



new interchange

**Teacher's Edition
Level 3**

Sample pages

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What a story!

This unit focuses on storytelling and describing past events using the simple past, the past continuous, and the past perfect.

Cycle 1, Exercises 1–7

1 SNAPSHOT *What's news?*

This exercise introduces the topic of the news.

(*Note:* You might want to bring – or ask Ss to bring – to class some English-language newspapers and news magazines such as *Newsweek* or *Time*.)

- Books closed. As a topic warm-up, have a short class discussion on some current local and international news events. Alternatively, conduct a quick brainstorming session with the class by asking Ss what they think of when they hear the phrase “*the news*”; write their suggestions on the board, like this:

The news

<i>newspapers</i>	<i>crime</i>
<i>accidents</i>	<i>the weather</i>
<i>the 6 o'clock news</i>	<i>reporters</i>

- Books open. Give Ss a minute to look over the information. Then point out that each percentage on the graph refers to how many adult Americans want to know about that particular type of news.
- Present the discussion questions. Allow Ss to work in pairs or groups to discuss their responses. Set a time limit of about five minutes. Walk around the class and give help as needed.
- As a follow-up, ask Ss to share some of their ideas and information with the rest of the class.

2 CONVERSATION *Storytelling*

This conversation introduces narratives about unusual events, a theme that continues throughout the unit; the simple past and past continuous are also presented.

A

- To set the scene, have the Ss cover the conversation and look only at the picture. Then ask some questions about the picture – for example:
 - What are these people doing? (Reading the newspaper)
 - What time of day is it? (Morning)
 - What is the man reading about? (A boat accident)
 - Which section of the newspaper is the woman reading? (The Arts section)
- Play the audio program once or twice; tell Ss to listen and take notes about the stories that the man is reading about in the newspaper.
- Have Ss compare notes in pairs or groups for a minute. Then either elicit Ss' responses or tell them now to uncover the conversation and check the accuracy of their own notes.
- Present the conversation line by line. Then ask volunteers to define or explain any words or phrases that their classmates ask about – for example:

yacht = a large, expensive boat
whale = a very large animal that swims in the ocean and breathes through a hole on the top of its head
sank = went down below the surface of the water
robbing = stealing from
revolving door = a set of doors that you go through by pushing them around in a circle

chimney = a pipe inside a building for smoke from a fire to go out through the roof
Exactly. = said when you agree with what someone is saying
rescued = saved from harm or danger

- Ss form pairs and practice the conversation.

B *Pair work*

- Go over the task. Model how to tell one of the stories in part A; alternatively, ask a volunteer to try it.
- Tell Ss to close their books and form pairs. They take turns telling the three stories. Walk around and give help as needed.

Optional activity: *News headlines*

Time: 10–15 minutes. This activity involves reading real news stories, which also provides practice with the past tense.

Preparation: From an English-language newspaper or magazine, select four or five short and interesting news stories on various topics. Cut off each story's headline and tape all the headlines to a separate sheet. Then photocopy the stories and the headline sheet; make one set for each group.

- Ss form groups. Hand out one set of news stories and a headline sheet to each group. Tell Ss to take turns reading each story aloud; then they should try to match each story with its correct headline. Set a time limit of about ten minutes. Elicit groups' answers.

3 PRONUNCIATION *Intonation in complex sentences*

 This exercise introduces the different intonation patterns used with clauses in complex sentences.

- Go over the explanation. Play the audio program once; Ss only listen. Point out that each clause (i.e., noun + verb) has a falling intonation pattern; this helps both the speaker and the listener better understand the two groups of ideas within a long, complex sentence.

- Play the audio program again (or read each sentence aloud), pausing for Ss to practice the falling intonation patterns until they sound fairly natural and rhythmic. (*Note:* Ss will get more practice with this pronunciation point in part B of Exercise 4.)

4 GRAMMAR FOCUS *Past continuous and simple past*

 This grammar focus practices the contrast between the past continuous and the simple past.

The simple past is often used to describe an event that occurred at a particular time in the past; the event is usually thought of as complete – that is, having a beginning and an end. On the other hand, the past continuous is usually used to describe an event that was ongoing or a repeated action or a continued state during a period of time in the past.

Adverb clauses with *while*, *as*, and *when* are also presented here. An adverb clause (e.g., *While they were crossing the Pacific*) is a dependent clause; i.e., it cannot stand alone as a sentence because it must be connected to an independent clause (e.g., *Their boat hit a whale and sank.*). When an adverb clause precedes an independent clause, a comma is used to separate the clauses; when the adverb clause follows the independent clause, however, a comma is rarely used.

- Use the audio program to present the sentences in the box. Explain the two tenses by writing these examples on the board:
 1. *Simple past:*
He drove to the movies. (*drove* = a complete action or event)
 2. *Past continuous (past be + verb + -ing):*
While he was driving to the movies, he had an accident. (*was driving* = a continued action or event that had some duration over time; *had* = a complete action)
- Another way to help Ss see the relationship between these two tenses is to draw a simple diagram on the board:

(past continuous)
While he was driving,
..... X.....

he had an accident.
(simple past)

Figure 4.1

The diagram shows that the past continuous (*was driving*) was an ongoing action in the past. The simple past (*had*) took place at one moment and also interrupted the ongoing action.

- Briefly point out the use of *while*, *as*, and *when* (sometimes called subordinating conjunctions) which begin these adverb clauses. Then show how to use a comma to punctuate them.
- **Optional:** Ask Ss to make up one or two sentences of their own using the past continuous and the simple past. Then ask several volunteers to write their sentences on the board and go over them with the class.

A

- Tell Ss to read through each news story once – before filling in the blanks – in order to fully understand which action was ongoing and which action interrupted it.
- Ss work individually to complete the task. Walk around and give help as needed. After pairs compare answers, elicit responses.

Answers

1. Flight 2001 **was flying** from London to New York when it suddenly **encountered** turbulence and **dropped** 15,000 feet. The plane **was carrying** over 300 passengers and a crew of 17.
2. While divers **were working** off the coast of Florida, they **discovered** a 100-year-old shipwreck. The shipwreck **contained** gold bars worth \$2 million. The divers **were filming** life on a coral reef when they **found** the gold.
3. A man was fined \$4,000 for stealing an ambulance. The ambulance driver **was making** a phone call when the thief **started up** the ambulance. He **was speeding** away when the driver **saw** him and **called** the police.
4. Police got a shock when they **stopped** a motorist as she **was speeding** on the highway. While they **were searching** the trunk of her car, they **found** three snakes. The driver said she **was taking** them to a pet fair.

B Pair work

- Model how to read aloud one of the stories in part A, using falling intonation at the end of each clause. Then Ss form pairs and take turns reading the stories aloud. Go around and check individual Ss' pronunciation and correct use of intonation.

5 LISTENING News broadcasts

This exercise practices listening to the news and taking notes.

- Books closed. As a topic warm-up, ask if any Ss listened to the news on the radio or watched the news on TV yesterday. If some Ss did, encourage the rest of the class to ask them follow-up questions to find out what they heard.

A

- Books open. Present the instructions and the questions in the chart. Play the audio program once or twice, pausing after each news event in order to give Ss time to complete the chart. Then elicit Ss' responses to check answers.

Audio script (See page T-147.)

Answers

Where . . . ?	When . . . ?	What happened?
In Thailand.	On Sunday.	1. A man was strangled to death by a boa constrictor.
In Australia.	On Friday.	2. Two teenage girls who disappeared were found.
In Hollywood (California).	On Tuesday.	3. Two police officers were rescued by the thief they were chasing.

B Group work

- Ss form groups. Tell Ss to take turns describing one of the news events they heard about in part A.

6 THAT'S INCREDIBLE!

This activity gives further practice in creative storytelling.

A Group work

- Read aloud the instructions to this two-part activity. Then divide Ss into groups and tell them to match each headline to the correct story (a–d). Check answers.

Answers

1. b 2. d 3. a 4. c

- Model how to start the storytelling task with a volunteer group. For example:

T: OK. Let's start with number 1 and make up a story about it. Martine, why don't you start by reading aloud the headline and the beginning of that story?

S1: All right. (*reading*) "Illusion or Aliens? A strange light lit up the sky as three students were driving home last night."

T: Um, one said, "Look at that light! What is it?"

S2: The student who was driving the car . . .

- Set a time limit of about two and a half minutes for each story. After about two minutes, tell Ss that they need to start forming each story's conclusion.

B Class activity

- Let groups choose their favorite story from part A and take turns telling it to the class.



INTERCHANGE 4 A double ending

See pages T-110 and T-111 in this Teacher's Edition for notes.

7 WRITING Newspaper stories

This exercise practices creative writing. (*Note:* Parts A and C could be assigned for homework.)

A

- Give Ss between five and ten minutes to choose a story and to take notes while answering the given questions. Go around and give help as needed.
- Ss use their notes to compose their stories. They should write between three and five paragraphs and try to come up with an interesting conclusion.

B Pair work

- Match Ss who wrote about different stories and have them form pairs. Tell them to exchange compositions

and then to take turns reading their partner's story aloud. Remind partners to ask some follow-up questions.

C

- Ss get a chance to write a second draft based on their partner's feedback in part B and their own ideas for improvement. When they finish, collect the compositions and put them on the bulletin board for others to read.



Workbook

Assign Exercises 1–3 on pages 19–20. Ss compare answers in groups during the next class. Elicit Ss' answers to check them. (Answers are on page T-194 of the Workbook Answer Key in this Teacher's Edition.)

8 CONVERSATION

This exercise presents the theme of the second cycle – personal narratives; it also introduces the past perfect.

A

- Books closed. Introduce talking about personal experiences by asking some questions like these:
Have you lost anything recently? What was it?
Have you ever had something stolen? What happened?
- Set the scene: Two friends, Brian and Kate, are talking about something that happened the night before. Tell Ss to take notes while they listen to the first part.
- Have Ss form pairs and compare their notes. Then tell them to use their notes to write two or three comprehension questions about the conversation. Finally, have pairs take turns asking some of their questions around the class.

- Books open. Tell Ss to read along silently as you present the conversation. Have volunteers answer any questions that their classmates may have about vocabulary.
- Ss practice the conversation in pairs.

B

- Present the questions and play the second part of the audio program; elicit Ss' answers.

Audio script (See page T-148.)

Answers

Kate once had her purse stolen.
She was in Belgium.
A bunch of guys asked her if they could help her, and when they left, her purse was gone. She called her credit card company, and they helped her.

9 GRAMMAR FOCUS *Past perfect*

 This grammar focus practices the past perfect.

- Use the audio program to present the sentences in the box; Ss repeat. Explain how the past perfect is formed: *had* + the past participle (e.g., *had put*; *had forgotten*).
- Now go over when to use the past perfect: The past perfect expresses an activity that was completed before another activity or time in the past. Draw a simple diagram on the board to help explain this relationship:

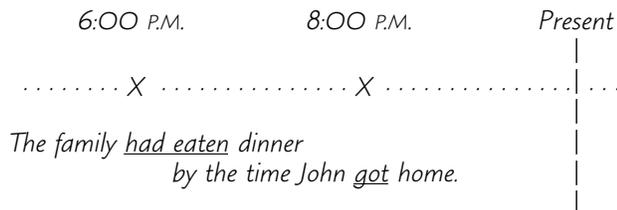


Figure 4.2

- Give additional practice using the past perfect, like this: Write some cues on the board and ask Ss to use them to make sentences – for example:

By the time I got to school today, . . .
Before my friend called last night, I . . .

A

- Go over the directions for which tenses to use in columns A and B. Model how to complete the first items in both columns A and B. Then Ss complete the task individually. Go around and give help as needed.
- Allow pairs to compare answers before checking responses around the class.

Answers

A

- A thief **broke into** our house last night while my sister and I **were picking up** a pizza for dinner.
- I **was shopping** with some friends yesterday, and I **lost** my keys.
- I **was driving/drove** around with friends all day on Sunday, and I **ran out** of gas on the freeway.
- I **was trying** to go and visit my parents last night when I **got** stuck in the elevator in their apartment building.

B

- Luckily, I **had given** a friend a copy of them, and she **came** over and let me in.
- It **had reached** the fifth floor when it **stopped**. After I **was** stuck for about half an hour, someone finally **started** it again.
- I guess we **had left** the door unlocked because that's how the thief **got** into the house.
- Luckily, I **had brought** my Car Association card with me, so I **called** them for help.

B

- Ss work individually to match columns A and B in part A. Then Ss add another sentence to each story.

Answers (*extra sentences in boldface*)

- c **From now on, we're going to be sure to lock the door every time we go out.**
- a **I was glad I had made that extra set of keys.**
- d **It's really a pain to run out of gas!**
- b **The next time I visit my parents, I'm going to use the stairs instead!**

- Ss form pairs and take turns reading the stories aloud.

10 WORD POWER *Events*

This exercise presents vocabulary related to various types of common events.

A

- Present the task. Model the correct pronunciation of the words in column A; Ss repeat.
- Allow Ss to work alone or with a partner. Tell Ss that they can check their dictionaries only after the matching task is done.
- Elicit Ss' responses to check answers.

Answers

1. f	3. g	5. h	7. b
2. d	4. a	6. c	8. e

B *Pair work*

- Go over the instructions and read aloud the example given for *coincidence*. Explain that pairs first need to choose three words from part A and then collaborate on thinking up and writing a situation that correctly illustrates each word. Walk around the class and spot-check Ss' sentences.

C *Group work*

- Explain the activity: Two or three pairs form a group and take turns reading aloud their descriptions of situations without giving away the word. Others in the group must guess which word from part A is being described.

11 TELL ME MORE

This open-ended fluency activity allows Ss to do some creative storytelling while using the various past verb tenses practiced throughout the unit.

A *Pair work*

- Present the activity and read aloud the beginnings of the two stories. Use the picture to help model how the second story might be continued and completed within a minute or two. Elicit volunteers' suggestions, like this:

T: Who would like to read the beginning of the second story? Ken? OK, go ahead.

S1: (*reading*) "What a mystery! It was around 11:30 last night. The news on TV had just ended when someone rang the doorbell."

T: Look at the picture. What happened next?

S2: So I got up and went to the door.

S3: And I was a little scared because it was so late.

T: So I was starting to open the door, but I stopped when I saw that someone had . . .

- Divide the class into pairs (perhaps putting together Ss who have not yet worked together during this unit). Set a time limit of about five minutes for Ss to creatively complete both stories. Walk around the class and discreetly listen in. (*Note:* It's best to give help here only if asked directly; a fluency activity is meant to challenge Ss to do their best with whatever language abilities they already have.)
- When time is up, pairs reorganize into groups and take turns telling their stories.
- **Optional:** Ask volunteer groups to share their best story with the rest of the class.

B *Group work*

- Go over the question and the four situations. Use the A/B/C dialog to model the activity with the help of several Ss.

- Ss form groups and take turns talking about the situations. (*Note:* If Ss appear reluctant or embarrassed to talk about a personal situation, allow them to tell a story about a friend or someone they heard about in the news.)
- **Optional:** As a follow-up, either have two groups form a large group to swap some stories or do this as a whole class activity.

Optional activity: *News broadcasts*

Time: 15–20 minutes. This fun role-play activity reviews describing past events using various verb forms.

- Divide the class into groups. Tell each group to choose five or six recent events in the news (i.e., preferably different kinds of events like sports, politics, crime, world events, and human-interest stories). Tell Ss to briefly discuss these events.
- Explain that groups need to prepare a two-minute TV or radio news broadcast on the events they have chosen and discussed. Also, help them prepare the standard opening and closing remarks for a news program in English (e.g., "Good evening. This is the WELT News Hour reported by . . . and The top story tonight is" and ending with "That's all the news for tonight. Have a good evening, and we'll see you tomorrow at the same time."). Set a time limit of about ten minutes for planning the news broadcasts. Go around and give help as needed.
- Now groups take turns presenting their news broadcasts in front of the class. For any group doing a TV news program, tell them it is all right if they "read" the news as long as they use the "Look Up and Say" technique while looking at the "camera" (i.e., the class) as much as possible.

12 READING *Strange but true*

In this text, Ss get a chance to read some unusual stories – the kinds that are often found in tabloid newspapers.

(*Note:* If possible, bring one or two English-language tabloids to class and pass them around. Also, you may want to bring along a world map to help Ss locate the four places mentioned in the article.)

- Ask Ss to read the pre-reading question and the first two sentences of the article. Explain that *specialize* means “to limit something to a particular subject” and that *sensational* means “intended to shock or excite people.”
- Now tell Ss to close their books while you conduct a short class discussion to find out their answers to these questions:

What do you know about any tabloid newspapers?
Do you know the names of any famous tabloids?
Have you ever read a tabloid newspaper?
What kinds of stories did you read about in it?

A

- Books open. Allow Ss several minutes to read the article. Again, remind Ss to try to guess from context any words they are unsure of; as usual, suggest that they circle, underline, or highlight any new or unfamiliar vocabulary.
- Afterward, encourage Ss to use their dictionaries to check any words or phrases that they marked in the text. Then elicit and explain any others they may still have questions about:

Paragraph on Brasilia, Brazil

under study = being examined or researched

off-limits = beyond the area where someone is allowed to go or touch something

Paragraph on Cleveland, Ohio

literally = used to emphasize something (here, that the man is really fireproof)

fireproof = can't be damaged by fire

let alone = used in order to say since one thing may be difficult to believe or accept, then two things are even more difficult to believe

Paragraph on Nakuru, Kenya

looked on = watched something, without being involved in it

game preserve = an area of land with wild animals that is kept and protected

watering hole = a place where animals go to drink water

shot down = moved something (here, a beam of light) quickly in a downward direction

beam = a line of light shining from something

sucked up = pulled upward with a lot of force

in fact = used to emphasize that something is true, especially when it is surprising

- Go over the matching task. Ss first work individually and then compare answers in pairs. Elicit Ss' responses around the class.

Answers

1. d 2. c 3. b 4. a

- Now tell Ss to close their books. In pairs, they take turns retelling each story in their own words; the listener should be allowed to look at the story in order to help the narrator if necessary. Walk around the class and give help as needed.

B Group work

- Go over the questions. Then Ss discuss them in groups.
- **Optional:** As a follow-up, have groups share one particularly interesting thing that they talked or found out about.

Optional activities

1 Verb contest

Time: 15 minutes. This activity provides an opportunity for Ss to review the spelling of verb forms – here, the simple past and the past participle. This contest can easily be conducted with another focus (e.g., singular and plural nouns; comparative forms of adjectives).

Preparation: Make a list of verbs for the contest. Choose verbs from the current unit and from previous units, focusing on verbs that have irregular forms (see the appendix at the back of the Student's Book for a handy list of irregular verbs). You will need the same number of verbs for each group (e.g., 5 groups × 5 verbs = 25 verbs).

- Books closed. Divide the class into groups and assign them letters (Group A, Group B, etc.). Then choose a verb from your list and ask Group A how to say and spell the simple past and past participle. Give the group a few seconds to discuss how each verb is spelled. If both forms are correct, the group gets two points; if only one is correct, the group gets only one point and the next group gets a chance for a point. If both forms are incorrect, spell the words correctly for the class and go on to the next group and the next verb.
- Continue the contest until you have used all the verbs on your list and all the groups have had the same number of turns. The winner is the group with the most points.

2 The best excuse

- See page T-163.



Workbook

Tell Ss to do Exercises 4–9 on pages 21–24 for homework. At the beginning of the next class, assign an exercise to each group so they can compare answers. Walk around and give help as needed. Then groups take turns being the “teacher” at the front of the class; i.e., they elicit and check other Ss' responses to their exercise. (Answers can be found on page T-194 of the Workbook Answer Key in this Teacher's Edition.)