

interchange

FIFTH EDITION

Teacher's Edition

Jack C. Richards

intro



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Plan of Intro book

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|  <p>UNIT 1 PAGES 2–7</p> <p>What's your name? Alphabet; greetings and leave-takings; names and titles of address; numbers 0–10, phone numbers, and email addresses</p> | <p>Introducing yourself and friends; saying hello and good-bye; asking for names and phone numbers</p> | <p>Possessive adjectives <i>my, your, his, her</i>; the verb <i>be</i>; affirmative statements and contractions</p> |
|  <p>UNIT 2 PAGES 8–13</p> <p>Where are my keys? Possessions, classroom objects, personal items, and locations in a room</p> <p>PROGRESS CHECK PAGES 14–15</p> | <p>Naming objects; asking for and giving the locations of objects</p> | <p>Articles <i>a, an, and the</i>; <i>this/these, it/they</i>; plurals; <i>yes/no</i> and <i>where</i> questions with <i>be</i>; prepositions of place: <i>in, in front of, behind, on, next to, and under</i></p> |
|  <p>UNIT 3 PAGES 16–21</p> <p>Where are you from? Cities and countries; adjectives of personality and appearance; numbers 11–103 and ages</p> | <p>Talking about cities and countries; asking for and giving information about place of origin, nationality, first language, and age; describing people</p> | <p>The verb <i>be</i>: affirmative and negative statements, <i>yes/no</i> questions, short answers, and <i>Wh</i>-questions</p> |
|  <p>UNIT 4 PAGES 22–27</p> <p>Is this coat yours? Clothing; colors; weather and seasons</p> <p>PROGRESS CHECK PAGES 28–29</p> | <p>Asking about and describing clothing and colors; talking about the weather and seasons; finding the owners of objects</p> | <p>Possessives: adjectives <i>our</i> and <i>their</i>, pronouns, names, and <i>whose</i>; present continuous statements and <i>yes/no</i> questions; conjunctions <i>and, but, and so</i>; placement of adjectives before nouns</p> |
|  <p>UNIT 5 PAGES 30–35</p> <p>What time is it? Clock time; times of the day; everyday activities</p> | <p>Asking for and telling time; asking about and describing current activities</p> | <p>Time expressions: <i>o'clock, A.M., P.M., noon, midnight, in the morning/afternoon/evening, at 7:00/night/midnight</i>; present continuous <i>Wh</i>-questions</p> |
|  <p>UNIT 6 PAGES 36–41</p> <p>I ride my bike to school. Transportation; family relationships; daily routines; days of the week</p> <p>PROGRESS CHECK PAGES 42–43</p> | <p>Asking for and giving information about how people go to work or school; talking about family members; describing daily and weekly routines</p> | <p>Simple present statements with regular and irregular verbs; simple present <i>yes/no</i> and <i>Wh</i>-questions; time expressions: <i>early, late, every day, on Sundays/weekends/weekdays</i></p> |
|  <p>UNIT 7 PAGES 44–49</p> <p>Does it have a view? Houses and apartments; rooms; furniture</p> | <p>Asking about and describing houses and apartments; talking about the furniture in a room</p> | <p>Simple present short answers; <i>there is, there are; there's no, there isn't a, there are no, there aren't any</i></p> |
|  <p>UNIT 8 PAGES 50–55</p> <p>Where do you work? Jobs and workplaces</p> <p>PROGRESS CHECK PAGES 56–57</p> | <p>Asking for and giving information about work; giving opinions about jobs; describing workday routines</p> | <p>Simple present <i>Wh</i>-questions with <i>do</i> and <i>does</i>; placement of adjectives after <i>be</i> and before 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

3 GRAMMAR FOCUS

Learning Objective: ask and answer simple present Wh-questions

[CD 2, Track 43]

Simple present Wh-questions

- Focus Ss' attention on the Grammar Focus box. Elicit or explain that Wh-questions ask for information.
- To review the meanings of Wh-question words, write this on the board:

Who

Where

How often

When

What time

Elicit or give examples of questions using each Wh-word.

- Elicit the pattern for simple present Wh-questions:

Question word + do/does + subject + verb?

If needed, refer Ss to Unit 8, Exercise 4.

- Play the audio program. Ss listen and read silently.

A

- Explain the first part of the task. Ask two Ss to model the first three lines of the first conversation.
- Ss complete the task individually. Then they compare answers in pairs or small groups.

TIP

In mixed-level classes, include at least one strong S in each pair or group when they complete tasks involving grammar accuracy. Encourage Ss to collaborate and help each other.

- Elicit answers from the class and write them on the board.

Answers

1. A: **How often** do you go bike riding?
B: Oh, about once or twice a week.
A: I love to go bike riding. I go every Sunday.
B: Really? **What time/When** do you go?
A: Usually at about ten in the morning.
B: Oh, yeah? **Who** do you go with?
A: A group of friends. Come with us next time!
2. A: I watch sports on TV every weekend.
B: Really? **What sports/What** do you like to watch?
A: Soccer. It's my favorite!
B: **When** do you usually watch soccer?
A: In the evenings or on weekends.
B: And **where** do you usually watch it?
At home?
A: No, at my brother's house. He has a home theater!

- Ss practice the conversations in pairs.

B

- Explain the task. Then ask two Ss to model the first two lines of the conversation.
- Ss complete the task individually. Then they compare answers in pairs.
- Ask different Ss to write the questions on the board. If needed, correct the questions with the class.
- **Option:** Ss practice the conversation in pairs.

Answers

- A: **What sports do you like?**
B: I like a lot of sports, but I really love volleyball!
A: **Who do you usually play with?**
B: I usually play with my sister and some friends.
A: **When do you practice?**
B: We practice on Saturdays.
A: **What time do you start?**
B: We start at about noon.
A: **Where do you play?**
B: We usually play at a sports club, but sometimes we play on the beach.

C Pair work

- Explain the task. Then ask two Ss to model the example conversation.
- Ss write questions about sports or other activities individually. Go around the class and give help as needed.
- **Option:** If Ss have trouble thinking of questions to ask, elicit questions from the class and write them on the board.
- Ss work in pairs. They take turns asking and answering their questions. Then ask different Ss to tell the class their partners' answers.
- **Option:** Ss write sentences about their partners before they tell the class.

- For a new way to practice Wh-questions, try **Question Exchange** - download it from the website.

T65 Unit 10

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

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 Snapshot | | SS Unit 5 Vocabulary 1 |
| | 2 Conversation | | SS Unit 5 Speaking 1 |
| | 3 Grammar Focus | | SB Unit 5 Grammar plus, Focus 1 SS Unit 5 Grammar 1–2 GAME Name the Picture (Time) GAME Sentence Stacker (Present continuous and time expressions) |
| | 4 Listening | | WB Unit 5 exercises 1–4 |
| CYCLE 2 | 5 Conversation | | SS Unit 5 Speaking 2 |
| | 6 Pronunciation | | |
| | 7 Grammar Focus | | SB Unit 5 Grammar plus, Focus 2 SS Unit 5 Grammar 3 GAME Speak or Swim (Present continuous Wh-questions) GAME Sentence Runner (Present continuous questions) |
| | 8 Word Power | TSS Unit 5 Vocabulary Worksheet TSS Unit 5 Grammar Worksheet TSS Unit 5 Listening Worksheet TSS Unit 5 Extra Worksheet | SS Unit 5 Vocabulary 2 |
| | 9 Interchange 5 | | |
| | 10 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 5–9 |

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

7

Does it have a view?

Cycle 1, Exercises 1–4

1 SNAPSHOT

Learning Objective: describe living spaces in houses and apartments

[CD 2, Track 12]

- Focus Ss' attention on the pictures. Ask the class: "Who lives in a house? Who lives in an apartment?" Ss raise their hands.
- Set the scene. Two people are describing the house and the apartment.
- Play the audio program. Ss listen and read silently.

Audio script

House

The house has two floors, a garage, and a yard. The first floor has a living room, a dining room, a kitchen, a laundry room, and stairs to the second floor. The second floor has a hall, four bedrooms, and a bathroom.

Apartment

The apartment building has a lobby and an elevator. The apartment has a living room, a kitchen, a bedroom, a bathroom, and a closet.

In Unit 7, students describe houses and apartments, and discuss furniture and dream homes. By the end of Cycle 1, students will be able to describe houses and apartments using simple present questions and short answers. By the end of Cycle 2, students will be able to discuss furniture, appliances, and dream homes using statements with *there is/there are*.

- Read the words in the Snapshot aloud. Ss listen and repeat.
- Elicit or explain any new vocabulary.
- **Option:** Bring magazines with pictures of rooms to class. Use the pictures to explain the vocabulary.
- If needed, point out that *first floor* means "ground floor" in the U.S. Also, point out that many buildings in the U.S. don't have a 13th floor because some people think the number 13 is unlucky.
- Go over the focus questions. Ss discuss the questions in small groups. Then elicit their answers.
- For more practice with house and apartment vocabulary, play the **Chain Game** – download it from the website. Begin with this sentence: "My house has a yard."

2 CONVERSATION

Learning Objective: use simple present short answers in a conversation about a new home

[CD 2, Track 13]

- Books closed. Set the scene. Julia is telling Ethan about her new apartment. Ask this focus question: "What rooms does the apartment have?" Encourage Ss to make guesses.
- Play the audio program and elicit the answer. (Answer: a living room, a bedroom, a bathroom, a kitchen)
- Write these focus questions on the board:
 1. Does Julia like her apartment?
 2. Does it have a good view?

Books open. Play the audio program again. Ss listen and read silently. Elicit the answers to the focus questions. (Answers: 1. yes 2. no)

- Elicit or explain any new vocabulary.

Vocabulary

view: the scene you see from a specific place, usually a nice or interesting scene such as a lake
another: one more thing or person

- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs.
- **Option:** Ask one or two pairs to role-play the conversation for the class.
- For a different way to practice the conversation, try **Say It With Feeling!** – download it from the website.

10 WORD POWER

Learning Objective: discuss ways of celebrating special occasions

A [CD 2, Track 61]

- Focus Ss' attention on the title and pictures. Elicit or explain the meaning of any new vocabulary.
- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.

B Pair work

- Elicit special occasions from the class (e.g., a baby shower, graduation, a wedding, an anniversary, Mother's Day, Father's Day, a high school reunion). Then write them on the board.
- Explain the task. Read the questions and ask two Ss to model the example conversation. Point out that the conversation is about future plans, so Ss should use *be going to*.
- Ss discuss the questions in pairs. Go around the class and encourage Ss to ask follow-up questions and give more information.
- Ask different pairs to share their information.

11 SPEAKING

Learning Objective: discuss plans for holidays and festivals using the future with *be going to*

A Pair work

- Focus Ss' attention on the title. If needed, explain that a *holiday* is a special day when people don't go to work or school in order to celebrate a special occasion (e.g., *New Year's Day*). A *festival* is a special day or days that people celebrate with special activities or food. Festivals can celebrate many things, including religious events, cultural events, and times of year (e.g., *Spring Festival*).
- Focus Ss' attention on the pictures. Read the names of the holiday and festival aloud. Elicit or give information about them.

Vocabulary

Carnival: a famous street festival in Rio de Janeiro, Brazil, usually in February or March, celebrated with parades, music, and dancing

Cherry Blossom Festival: a Japanese festival that celebrates the beginning of spring and the cherry blossoms

- **Option:** Ask Ss to research information about these holidays before class.
- Explain the task and read the questions. Point out that Ss can choose any holiday or festival they plan to celebrate.
- Ask two Ss to model the example conversation.

- Ss work individually. They choose a holiday or festival and make notes about their plans for it. Go around the class and encourage Ss to answer all the questions. Help with vocabulary as needed.

TIP

To build Ss' confidence and make discussions more successful, give Ss time to think about what to say before they begin the discussion.

- Ss work in pairs. They take turns asking and answering questions about the holiday or festival. Have Ss take notes about their partner's plans.

B Class activity

- Explain the task. Then Ss use their notes to tell the class about their partner's plans.
- **Option:** Ss write sentences about their partner's plans before they speak.

12 READING

Learning Objective: scan and read for main ideas in a health quiz

A [CD 3, Track 11]

- Books closed. Write the title on the board and read the question.
- As a class, Ss make a list of ways their bodies keep them alive.
- Books open. Ss scan the quiz. Ask the class: "Are any of your ideas the same as these? Which ones?" Elicit answers from the class.
- Ss scan the text for new words in pairs or small groups. They ask each other about the meaning of new words. Then elicit or explain the meaning of any remaining new words. Draw on the board or mime where appropriate.
- Ss complete the quiz individually. Then they check their answers using the key at the bottom of the quiz.

TIP

To teach Ss to scan a text quickly, remind them not to read every word, but to let their eyes pass over the text quickly and look for key words.

Vocabulary

heart: the part of the body in the chest that moves blood around the body

skin: the outer layer that covers a person

brain: the part inside the head that thinks and feels

billion: 1,000,000,000

million: 1,000,000

cell: the smallest part of a plant or animal

B

- Focus Ss' attention on the questions. Have different Ss read the questions aloud.
- Point out that Ss can find the answers easily by scanning the article for key words in each question. Ask: "What are the key words in the questions?" Elicit the answers. (Answers: 1. lose, hour 2. signals, electricity 3. changes, age 4. cells, stomach 5. small living things)


- Ss complete the task individually. Go around the class and give help as needed.
- Ss compare their answers in pairs. Then ask different Ss to share their answers with the class.
- **Option:** After answers have been checked, have Ss come to the board and write the answers as complete sentences. (See Answers.)

Answers

1. Your body loses **small pieces of skin** every hour.
2. **Your brain** sends signals and makes electricity.
3. **Your natural smell** changes as you age.
4. **Brain cells** live in the stomach.
5. **Bacteria** is another name for small living things.

C Group work

- Read the questions and explain the task.
- Ss discuss the questions in small groups.
- Elicit groups' answers.

 For more practice with this vocabulary, play **Tic-Tac-Toe** – download it from the website. Play using nine words from the reading, such as *heart, brain, skin, asleep, cells, stomach, electricity, smell, bacteria*.

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 | | |
| | 2 Conversation | | SS Unit 15 Speaking 1 |
| | 3 Grammar Focus | | SB Unit 15 Grammar plus, Focus 1 SS Unit 15 Grammar 1 GAME Speak or Slime (Past of be) |
| | 4 Pronunciation | | |
| CYCLE 2 | 5 Conversation | | SS Unit 15 Speaking 2 |
| | 6 Grammar Focus | TSS Unit 15 Grammar Worksheet TSS Unit 15 Extra Worksheet | SB Unit 15 Grammar plus, Focus 2 SS Unit 15 Vocabulary 1 SS Unit 15 Grammar 2 GAME Sentence Stacker (Wh-questions with <i>did</i> , <i>was</i> , and <i>were</i>) GAME Sentence Runner (Past of <i>be</i> and Wh-questions) |
| | 7 Listening | TSS Unit 15 Listening Worksheet | |
| | 8 Word Power | TSS Unit 15 Vocabulary Worksheet | SS Unit 15 Vocabulary 2 GAME Spell or Slime (School days) |
| | 9 Speaking | | |
| | 10 Interchange 15 | | |
| | 11 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 1–7 |

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 What time is it? / Is it A.M. or P.M.? page 31

Remember: You can say times different ways: 1:15 = *one-fifteen* OR *a quarter after one*.

Write each sentence in a different way.

1. It's a quarter to four. It's three forty-five.
2. It's 7:00 P.M. It's seven in the evening.
3. It's six-fifteen. _____
4. It's 10 o'clock at night. _____
5. It's three-oh-five. _____
6. It's twenty-five to eleven. _____
7. It's one o'clock in the morning. _____
8. It's midnight. _____

2 Present continuous Wh-questions page 33

- Use the present continuous to talk about actions that are happening right now: What **are** you **doing**? **I'm talking** to you!
- In questions, the *be* verb comes after the question word: What **are you** doing?
- To form the continuous of verbs ending in *-e*, drop the *e* and add *-ing*: have → having.
- For verbs ending in vowel + consonant, double the consonant and add *-ing*: get → getting.

What are the people doing? Write conversations. Use the words in parentheses.

1. A: What's Matt doing? (Matt)
B: He's swimming. (swim)
2. A: _____ (Jon and Megan)
B: _____ (shop)
3. A: _____ (you)
B: _____ (write a message)
4. A: _____ (Chris)
B: _____ (cook dinner)
5. A: _____ (you and Tyler)
B: _____ (watch a movie)
6. A: _____ (Sara)
B: _____ (have pizza)
7. A: _____ (you and Joseph)
B: _____ (study for the test)
8. A: _____ (Laura and Paulo)
B: _____ (chat online)