

interchange

THIRD EDITION

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Jack C. Richards

VIDEO ACTIVITY BOOK

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Plan of Video Activity Book 2

Documentary 1

p 2

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

p 6

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

p 10

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

p 14

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

p 18

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

p 22

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

Documentary 7

p 26

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

Documentary 8

p 30

Thanksgiving People describe what they eat at Thanksgiving dinner.

Functional Focus Describing an event
Grammar Relative clauses of time
Vocabulary Thanksgiving foods

Documentary 9

p 34

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

p 38

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

p 42

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

p 46

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

Documentary 13

p 50

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

p 54

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

Documentary 15

p 58

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

p 62

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

❑ INTERCHANGE THIRD EDITION

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 major language of international communication and is not limited to any one country, region, or culture. Level Two is for students at the low-intermediate level.

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

❑ THE VIDEO COURSE

Interchange Third Edition Video 2 can be used with either *Interchange Third Edition* or *New Interchange*. The Video is designed to complement the Student's Book or to be used independently as the basis for a short listening and speaking course.

As a complement to the Student's Book, the Video provides a variety of entertaining and instructive live-action sequences. Each video sequence provides further practice related to the topics, language, and vocabulary introduced in the corresponding unit of the Student's Book.

As the basis for a short, free-standing course, the Video serves as an exciting vehicle for introducing and practicing useful conversational language used in everyday situations.

The Video Activity Book contains a wealth of activities that reinforce and extend the content of the Video, whether it is used to supplement the Student's Book or as the basis for an independent course. The Video Teacher's Guide provides thorough support for both situations.

❑ COURSE LENGTH

The Video contains a mix of entertaining, dramatized sequences and authentic documentaries for a total of sixteen sequences. These vary slightly in length, but in general, the sequences are approximately five to seven minutes each.

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

❑ COURSE COMPONENTS

Video

The sixteen video sequences complement Units 1 through 16 of Student's Book 2. There are ten dramatized sequences and six documentary sequences. Although linked to the topic of the corresponding Student's Book unit, each dramatized sequence presents a new situation and introduces characters who do not appear in the text. Each documentary sequence is based on authentic, unscripted interviews with people in various situations, and serves to illustrate how language is used by real people in real situations. This element of diversity helps keep students' interest high and also allows the Video to be used effectively as a free-standing course. At the same time, the language used in the video sequences reflects the structures and vocabulary of the Student's Book, which is based on an integrated syllabus that links grammar and communicative functions.

Video Activity Book

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

Video Teacher's Guide

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

VIDEO IN THE CLASSROOM

The use of video in the classroom can be an exciting and effective way to teach and learn. As a medium, video both motivates and entertains students. The *Interchange Third Edition* Video is a unique resource that does the following:

- Depicts dynamic, natural contexts for language use.
- Presents authentic language as well as cultural information about speakers of English through engaging story lines.
- Enables learners to use visual information to enhance comprehension.
- Focuses on the important cultural dimension of learning a language by actually showing how speakers of the language live and behave.
- Allows learners to observe the gestures, facial expressions, and other aspects of body language that accompany speech.

WHAT THE VIDEO ACTIVITY BOOK CONTAINS

Each unit of the Video Activity Book is divided into four sections: *Preview*, *Watch the Video*, *Follow-up*, and *Language Close-up*. In general, these four sections include, but are not limited to, the following types of activities:

Preview

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

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

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

Watch the Video

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

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

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

Follow-up

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

Language Close-up

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

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

1 What do you miss most?

Preview

1 CULTURE

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



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

2 VOCABULARY Immigrant interviews

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

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

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

3 GUESS THE FACTS

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