

interchange

THIRD EDITION

TEACHER'S EDITION

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Interchange Third Edition
Teacher's Edition revision
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Intro

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Unit 1

It's nice to meet you.

In Unit 1, students discuss personal information. In Cycle 1, they say hello and introduce themselves and others using *my, your, his, and her*. In Cycle 2, they say good-bye and exchange phone numbers using the verb *be*.

Cycle 1, Exercises 1–7

1 CONVERSATION

Learning objectives: practice a conversation between two people meeting for the first time; see *my* and *your* in context

TIP Find out what name or nickname S goes by and make sure to use that name when addressing him or her. Also make sure S knows how to address you (e.g., with *Mr./Mrs./Miss/Ms.* + your last name or with your first name).

A [CD 1, Track 1]

- Books closed. Introduce yourself. Shake hands with S and say, “Hi. My name is . . .” or “I’m . . .” Encourage S to respond using his or her own name (e.g., *My name is . . .* or *I’m . . .*). When S responds, say, “It’s nice to meet you.”
- Books open. Focus S’s attention on the illustration and the names in the conversation.
- Play the audio program. S listens and reads silently.
- Write these sentences on the board:
I’m Jennifer Miller.
My name is Michael Ota.
- Explain that “I’m . . .” and “My name is . . .” have the same meaning. Change *Jennifer Miller* to *Michael Ota* (and vice versa) in the sentences on the board.
- Play the audio program again. S listens and reads silently. Explain that *Nice to meet you.* means *It’s nice to meet you.* and *I’m sorry. What’s your last name again?* means *Please repeat your last name.*
- To explain the meaning of *too*, draw two female stick figures on the board. Label each figure *Jennifer*. Point to one and say: “My name is Jennifer.” Then point to the other and say, “My name is Jennifer, too.”
- Write this sentence on the board:
It’s nice to meet you.

2 SNAPSHOT

Learning objectives: learn some popular names and nicknames in the U.S.; talk about popular names

[CD 1, Track 2]

- Focus S’s attention on the Snapshot. Explain that a nickname is a short or informal name for a person.
- Play the audio program. S listens and repeats.
- Write this on the board:
Male Female
Then say your first name. Ask: “Is it male or female?” Elicit the answer. Repeat with S’s name. Continue, using several other names that are popular in your country. Alternatively, use the first

Ask S to read the sentence. Respond: “It’s nice to meet you, too.”

- Play the audio program again. S listens and reads silently. Then you and S practice the conversation.
- For a new way to practice this Conversation, try **Look Up and Speak!** This technique is appropriate for 1-on-1 instruction. See page T-150.
- Focus S’s attention on the *first names* and *last names* in the box. Model with your own names. Say: “My first name is . . . My last name is . . .” Ask S: “What’s your first name? What’s your last name?”

B Pair work

- Explain the task. Then model it with S, using your own names and the conversation.
- Change roles to give S a chance to go over the conversation again.
- Expand the practice. Explain to S that you are going to pretend to be other people. If possible, use pictures of celebrities that S knows. Introduce yourself to S, holding up a picture of the celebrity and using your new identity in the introduction.
- Change roles and have S take on a new identity to introduce himself or herself as one of the celebrities.
- Option:** If time allows and S enjoys the activity, have him or her think of another famous entertainer or athlete and use that person’s name to act out the conversation one more time.

- For a new way to practice this Conversation, try **Disappearing Dialog**. See page T-151.


names of celebrities and have S identify them as male or female.

- Point out that some names have more than one nickname. For example, *Lisa, Liz, Betsy,* and *Betty* are all nicknames for *Elizabeth*.
- Read the focus task. Show S how to circle names on the board. Then read the focus questions.
- Elicit answers from S and write them on the board. If you and S are from two different countries, write the names of your countries on the board. Then elicit popular names from S and write them under his or her country. Do the same for your own country.

6

CONVERSATION

Learning objectives: practice a conversation about breakfast foods; see adverbs of frequency in context

 [CD 2, Track 38]


- Text covered. Focus S's attention on the title and picture. Set the scene. Sarah and Kumiko are talking about breakfast. Elicit or explain that *breakfast* means the morning meal.
- Ask: "What is Sarah thinking about? What is Kumiko saying?" Encourage S to make guesses.

- Text uncovered. Play the audio program. S listens and reads silently.
- If needed, point out that people in the U.S. and Canada don't usually eat fish for breakfast, so Sarah is surprised.
- Elicit or explain any new vocabulary. If S has questions about *always*, *usually*, *sometimes*, or *never*, preview the Grammar Focus box in Exercise 7.
- Play the audio program again. S listens and repeats.
- You and S practice the conversation together.

7

GRAMMAR FOCUS

Learning objective: practice using adverbs of frequency

 [CD 2, Track 39]

- Books closed. Write this on the board:
always (100%)
usually (about 80%-99%)
often (about 60%-80%)
sometimes (about 20%-60%)
hardly ever (about 1%-19%)
never (0%)
- Elicit or explain that these are adverbs of frequency. *Always* means "100 percent of the time," and *usually* means "almost always." *Often* means "a lot of the time," and *sometimes* means "some of the time." *Hardly ever* means "rarely," and *never* means "not ever."
- Books open. Focus S's attention on the Grammar Focus box. Play the audio program. S listens and reads silently.
- Point out that adverbs usually go before the verb, but *sometimes* can go before the subject. Explain that *ever* means "at any time," and answers to questions with *ever* usually have adverbs of frequency.

A

- Explain the first part of the task. Then copy the example sentence on the board. Model how to make a caret (^) and write the adverb above it.
- Option:** S underlines the verb in each sentence.
- S puts the adverbs in the correct places. Ask S to write the complete sentences on the board.

Answers

A: What do you **usually** have for breakfast?
B: Well, I **often** have coffee, cereal, and juice.
A: Do you **ever** eat breakfast at work?
B: I **sometimes** have breakfast at my desk./**Sometimes** I have breakfast at my desk.
A: Do you **usually** eat rice for breakfast?
B: No, I **hardly ever** have rice.

- Explain the second part of the task. You and S practice the conversation together.

B


- Books closed. Copy the words for the first item on the board. Explain the task and model how to unscramble the sentence.
- Books open. S completes the task.
- To check answers, ask S to read his or her sentences aloud. Have S correct any errors.

Answers

- I never have breakfast on weekends.
- I hardly ever eat snacks at work.
- I sometimes eat pasta for dinner./
Sometimes I eat pasta for dinner.
- I often have dinner with my family.

C

- Explain the first part of the task. Then rewrite the first sentence from part B on the board so it is true about you. For example:
I often have breakfast on weekends.
- S rewrites the sentences. Give help as needed. While S is working, write four sentences of your own.
- Explain the second part of the task. Read the example conversation with S.
- You and S spend a few minutes comparing information.
- Option:** Put all the adverbs of frequency on the board (*always*, *usually*, *often*, *sometimes*, *hardly ever*, *never*) and number them from 1 to six. Give S a die. S rolls the die and makes a sentence with the adverb of frequency that has the same number as shown on the die.

-  For more practice with adverbs of frequency, play **True or False?** See page T-148.

Unit 12

What's the matter?

Cycle 1, Exercises 1–4

In Unit 12, students discuss health. In Cycle 1, they talk about the body and common ailments using *have + noun* and *feel + adjective*. In Cycle 2, they discuss common medications and give health advice using imperatives.

1 WORD POWER

Learning objective: learn vocabulary for discussing parts of the body

A [CD 3, Track 1]

- Focus S's attention on the picture. Write these questions on the board:

- Where is the man?
- What's he doing?
- What's he wearing?
- What's he like?

You and S spend a few minutes discussing the questions. (Possible answers: 1. He's on the beach. 2. He's playing volleyball. 3. He's wearing a T-shirt and shorts. 4. He's handsome/tall.)

TIP To focus S's attention on learning English, start each class with a warm-up activity.


- Focus S's attention on the vocabulary. Play the audio program. S listens and reads silently.
- Play the audio program again, or model the words one by one. S listens and repeats.
- Point out the irregular plurals *teeth* and *feet*.
- Point out the silent letters *b* in *thumb*, *k* in *knee*, and *w* in *wrist*.
- Option:** Books closed. Say the parts of the body in random order. S repeats the words and points to his or her own body.

B Pair work

- Copy the model conversation on the board. Explain the task and model the example conversation with S.

- If needed, remind S that we use *this* with singular nouns and *these* with plural nouns.
- Ask S to stand up. Say: "Point to your head." Repeat the instructions with a few other body parts.
- Option:** Write the model conversation and the names of the body parts on the board.
- Books closed. You and S take turns giving each other instructions.

TIP Be sensitive to S's comfort level when you talk about body parts. Many people are more comfortable talking about pictures than about themselves.

 For more practice with this vocabulary, play **Simon Says**. See page T-145. Give instructions such as "Simon says touch your toes."

- Option:** Draw a picture of a "monster" on the board (e.g., with two heads and six arms). Ask S to describe the picture. For example, S says: "It has two heads. It has six arms." Ask S to draw pictures of monsters. While S is working, draw a few pictures of your own. Then take turns describing each other's pictures.

11 READING

Learning objectives: read and discuss an article about how to improve your health; develop skills in scanning and reading for main ideas

▶ [CD 3, Track 10]

- Books closed. Write the title on the board and read the pre-reading question.
- Give S a few minutes to make a list of ways to improve his or her health. Then elicit S's ideas or ask S to write them on the board.
- Books open. S scans the headings in the article. Ask: "Are any of your ideas the same? Which ones?" Elicit answers.

A

- Explain the first part of the task. S reads the article and underlines any new words.
- Encourage S to look at the sentence where each new word appears in the article and try to figure out what it means. Have S ask you about any new words he or she can't figure out. Alternatively, have S work with a dictionary. Use props (e.g., *dental floss*, *moisturizer*, *sunscreen*) or mime where appropriate.

TIP To teach the vocabulary for small everyday objects (e.g., medications, toiletries), bring props to class.

Vocabulary

- simple:** easy
- improve:** make better
- believe it or not:** a phrase used to introduce something surprising
- challenge your brain:** make you think harder
- calcium:** a chemical element that is important for bones and teeth
- break:** a short time for rest

- Explain the second part of the task and model the example sentences.
- Point out that S can find the answers easily by scanning the article for key words in each sentence. Ask: "What are the key words in the sentences?" Elicit the answers. (Answers: 1. exercise 2. bones 3. muscles 4. gums, healthy 5. energy, morning 6. challenge, brain)
- S completes the sentences. Check answers by having S read the completed sentences aloud. Then ask S to correct grammar and spelling errors as necessary.

Answers

- To get exercise, **go for a walk.**
- To help your bones, **get enough calcium.**
- To help your muscles, **stretch for five minutes.**
- To keep your gums healthy, **floss your teeth.**
- To have enough energy for the morning, **eat breakfast.**
- To challenge your brain, **do a crossword puzzle or read a new book.**

- Option:** Play the audio program. S listens and reads silently.

B Group work

- Point out that this activity was updated for 1-on-1 and that you'll be doing a modified version of what's in the Student's Book.
- Read the questions and explain that you and S are going to discuss them. If needed, elicit or explain that *regularly* means "as a routine."
- You and S spend a few minutes discussing the questions.
- Elicit other ways S improves his or her health and write them on the board.

! For a different way to teach this Reading, try **Cloud Prediction**. See page T-154. Write these key words in a cloud on the board: *breakfast, walk, teeth, water, muscles, seat belt, brain, skin, bones, break*. Explain the meaning of any new words. Give S a few minutes to predict ways to improve your health using the key words.

End of Cycle 2

Does your student need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 4–8 on pages 70–72	Grammar, Vocabulary, and Writing
Lab Guide Exercises 6–9 on page 21	Listening, Pronunciation, Speaking, and Grammar
Video Activity Book Unit 12	Listening, Speaking, and Cultural Awareness
CD-ROM Unit 12	Grammar, Vocabulary, Reading, Listening, and Speaking

Evaluation

Assess S's understanding of Units 11 and 12 with the quiz on pages T-210 and T-211.

These notes have been modified specifically for private teachers. See page x for a description of changes.

Unit 6 Language summary

Vocabulary

Nouns

Transportation

bike
bus
car
motorcycle
subway
train
taxi/cab

Family

brother
child (*plural*: children)
daughter
father/dad
husband
kid
mother/mom
sister
son
wife

Places

apartment
coffee shop
house
office
park
restaurant
school
suburbs

Days of the week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
weekday
weekend

Other

homework
job
routine
survey

Pronouns

Object pronouns

me
us

Determiner

a lot of

Adjectives

alone
busy
public
retired
slow

Verbs

exercise
live
meet
need
see (family/friends)
serve
start
stop
take (a taxi/cab)
use
walk

Adverbs

Times

all day
at night
early
every day
late
weekly

Places

downtown
far (from here)
here
near (our house)

Responses

Sure.
Yeah.

Other

sometimes
then
together
when

Prepositions

at (noon)
by (bus/car)
on (Sundays)
with (my parents)

Expressions

Talking about routines

What time do you . . . ?

At

When does he . . . ?

He . . . at

Does he . . . ?

Yes, he . . . every morning.

How do you get to . . . ?

I

Expressing sympathy

That's too bad.

Units 5–6

A (4 points)

1. gets up
2. lives
3. eats lunch
4. takes the bus

B (3 points)

1. a quarter to
2. twenty to
3. fifty-five

C (3 points)

1. What are Anne and Mary studying?
2. Where is James working?
3. Who is eating breakfast?

D (6 points)

1. c
2. f
3. e
4. a
5. b
6. d

E (6 points)

1. A: Do your brother exercise in the morning?
B: No, he exercises at night.
2. A: When does Carol have lunch?
B: She have lunch at noon.
3. A: Does your father goes to work by bus?
B: No, he takes the train.
4. A: Do you get up late in weekends?
B: Yes, I get up at noon.
5. A: What's your father doing right now?
B: He sleeping.
6. A: Are your friends study today?
B: Yes, they are.

F (3 points)

1. is a student.
studies at night.
2. 5:30 A.M. to 8:00 A.M.
4:00 P.M. to 9:00 P.M.
3. breakfast.
dinner.

Units 7–8

A (3 points)

1. three
2. living room
3. microwave

B (6 points)

1. A: Do you live alone?
B: No, I don't.
2. A: Does your apartment building have an elevator?
B: Yes, it does.
3. A: Do the bedrooms have closets?
B: No, they don't.

C (3 points)

1. There isn't a mirror in the bedroom.
2. There are no pictures in the hall.
3. There aren't any curtains in the dining room.

D (4 points)

1. security guard
2. nurse
3. receptionist
4. judge

E (3 points)

1. Where do you work?
2. What does he do?
3. How do they like their jobs?

F (3 points)

1. has an exciting
is boring
2. has a dangerous
is stressful
3. is easy
has a difficult

G (3 points)

Fred is a musician in a restaurant.
Fred likes his jobs.
Fred works at night.

8 What do you do?

Exercise 1

¹ c	a	² s	h	i	e	³ r		⁴ s			
o		i				e		a			
o		n				c		l			
k		g			⁵ t	e	a	c	h	e	r
		e				p				s	
⁶ n	u	r	s	e		t				p	
						i				e	
					⁷ d	o	c	t	o	r	
						n				s	
						i				o	
						s				n	
		⁸ p	i	l	o	t					

Exercise 2

Answers will vary. Possible answers:

1. She's a doctor. She works in a hospital. She talks to people.
2. He's a waiter. He stands all day/night. He works hard.
3. He's a singer. He works at night. He stands all night.
4. She's a police officer. She wears a uniform. She writes tickets.
5. She's a chef. She stands all night. She wears a uniform.
6. They are pilots. They sit all day. They wear uniforms.

Exercise 3

1. A: Where does your brother work?
B: My brother? He works in a department store.
A: What does he do there?
B: He works in the shoe department. He's a salesperson.
2. A: What do Kelly and Pam do?
B: Kelly and Pam are nurses. And they work together, too.
A: Where do they work?
B: At Springfield Hospital.
3. A: Where does your son work?
B: My son works in a restaurant.
A: What does he do there?
B: He's a chef.
4. A: What do you and Joe do?
B: Joe and I? We repair computers.
A: How do you like it?
B: We like it a lot!

Exercise 4

1. A: Do you have a job?
B: Yes, I do.
A: Oh, what do you do?
B: I'm/am a waitress.
A: Where do you work?
B: I work at Paul's Coffee Shop.
A: How do you like your job?
B: I really like it. It's a great job!
A: What time do you start work?
B: I start work at 8:00 A.M., and I finish at 3:00 P.M.
2. A: My brother has a new job.
B: Really? Where does he work?
A: He works at the new department store downtown.
B: What does he do there?
A: He's/is a security guard.
B: How does he like his job?
A: Oh, I guess he likes it.
B: What time does he start work?
A: He starts work at 10:00 A.M., and he finishes at 6:00 P.M.

Exercise 5

A

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

B

Answers will vary. Possible answers:

1. A flight attendant has an exciting job.
A flight attendant doesn't have a boring job.
2. A security guard's job is boring.
A security guard's job isn't interesting.
3. Steven has a dangerous job.
Steven doesn't have a safe job.
4. A cashier has a stressful job.
A cashier doesn't have a relaxing job.
5. Linda's apartment is small.
Linda's apartment isn't big.
6. Martha has a big house.
Martha doesn't have a small house.
7. Sarah's sister is talkative.
Sarah's sister isn't quiet.
8. This is an easy exercise.
This exercise isn't difficult.

Exercise 6

Answers will vary. Possible answers:

1. A musician has/doesn't have a(n) . . . job./
A musician's job is/isn't . . .
2. A doctor has/doesn't have a(n) . . . job./
A doctor's job is/isn't . . .
3. A photographer has/doesn't have a(n) . . . job./
A photographer's job is/isn't . . .
4. A firefighter has/doesn't have a(n) . . . job./
A firefighter's job is/isn't . . .
5. A police officer has/doesn't have a(n) . . . job./
A police officer's job is/isn't . . .
6. An athlete has/doesn't have a(n) . . . job./
An athlete's job is/isn't . . .

Exercise 7

Answers will vary.