surprise.
p 2
Functional Focus Introducing oneself; addressing people (titles)
Grammar Present tense of *be* **Vocabulary** Nationalities

2 **I need a change!** A woman dreams about a new career.
p 6
Functional Focus Talking about work
Grammar *Wh*-questions with *do*; prepositions: *at*, *in*, and *to*
Vocabulary Occupations

Documentary 1 **Jobs** People talk about what they do as we watch them at work.
p 10

3 **At a garage sale** A couple has different opinions about things at a garage sale.
p 12
Functional Focus Buying and selling things; expressing opinions
Grammar *How much* and *how old* **Vocabulary** Garage sale items

4 **What kind of movies do you like?** Three friends try to agree on what they should do one evening.
p 16
Functional Focus Expressing likes and dislikes; making plans
Grammar Object pronouns **Vocabulary** Kinds of movies

Documentary 2 **What's your favorite kind of music?** People talk about their preferences in music as they watch live performances.
p 20

5 **A family picnic** A young man invites a friend to a picnic.
p 22
Functional Focus Talking about family
Grammar Present continuous vs. simple present
Vocabulary Family members

6 **I like to stay in shape.** A man tries to impress a jogger by telling her about his fitness routine.
p 26
Functional Focus Talking about routines
Grammar Adverbs of frequency **Vocabulary** Sports and exercise

7 **How was your trip to San Francisco?** On their way to work, a woman tells a friend about her trip.
p 30
Functional Focus Describing past events; expressing opinions
Grammar Past tense **Vocabulary** Places in San Francisco

8 **Are you sure it's all right?** A man invites two friends to a party and finds out that he has made a mistake.
p 34
Functional Focus Describing locations; inviting
Grammar Prepositions of location
Vocabulary Places in the neighborhood

Documentary 3 **In a suburban home** A woman talks about her home as she walks through each room.
p 38

9 **Help is coming.** A couple is relaxing at home when they are surprised by visitors.
p 40
Functional Focus Describing physical appearance
Grammar Modifiers with participles and prepositions
Vocabulary Terms for physical appearances

10 **Sorry I'm late.** A man has a problem on his way to meet a friend.
p 44
Functional Focus Telling a story
Grammar Present perfect; connecting words: *first*, *after that*, *next*, *then*, and *finally*
Vocabulary Past tense of verbs in the video

11 **Across the Golden Gate Bridge** A couple gets directions and advice as they rent a car at the airport.
p 48
Functional Focus Asking and telling about places; giving advice
Grammar *Should* and *shouldn't*
Vocabulary Terms to describe an area

12 **Feeling bad** A man receives various remedies for his cold from his co-workers.
p 52
Functional Focus Giving advice; talking about health problems
Grammar Modal verbs *may* and *could* for requests; suggestions
Vocabulary Cold remedies

Documentary 4 **At the Mall of America** People talk about the largest mall in North America as they look and shop.
p 56

13 **At the state fair** Various people enjoy a day at the fair.
p 58
Functional Focus Ordering food **Grammar** *Would* and *will*
Vocabulary Things at a state fair

14 **Around the World: the game show** Three contestants test their knowledge of geography and try to win a prize.
p 52
Functional Focus Asking and answering questions about geography
Grammar Comparisons with adjectives
Vocabulary Geographical terms

15 **May I speak to Cathy?** Cathy's father is trying to work, but the phone keeps ringing.
p 66
Functional Focus Making a telephone call; receiving messages
Grammar Requests with *tell* and *ask*
Vocabulary Telephone expressions

16 **A whole new Marty** Marty changes his image and makes a new friend.
p 70
Functional Focus Exchanging personal information
Grammar Describing changes with the present tense, past tense, and present perfect **Vocabulary** Verb and noun pairs to describe changes

Documentary 5 **What is American food?** People try to figure out what American food really is.
p 74

1

First day at class



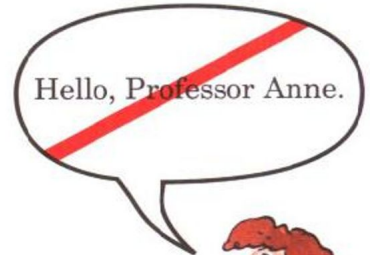
Preview

1 CULTURE

In the United States and Canada, most people have three names:

First name	Middle name	Last name
Anne	Louise	Lucas

In universities, students usually use titles and last names with their teachers:
Hello, Professor Lucas.



In English, do not use a title with a first name.

- How many names do people have in your country?
- Do you use titles (Ms., Mrs., Mr., Professor) with last names?
- With first names?
- Do you ever call teachers by their first names?

2 VOCABULARY Nationalities

Pair work When people first meet, they often talk about nationality.
What do you call people from these countries?

Country	Nationality	Country	Nationality	Country	Nationality
Brazil	Brazilian	France	.....	Mexico	.....
Canada	.....	Japan	.....	Spain	.....
England	.....	Korea	.....	Thailand	.....

3 GUESS THE STORY

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

What do you think happens to the young man?

Check (✓) your answer.

- He meets an old friend.
- He meets the teacher of his class.
- He goes to the wrong classroom.





Watch the video

4 GET THE PICTURE

Complete the chart. Then compare with a partner.

 <p>First name:</p> <p>Last name: <i>Tanaka</i>.....</p> <p>Occupation:</p>	 <p>First name:</p> <p>Last name: <i>Ouellette</i>.....</p> <p>Occupation:</p>	 <p>First name:</p> <p>Last name:?</p> <p>Occupation:</p>
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5 WATCH FOR DETAILS

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

- | | | |
|---|---|--|
| <p>1) Rick is originally from</p> <p><input checked="" type="checkbox"/> Mexico.</p> <p><input type="checkbox"/> the United States.</p> <p><input type="checkbox"/> Canada.</p> | <p>3) Marie is originally from</p> <p><input type="checkbox"/> France.</p> <p><input type="checkbox"/> Canada.</p> <p><input type="checkbox"/> the United States.</p> | <p>5) Rick and Sachiko are studying</p> <p><input type="checkbox"/> mathematics.</p> <p><input type="checkbox"/> English.</p> <p><input type="checkbox"/> business management.</p> |
| <p>2) Rick now lives in</p> <p><input type="checkbox"/> Mexico.</p> <p><input type="checkbox"/> the United States.</p> <p><input type="checkbox"/> Canada.</p> | <p>4) Marie teaches</p> <p><input type="checkbox"/> French.</p> <p><input type="checkbox"/> business management.</p> <p><input type="checkbox"/> English.</p> | |



6 FORMS OF ADDRESS

How do the people in the video address each other? Check (✓) the correct answers. Then compare with a partner. (One item has two answers.)

	<i>First name only</i>	<i>First and last name</i>	<i>Title and last name</i>
1) Marie to Sachiko	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2) Marie to Rick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Rick to Marie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Sachiko to Marie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 WHAT'S YOUR OPINION?

Check (✓) your opinions. Then compare with a partner.



- 1) Why do you think Rick introduces himself to Marie?
- to make a friend
 - to meet his teacher
 - other

- 2) When Rick learns that Marie is his teacher, how do you think he feels?
- amused
 - angry
 - embarrassed
 - pleased

- 3) How do you think Marie feels?
- amused
 - angry
 - embarrassed
 - pleased



amused



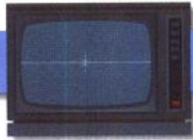
angry



embarrassed



pleased



Follow-up

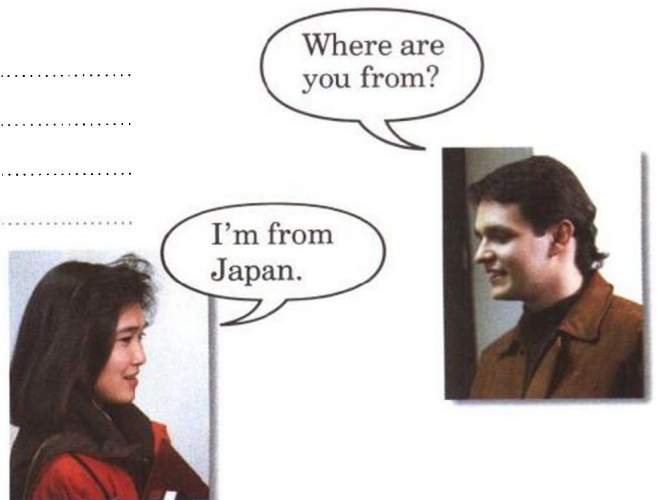
8 ROLE PLAY Meeting people

A Group work Imagine you are Rick, Sachiko, or Professor Ouellette. Write three more questions to ask each other.

- 1) *Where are you from?*
- 2)
- 3)
- 4)

B Now introduce yourselves. Have conversations like this:

- A: Hello, my name's Rick.
 B: Hi, I'm Sachiko.
 A: Where are you from, Sachiko?
 B: I'm from Japan. . . .



9 WHAT DID THEY SAY?

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

Rick is introducing himself to Marie Ouellette.

Rick: Hi. *My* name's Ricardo, but everybody calls me *Rick*.

Marie: Well, nice to you, Rick.
..... Marie Ouellette.

Rick: It's nice to meet you, Marie. . . . Um,
..... are you from, Marie?

Marie: I'm from

Rick: Oh, so Canadian?

Marie: That's right.

Rick: From what

Marie: Montreal. How you?

Rick: I'm originally Mexico City, but my family and I up here

Marie: Oh, are you a here?

Rick: Yes, I



10 QUESTIONS WITH BE

A Complete these questions with **is** or **are**.

- 1) *is* Ms. Tanaka's first name Naomi?
- 2) Rick and Sachiko students?
- 3) you Canadian, Marie?
- 4) Rick from Argentina?
- 5) you a student here, Rick?

B Pair work Take turns asking and answering the questions.

- A: Is Ms. Tanaka's first name Naomi?
B: No, it isn't. It's . . .

11 WH-QUESTIONS Getting to know people

A Complete these questions with **is**, **are**, or **do**.

- 1) What *is* Sachiko's last name?
- 2) Where Rick and Sachiko from?
- 3) What you teach, Professor Ouellette?
- 4) What Rick studying?
- 5) What you do, Rick?

B Pair work Take turns asking and answering the questions above.

C Class activity Now find out about your classmates. Write four more questions. Then go around the class and ask them.

- 1) *What's your name?*
- 2)
- 3)
- 4)
- 5)

2

I need a change!



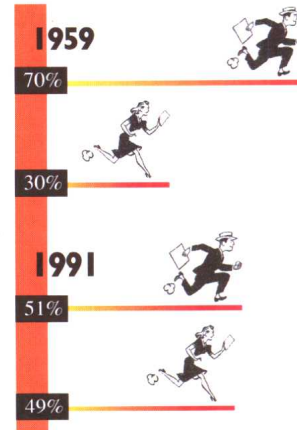
Preview

1 CULTURE

In the United States and Canada, people usually work from 9 A.M. to 5 P.M. Most people get two weeks of vacation a year. Sometimes people in offices and businesses work late without extra pay. People also change jobs quite often. The average person will change careers – not just jobs – two or three times in a lifetime.

- What hours do people work in your country?
- How much vacation do they get?
- Do they change jobs often?

THE WORK FORCE IN THE UNITED STATES AND CANADA



2 VOCABULARY Occupations

Pair work Who works in the places below? Put the words in the chart. (One word can go in both columns.) Can you add three more words?

Hotel	Office
bellhop.....	computer programmer.....
.....
.....
.....
.....



bellhop



computer programmer



secretary



office manager



cashier



chef

3 GUESS THE STORY

Watch the first minute of the video with the sound off.
Answer these questions.



1) Where do you think the woman works?

2) What do you think her job is?

3) Do you think she likes her work?



Watch the video

4 GET THE PICTURE

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

- 1) What does Lynn do?
- She's a hotel worker.
 - She's a manager.
 - She's a salesperson.

- 2) Why doesn't Lynn like her job?
- The money isn't good.
 - She doesn't like her boss.
 - She works long hours.

- 3) What does Lynn want to do?
- Work in a hotel.
 - Work for an airline.
 - Work in a restaurant.

5 WATCH FOR DETAILS

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

	True	False	
1) Lynn works at CompuTech.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Lynn works at AdTech.
2) The company is a computer software company.	<input type="checkbox"/>	<input type="checkbox"/>
3) Lynn is a manager in customer service.	<input type="checkbox"/>	<input type="checkbox"/>
4) Lynn works five days a week.	<input type="checkbox"/>	<input type="checkbox"/>
5) Lynn is studying business.	<input type="checkbox"/>	<input type="checkbox"/>
6) Bob's friend works in California.	<input type="checkbox"/>	<input type="checkbox"/>
7) Bob's friend manages a hotel.	<input type="checkbox"/>	<input type="checkbox"/>

6 GIVING REASONS

Pair work Complete the chart. Look at the pictures and put two possible reasons in each column. (Some reasons can go in both columns.)

Reasons why Lynn doesn't like AdTech	Reasons why Lynn wants to work in a hotel
She works on weekends.	She's interested in hotel management.
.....
.....



She's interested in hotel management.



She works on weekends.



She wants to do something new.



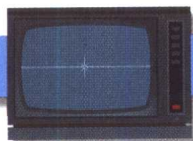
There's too much telephone and computer work.



She likes to travel.



The company is in a cold climate.



Follow-up

7 ROLE PLAY Jobs

A Pair work Imagine you work at AdTech. Talk about your job:

- A: Where do you work at AdTech?
- B: . . .
- A: What do you do in your job?
- B: . . .
- A: How do you like your job?
- B: . . .

B Group work Work in groups of four. Choose a job and ask and answer questions about your work. Who has the most interesting job?