

interchange

FIFTH EDITION

1

Teacher's Edition

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Plan of Book 1

Titles/Topics	Speaking	Grammar
 <p>UNIT 1 PAGES 2–7</p> <p>Where are you from? Introductions and greetings; names, countries, and nationalities</p>	<p>Introducing oneself; introducing someone; checking information; exchanging personal information; saying hello and good-bye; talking about school subjects</p>	<p>Wh-questions and statements with <i>be</i>; questions with <i>what, where, who, and how</i>; yes/no questions and short answers with <i>be</i>; subject pronouns; possessive adjectives</p>
 <p>UNIT 2 PAGES 8–13</p> <p>What do you do? Jobs, workplaces, and school; daily schedules; clock time</p> <p>PROGRESS CHECK PAGES 14–15</p>	<p>Describing work and school; asking for and giving opinions; describing daily schedules</p>	<p>Simple present Wh-questions and statements; question: <i>when</i>; time expressions: <i>at, in, on, around, early, late, until, before, and after</i></p>
 <p>UNIT 3 PAGES 16–21</p> <p>How much are these? Shopping and prices; clothing and personal items; colors and materials</p>	<p>Talking about prices; giving opinions; discussing preferences; making comparisons; buying and selling things</p>	<p>Demonstratives: <i>this, that, these, those, one and ones</i>; questions: <i>how much and which</i>; comparisons with adjectives</p>
 <p>UNIT 4 PAGES 22–27</p> <p>Do you play the guitar? Music, movies, and TV programs; entertainers; invitations and excuses; dates and times</p> <p>PROGRESS CHECK PAGES 28–29</p>	<p>Talking about likes and dislikes; giving opinions; making invitations and excuses</p>	<p>Yes/no and Wh-questions with <i>do</i>; question: <i>what kind</i>; object pronouns; modal verb <i>would</i>; verb + <i>to</i> + verb</p>
 <p>UNIT 5 PAGES 30–35</p> <p>What an interesting family! Family members; typical families</p>	<p>Talking about families and family members; exchanging information about the present; describing family life</p>	<p>Present continuous yes/no and Wh-questions, statements, and short answers; quantifiers: <i>all, nearly all, most, many, a lot of, some, not many, and few</i>; pronoun: <i>no one</i></p>
 <p>UNIT 6 PAGES 36–41</p> <p>How often do you run? Sports, fitness activities, and exercise; routines</p> <p>PROGRESS CHECK PAGES 42–43</p>	<p>Asking about and describing routines and exercise; talking about frequency; discussing sports and athletes; talking about abilities</p>	<p>Adverbs of frequency: <i>always, almost always, usually, often, sometimes, hardly ever, almost never, and never</i>; questions: <i>how often, how long, how well, and how good</i>; short answers</p>
 <p>UNIT 7 PAGES 44–49</p> <p>We went dancing! Free-time and weekend activities</p>	<p>Talking about past events; giving opinions about past experiences; talking about vacations</p>	<p>Simple past yes/no and Wh-questions, statements, and short answers with regular and irregular verbs; past of <i>be</i></p>
 <p>UNIT 8 PAGES 50–55</p> <p>How's the neighborhood? Stores and places in a city; neighborhoods; houses and apartments</p> <p>PROGRESS CHECK PAGES 56–57</p>	<p>Asking about and describing locations of places; asking about and describing neighborhoods; asking about quantities</p>	<p><i>There is/there are, one, any, and some</i>; prepositions of place; quantifiers; questions: <i>how many and how much</i>; count and noncount nouns</p>

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Teacher's Edition overview

The Teacher's Editions provide complete support for teachers who are using *Interchange Fifth Edition*. They contain Supplementary Resources Overview charts to help teachers plan their lessons (for more information see page xx), Language summaries, Workbook answer keys, Audio scripts, Fresh ideas, and Games. They also include detailed teaching notes for the units and Progress checks in the Student's Books.

Teaching notes

- Learning objectives for each exercise
- Step-by-step lesson plans
- Audio scripts
- Answers and Vocabulary definitions
- Stimulating and fun Games to review or practice skills such as grammar and vocabulary
- Alternative ways to present and review exercises in the Fresh ideas
- Tips that promote teacher training and development
- Options for alternative presentations or expansions
- Suggestions for further practice in other *Interchange Fifth Edition* components and online
- Suggestions for regular assessment using quizzes and tests

7 We went dancing!
Cycle 1, Exercises 1–8

1 SNAPSHOT
Learning Objective: discuss free-time activities

- Books closed. Ask: "What do you do in your free time?" Help with vocabulary as needed. Write Ss' responses on the board.
- **Option:** Ask Ss to guess eight free-time activities. Later, Ss compare their ideas with the Snapshot.
- Books open. Ask different Ss to read the leisure activities aloud. Elicit or explain any new vocabulary.
- Ask: "Do you think these are popular free-time activities? Why or why not?" Elicit Ss' answers.

2 CONVERSATION
Learning Objective: use the simple past in a conversation about past events

A [CD 2, Track 12]

- Set the scene. Neil and Cara are talking about their weekends. Ask Ss to use the pictures to predict what each person did. Elicit or explain vocabulary in the pictures.
- **Option:** Ss list all the words they can see in the pictures. Find out who has the most words.
- Books closed. Write these focus questions on the board:
 1. What did Cara do on Saturday?
 2. What did Neil do?
- Play the audio program. Ss listen for the answers. Then elicit the answers. (Answers: 1. She had pizza and then went dancing with some friends. 2. He stayed home all weekend and studied for the Spanish test.)
- Books open. Play the audio program again. Ss listen and read silently.
- Ss practice the conversation in pairs. Go around the class and give help as needed.

B [CD 2, Track 13]

- Read the focus question aloud. Ask Ss to guess. Write some of their ideas on the board.
- Play the audio program. Ss work individually. Then go over the answer with the class.

Audio script

Neil: So, Cara, what did you do on Sunday?
Cara: I stayed home in the morning. I just watched TV and read.
Neil: How about in the afternoon?
Cara: Oh, I worked. I have a part-time job at the university bookstore.
Neil: I didn't know you had a job.
Cara: Yeah, I'm a cashier there. I work every Sunday from 1:00 to 6:00.

Answer

She works on Sunday afternoons.

TIP

To help Ss who are weak at listening, write the answers on the board. That way, they can see the answers.

In Unit 7, students describe past daily and free-time activities, and describe past vacations. By the end of Cycle 1, students will be able to discuss daily and free-time activities using the simple past with regular and irregular verbs. By the end of Cycle 2, students will be able to discuss vacations using the past tense of be.

For a new way to practice the Snapshot vocabulary, try Vocabulary Steps – download it from the website.

For a new way to practice this conversation, try the Disappearing Dialog – download it from the website.

We went dancing! T-44

Complete Assessment Program

The complete assessment program contains oral and written quizzes and tests. It includes PDF and Microsoft Word versions of all quizzes, mid-term and final tests, the placement test program, audio, audio scripts, and answer keys.

Section III: Language Use [57]

In this section, you will answer questions about the use of English. Choose the word or words that best complete the sentence. For each item, fill in your answer on the answer sheet. You will have 15 minutes to complete this section.

41. _____ several good restaurants in our neighborhood.

a. There
b. They're
c. There are
d. Their

42. The gas station is _____ Main Street.

a. on
b. at
c. next
d. close

43. "I can't swim very well."
"I can't _____."

a. too
b. either
c. so
d. neither

44. I enjoy _____ out two or three times a week.

a. to eat
b. eating
c. eat
d. I eat

45. These days _____ women keep working after they get married.

a. most
b. most of
c. almost
d. the most

46. My new job is very _____.

a. excitement
b. excited
c. exciting
d. excite

47. After finishing college, I hope _____ married.

a. get
b. that get
c. getting
d. to get

Now go on to page 15.

Objective Placement Test A 14

Unit 5 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Word Power	TSS Unit 5 Vocabulary Worksheet	SS Unit 5 Vocabulary 1–2 GAME Sentence Runner (Family)
	2 Listening		
	3 Conversation	TSS Unit 5 Listening Worksheet	SS Unit 5 Speaking 1
	4 Pronunciation		
	5 Grammar Focus	TSS Unit 5 Extra Worksheet	SB Unit 5 Grammar plus, Focus 1 SS Unit 5 Grammar 1–2 GAME Say the Word (Present continuous) GAME Speak or Swim (Present continuous)
	6 Discussion		
	7 Interchange 5		WB Unit 5 exercises 1–6
CYCLE 2	8 Snapshot		
	9 Conversation		SS Unit 5 Speaking 2
	10 Grammar Focus	TSS Unit 5 Grammar Worksheet TSS Unit 5 Writing Worksheet	SB Unit 5 Grammar plus, Focus 2 SS Unit 5 Grammar 3 GAME Sentence Stacker (Quantifiers)
	11 Writing		
	12 Reading	TSS Unit 5 Project Worksheet VID Unit 5 VRB Unit 5	SS Unit 5 Reading 1–2 SS Unit 5 Listening 1–3 SS Unit 5 Video 1–3 WB Unit 5 exercises 7–11

Key **GAME:** Online Game **SB:** Student's Book **SS:** Online Self-study **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Online Workbook/Workbook

In Unit 7, students describe past daily and free-time activities, and describe past vacations. By the end of Cycle 1, students will be able to discuss daily and free-time activities using the simple past with regular and irregular verbs. By the end of Cycle 2, students will be able to discuss vacations using the past tense of *be*.

1 SNAPSHOT

Learning Objective: discuss free-time activities

- Books closed. Ask: "What do you do in your free time?" Help with vocabulary as needed. Write Ss' responses on the board.
 - **Option:** Ask Ss to guess eight free-time activities. Later, Ss compare their ideas with the Snapshot.
 - Books open. Ask different Ss to read the leisure activities aloud. Elicit or explain any new vocabulary.
 - Ask: "Do you think these are popular free-time activities? Why or why not?" Elicit Ss' answers.
 - Read and explain the four tasks. Point out that, for the third task, Ss should list the activities starting with their favorite. For the last task, Ss should list the activities they don't like.
 - Ss complete the tasks individually. Go around the class and give help as needed.
 - Elicit Ss' responses.
 - **Option:** Use Ss' responses to make a list of the top five activities for the class.
- ! For a new way to practice the Snapshot vocabulary, try **Vocabulary Steps** – download it from the website.

2 CONVERSATION

Learning Objective: use the simple past in a conversation about past events

A [CD 2, Track 12]

- Set the scene. Neil and Cara are talking about their weekends. Ask Ss to use the pictures to predict what each person did. Elicit or explain vocabulary in the pictures.
- **Option:** Ss list all the words they can see in the pictures. Find out who has the most words.
- Books closed. Write these focus questions on the board:
 1. What did Cara do on Saturday?
 2. What did Neil do?
- Play the audio program. Ss listen for the answers. Then elicit the answers. (Answers: 1. She had pizza and then went dancing with some friends. 2. He stayed home all weekend and studied for the Spanish test.)
- Books open. Play the audio program again. Ss listen and read silently.
- Ss practice the conversation in pairs. Go around the class and give help as needed.

! For a new way to practice this conversation, try the **Disappearing Dialog** – download it from the website.

B [CD 2, Track 13]

- Read the focus question aloud. Ask Ss to guess. Write some of their ideas on the board.
- Play the audio program. Ss work individually. Then go over the answer with the class.

Audio script

Neil So, Cara, what did you do on Sunday?

Cara I stayed home in the morning. I just watched TV and read.

Neil How about in the afternoon?

Cara Oh, I worked. I have a part-time job at the university bookstore.

Neil I didn't know you had a job.

Cara Yeah, I'm a cashier there. I work every Sunday from 1:00 to 6:00.

Answer

She works on Sunday afternoons.

! For more practice talking about last weekend's activities, play the **Chain Game** – download it from the website.

TIP

To help Ss who are weak at listening, write the answers on the board. That way, they can see the answers.

9 PRONUNCIATION

Learning Objective: sound more natural when pronouncing *can't* and *shouldn't*

A [CD 3, Track 10]

- Books closed. Play the audio program. Ask: "What do you notice about the pronunciation of *t* in *can't* and *shouldn't*?" (Answer: It is not strongly pronounced.)
- Books open. Play the audio program again. Ss listen and repeat. Go around the class and check their pronunciation of *can't* and *shouldn't*.

B [CD 3, Track 11]

- Explain the task. Play the audio program, and Ss circle the modal verb. Then elicit the correct answers.

Answers

1. can't 2. should 3. can 4. shouldn't

10 LISTENING

Learning Objective: listen for details about suggested things to do in major world cities

A [CD 3, Track 12]

- Books closed. Write *Japan* on the board. Ask: "What do you know about this country?" Elicit Ss' answers.
- Books open. Explain the task. Ss listen for the names of three countries. Play the audio program, pausing after each country. Ss write the names of the countries in the chart individually. Elicit Ss' answers.
- Explain the task. Play the audio program again. Ss complete the chart individually. Then they compare answers in pairs. Elicit answers from the class.

Audio script

1. Japan has several big islands and many smaller islands. The largest city is Tokyo. There are many beautiful Buddhist temples in Japan. Visitors should try Japanese food, especially sashimi, which is raw fish. And here's a fun fact: the highest mountain in Japan is Mount Fuji.
2. Argentina is a large country in South America. The largest city is Buenos Aires. People visiting Buenos Aires shouldn't miss the downtown area. Many interesting people gather in this area. Argentina is also a good place to buy leather. And by the way, the people there all speak Spanish.

3. The capital of Turkey is Ankara, but its largest city is Istanbul. There are many colorful markets in Istanbul where visitors should definitely buy some souvenirs. Then they should try the delicious Turkish street food. They should also try Turkish coffee. It's thick, dark, and delicious. Most of Turkey is in Asia, but a small part is in Europe.

Answers

Country	Largest city	What visitors should see or do
1. Japan	Tokyo	go to temples; eat Japanese food, especially sashimi
2. Argentina	Buenos Aires	see the downtown area; buy leather
3. Turkey	Istanbul	go to markets and buy souvenirs; try Turkish street food and coffee

B [CD 3, Track 13]

- Explain the task and read the focus question. Play the audio program, and Ss listen for the answers.

Answers

1. Japan's highest mountain is Mount Fuji.
2. Argentineans speak Spanish.
3. Most of Turkey is in Asia.

11 SPEAKING

Learning Objective: describe a place using *can* and *should*

Group work

- Explain the task and ask three Ss to read the example conversation. Go over the discussion questions.

- **Option:** Brainstorm additional discussion questions with the class. Write them on the board.
- Ss complete the activity in small groups.

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See page T-126 for teaching notes.

13 READING

Learning Objective: skim for the main idea and read for details in an article about natural medicine

- Focus Ss' attention on the article. Tell Ss to look at the title and pictures. Elicit Ss' ideas about what they think they will learn about in the article.

A

- Explain the task. Tell Ss to skim the article for the answer. Point out that they shouldn't worry about any new vocabulary.
- Allow about three minutes for Ss to complete the task. Then Ss check the best description of the article. Elicit the answer.

Answer

The article gives information and facts.

B

- Present or ask Ss to look up key vocabulary from the reading.

TIP

To save time, have Ss look up the vocabulary in a dictionary before class. To encourage peer teaching, assign each S a few words to look up. Then have them teach each other the words in class.

Vocabulary

rain forest: a tropical forest

research: scientific discoveries

appointment: a scheduled meeting with someone, often a dentist or doctor

remedy: a treatment or substance that cures an illness

village: a group of houses and shops that is smaller than a town

gel: a thick substance that is part liquid and is clear, unlike cream

- Explain the task. Then answer the first question and identify the paragraph as a class.
- Ss complete the task individually and compare answers in pairs. Go around the class and check their answers. Help Ss with pronunciation as needed.

Answers

1. C 2. D 3. B 4. C 5. D 6. B

- **Option:** Ss read the article again and underline any words they still don't know. Explain the words.

C Group work

- Ss discuss the question in small groups. Go around the class and help with vocabulary as needed. Then elicit Ss' answers. (Possible answers: They're a source of oxygen, wood, rubber, and food. They're a home for many animals.)

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

Unit 15 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Snapshot		SS Unit 15 Vocabulary 1
	2 Conversation		SS Unit 15 Speaking 1
	3 Grammar Focus		SB Unit 15 Grammar plus, Focus 1 SS Unit 15 Grammar 1 GAME Sentence Runner (Future with present continuous) GAME Sentence Stacker (Future with present continuous)
	4 Word Power	TSS Unit 15 Vocabulary Worksheet	SS Unit 15 Vocabulary 2
	5 Role Play		
	6 Interchange 15	TSS Unit 15 Listening Worksheet	WB Unit 15 exercises 1–6
CYCLE 2	7 Conversation	TSS Unit 15 Extra Worksheet	SS Unit 15 Speaking 2
	8 Grammar Focus	TSS Unit 15 Grammar Worksheet	SB Unit 15 Grammar plus, Focus 2 SS Unit 15 Grammar 2 GAME Speak or Swim (Messages with <i>tell</i> and <i>ask</i>) GAME Word Keys (Messages with <i>tell</i> and <i>ask</i>)
	9 Writing	TSS Unit 15 Writing Worksheet	
	10 Pronunciation		
	11 Listening		
	12 Role Play		
	13 Reading	TSS Unit 15 Project Worksheet VID Unit 15 VRB Unit 15	SS Unit 15 Reading 1–2 SS Unit 15 Listening 1–3 SS Unit 15 Video 1–3 WB Unit 15 exercises 7–11

Key **GAME:** Online Game **SB:** Student's Book **SS:** Online Self-study **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Online Workbook/Workbook

UNIT 5

1 Present continuous page 32

- Use the present continuous to talk about actions that are happening now: What **are** you **doing (these days)**? I'm **studying** English.
- The present continuous is present of *be + -ing*. For verbs ending in *e*, drop the *e* and add *-ing*: have → having, live → living.
- For verbs ending in vowel + consonant, double the consonant and add *-ing*: sit → sitting.

Write questions with the words in parentheses and the present continuous. Then complete the responses with short answers or the verbs in the box.

live study take ✓ teach work

1. **A:** (what / your sister / do / these days) *What's your sister doing these days?* _____
B: *She's teaching* English.
A: Really? (she / live / abroad) _____
B: Yes, _____. She _____ in South Korea.
2. **A:** (how / you / spend / your summer) _____
B: I _____ part-time. I _____ two classes also.
A: (what / you / take) _____
B: My friend and I _____ photography and Japanese. We like our classes a lot.

2 Quantifiers page 34

- Use *a lot of, all, few, nearly all* before plural nouns: **A lot of/All/Few/Nearly all** families are small. Use *no one* before a verb: **No one** gets married before the age of 18.
- *Nearly all* means "almost all."

Read the sentences about the small town of Monroe. Rewrite the sentences using the quantifiers in the box. Use each quantifier only once.

a lot of all few nearly all ✓ no one

1. In Monroe, 0% of the people drive before the age of 16.
In Monroe, no one drives before the age of 16. _____
2. Ninety-eight percent of students finish high school.

3. One hundred percent of children start school by the age of six.

4. Eighty-nine percent of couples have more than one child.

5. Five percent of families have more than four children.
