

interchange

THIRD EDITION

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Dorothy E. Zemach

VIDEO ACTIVITY BOOK



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Plan of Video Activity Book 3

1

p 2

Dream Date A young woman chooses one of three men for her date on a dating game show.

Functional Focus Expressing feelings; describing personalities

Grammar Clauses containing *if* with adverbial clauses

Vocabulary Personality types

9

p 34

Stress relief A woman seeks advice from a co-worker on how to relieve stress.

Functional Focus Making suggestions

Grammar Gerunds, infinitives, base-form verbs, and negative questions

Vocabulary Idioms related to stress

Documentary 2

p 6

Urban artist A muralist talks about his career and what motivates his painting.

Functional Focus Describing a job

Grammar Gerunds as subjects and objects

Vocabulary Words to describe art

Documentary 10

p 38

Fort Steele Heritage Town

Visitors to Fort Steele in Canada get transported back in time.

Functional Focus Talking about the past

Grammar Referring to time in the past with adverbs and prepositions

Vocabulary Words to describe life long ago

3

p 10

Kid sister A woman asks her friend to look after her younger sister overnight.

Functional Focus Asking favors

Grammar Indirect requests

Vocabulary Requests and responses

11

p 42

If only . . . Five college friends get together to talk about their past, present, and future.

Functional Focus Describing regrets about the past

Grammar Time clauses with *should have* + past participle and *if* clauses + past perfect

Vocabulary Words to describe behavior

4

p 14

Bigfoot lives! Three friends go on a camping trip and one plays a practical joke.

Functional Focus Telling a story in the past

Grammar Past tense verbs – past continuous, simple past, and past perfect

Vocabulary Descriptions

Documentary 12

p 46

Need information?

AskJeeves.com The success of an Internet search engine company is discussed.

Functional Focus Discussing what makes a business successful

Grammar Infinitive clauses and phrases of purpose

Vocabulary The Internet

Documentary 5

p 18

Travel World Reporters around the world ask people about cross-cultural experiences.

Functional Focus Describing customs

Grammar Expectations – (not) expected to, (not) supposed to, (not) customary to, (not) acceptable to

Vocabulary Travel abroad

13

p 50

Car trouble A groom and his best man get delayed on the way to the wedding.

Functional Focus Offering opinions and advice

Grammar Past modals

Vocabulary Words to describe car trouble

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p 22

Heartbreak Hotel A couple's hope for a relaxing weekend at a quaint hotel is dashed.

Functional Focus Describing problems; making complaints

Grammar *Need* with passive infinitives and gerunds

Vocabulary Words to describe problems

Documentary 14

p 54

Behind the scenes in TV news

A look at how TV news is produced

Functional Focus Describing how something is made

Grammar The passive to describe process

Vocabulary The language of TV news production

Documentary 7

p 26

Saving Florida's manatees Experts discuss conservation efforts to save Florida's manatees.

Functional Focus Describing environmental problems and solutions

Grammar The passive and prepositions of cause

Vocabulary The environment

Documentary 15

p 58

Entertainment or environment?

A town debates. The building of an amphitheater stirs controversy among citizens.

Functional Focus Talking about town rules

Grammar Passive modals

Vocabulary Describing locations

Documentary 8

p 30

Salsa! People all over the world are learning how to dance salsa.

Functional Focus Talking about learning methods

Grammar Gerunds and infinitives

Vocabulary Words related to learning

Documentary 16

p 62

The ultimate challenge Four women cross Antarctica without the help of dogs, machines, or men.

Functional Focus Talking about challenges

Grammar Complex noun phrases with gerunds

Vocabulary Words related to an expedition

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 Three takes students from the intermediate level up to the high-intermediate level.

Level Three builds on the foundations for accurate and fluent communication already established in Level Two by extending grammatical, lexical, and functional skills. The syllabus covered in Level Three also incorporates a review of some key language from Level Two, allowing Student's Book 3 to be used with students who have not studied with previous levels.

■ THE VIDEO COURSE

Interchange Third Edition Video 3 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 eleven 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 3. There are seven dramatized sequences and nine 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.

7 Dream Date

Preview

1 CULTURE

In North America most people start dating in their teens and early twenties. They meet at school or work, or are introduced by friends. On dates, they go out in couples or in groups to movies, sporting events, and meals. Traditionally, the man paid for the date, but modern couples may decide to split the bill or let the person who made the invitation pay for both people.



How do people in your country meet each other? What do friends or dating couples like to do together? Where are some popular places to go? When a man and a woman (or a group of friends) go out together, who pays?

2 VOCABULARY Personality types

Part 1 How would you describe the people below? Choose a description from the box.

a good conversationalist	easygoing	generous
ambitious	✓egotistical	straightforward

- Jill is always talking about herself. She thinks she's better than other people.
A: I think she's *egotistical*.
B: Yes, I agree.
- Mike is very relaxed. Nothing seems to upset him.
- Paul always tells people exactly what he thinks. He doesn't hide his feelings.
- Erika has big plans and works hard to achieve them.
- John asks a lot of questions, and he's interested in what I have to say.
- Leah is a great friend. She's giving of her time and energy, and she also forgives others easily.



3 GUESS THE STORY

Sarah is going to choose one of these men to be her date. How do you think she will decide? Who will she choose?



Bachelor 1



Bachelor 2



Bachelor 3