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interchange

FIFTH EDITION

2

Teacher's Edition

Jack C. Richards

with Jonathan Hull and Susan Proctor

Experience
Better
Learning

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Plan of Book 2

| Titles/Topics | Speaking | Grammar |
|---|---|--|
|  UNIT 1 PAGES 2–7 Good memories People; childhood; memories | Introducing yourself; talking about yourself; exchanging personal information; remembering your childhood; asking about someone's childhood | Past tense; <i>used to</i> for habitual actions |
|  UNIT 2 PAGES 8–13 Life in the city Transportation; transportation problems; city services | Talking about transportation and transportation problems; evaluating city services; asking for and giving information | Expressions of quantity with count and noncount nouns: <i>too many, too much, fewer, less, more, not enough</i> ; indirect questions from Wh-questions |
| PROGRESS CHECK PAGES 14–15 | | |
|  UNIT 3 PAGES 16–21 Making changes Houses and apartments; lifestyle changes; wishes | Describing positive and negative features; making comparisons; talking about lifestyle changes; expressing wishes | Evaluations and comparisons with adjectives: <i>not . . . enough, too, (not) as . . . as</i> ; evaluations and comparisons with nouns: <i>not enough . . . , too much/many . . . , (not) as much/many . . . as; wish</i> |
|  UNIT 4 PAGES 22–27 Have you ever tried it? Food; recipes; cooking instructions; cooking methods | Talking about food; expressing likes and dislikes; describing a favorite snack; giving step-by-step instructions | Simple past vs. present perfect; sequence adverbs: <i>first, then, next, after that, finally</i> |
| PROGRESS CHECK PAGES 28–29 | | |
|  UNIT 5 PAGES 30–35 Hit the road! Travel; vacations; plans | Describing vacation plans; giving travel advice; planning a vacation | Future with <i>be going to</i> and <i>will</i> ; modals for necessity and suggestion: <i>must, need to, (don't) have to, ought to, -d better, should (not)</i> |
|  UNIT 6 PAGES 36–41 Sure! I'll do it. Complaints; household chores; requests; excuses; apologies | Making requests; agreeing to and refusing requests; complaining; apologizing; giving excuses | Two-part verbs; <i>will</i> for responding to requests; requests with modals and <i>Would you mind . . . ?</i> |
| PROGRESS CHECK PAGES 42–43 | | |
|  UNIT 7 PAGES 44–49 What do you use this for? Technology; instructions | Describing technology; giving instructions; giving suggestions | Infinitives and gerunds for uses and purposes; imperatives and infinitives for giving suggestions |
|  UNIT 8 PAGES 50–55 Time to celebrate! Holidays; festivals; customs; celebrations | Describing holidays, festivals, customs, and special events | Relative clauses of time; adverbial clauses of time: <i>when, after, before</i> |
| PROGRESS CHECK PAGES 56–57 | | |

Pronunciation/Listening

Writing/Reading

Interchange Activity

Reduced form of *used to*
Listening to people talk about their past

Writing a paragraph about your childhood
"A Life in Paintings: The Frida Kahlo Story": Reading about the life of this Mexican painter

"We have a lot in common.": Finding out about a classmate's childhood
PAGE 114

Syllable stress
Listening to a description of a transportation system

Writing an online post on a community message board about a local issue
"The World's Happiest Cities": Reading about the happiest cities in the world

"Top travel destinations": Suggesting ways to attract tourists to a city
PAGE 115

Unpronounced vowels
Listening to people talk about capsule hotels

Writing an email comparing two living spaces
"The Man with No Money": Reading about living without money

"A dream come true": Finding out about a classmate's wishes
PAGE 116

Consonant clusters
Listening to descriptions of foods

Writing a recipe
"Pizza: The World's Favorite Food?": Reading about the history of pizza

"Oh, really?": Surveying classmates about their experiences
PAGE 117

Linked sounds with /w/ and /y/
Listening to travel advice

Writing an email with travel suggestions
"Adventure Vacations": Reading about unusual vacations

"Fun trips": Deciding on a trip
PAGES 118, 120

Stress in two-part verbs
Listening to the results of a survey about family life

Writing a message making a request
"Hotel Madness: The Crazy Things People Say!": Reading about unusual hotel requests

"I'm terribly sorry.": Apologizing and making amends
PAGE 119

Syllable stress
Listening to a radio program; listening to people give suggestions for using technology

Writing a message asking for specific favors
"The Sharing Economy – Good for Everybody?": Reading about the sharing economy

"Free advice": Giving advice to classmates
PAGE 121

Stress and rhythm
Listening to a description of Carnival in Brazil

Writing an entry on a travel website about a cultural custom
"Out with the Old, In with the New": Reading about interesting New Year's customs

"It's worth celebrating.": Finding out how classmates celebrate special events
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| Titles/Topics | Speaking | Grammar |
|---|---|--|
|  <p>UNIT 9 PAGES 58–63 Only time will tell. Life in the past, present, and future; changes and contrasts; consequences</p> | Talking about change; comparing time periods; describing possible consequences | Time contrasts; conditional sentences with <i>if</i> clauses |
|  <p>UNIT 10 PAGES 64–69 I like working with people. Abilities and skills; job preferences; personality traits; careers</p> | Describing abilities and skills; talking about job preferences; describing personality traits | Gerunds; short responses; clauses with <i>because</i> |
| PROGRESS CHECK PAGES 70–71 | | |
|  <p>UNIT 11 PAGES 72–77 It's really worth seeing! Landmarks and monuments; world knowledge</p> | Talking about landmarks and monuments; describing countries; discussing facts | Passive with <i>by</i> (simple past); passive without <i>by</i> (simple present) |
|  <p>UNIT 12 PAGES 78–83 It's a long story. Storytelling; unexpected recent past events</p> | Describing recent past events and experiences; discussing someone's activities lately | Past continuous vs. simple past; present perfect continuous |
| PROGRESS CHECK PAGES 84–85 | | |
|  <p>UNIT 13 PAGES 86–91 That's entertainment! Entertainment; movies and books; reactions and opinions</p> | Describing movies and books; talking about actors and actresses; asking for and giving reactions and opinions | Participles as adjectives; relative pronouns for people and things |
|  <p>UNIT 14 PAGES 92–97 Now I get it! Nonverbal communication; gestures and meaning; signs; drawing conclusions</p> | Interpreting body language; explaining gestures and meanings; describing acceptable and prohibited behavior in different situations; asking about signs and their meaning | Modals and adverbs: <i>might, may, could, must, maybe, perhaps, probably, definitely</i> ; permission, obligation, and prohibition |
| PROGRESS CHECK PAGES 98–99 | | |
|  <p>UNIT 15 PAGES 100–105 I wouldn't have done that. Money; hopes; predicaments; speculations</p> | Speculating about past and future events; describing a predicament; giving advice and suggestions | Unreal conditional sentences with <i>if</i> clauses; past modals |
|  <p>UNIT 16 PAGES 106–111 Making excuses Requests; excuses; invitations</p> | Reporting what people said; making polite requests; making invitations and excuses | Reported speech: requests and statements |
| PROGRESS CHECK PAGES 112–113 | | |
| GRAMMAR PLUS PAGES 132–151 | | |

| Pronunciation/Listening | Writing/Reading | Interchange Activity |
|-------------------------|-----------------|----------------------|
|-------------------------|-----------------|----------------------|

| | | |
|--|--|---|
| Intonation in statements with time phrases Listening to people talk about changes | Writing a paragraph describing a person's past, present, and possible future "Aquaviva: Fighting for a Future": Reading about a town's attempt to attract new residents | "Cause and effect": Agreeing and disagreeing with classmates PAGE 123 |
|--|--|---|

| | | |
|---|---|--|
| Unreleased and released /t/ and /d/ Listening to people talk about their job preferences | Writing an online cover letter for a job application "Global Work Solutions": Reading about understanding cultural differences in an international company | "You're hired.": Interviewing for a job PAGE 124 |
|---|---|--|

| | | |
|---|--|---|
| The letter o Listening to descriptions of monuments; listening for information about a country | Writing an introduction to an online city guide Reading about unusual museums | "True or false?": Sharing information about famous works PAGE 125 |
|---|--|---|

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| Contrastive stress in responses Listening to stories about unexpected experiences | Writing a description of a recent experience "Breaking Down the Sound of Silence": Reading about an unusual rock band | "It's my life.": Playing a board game to share past experiences PAGE 126 |
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| Emphatic stress Listening for opinions; listening to a movie review | Writing a movie review "The Real Art of Acting": Reading about unpleasant experiences actors put themselves through | "It was hilarious!": Asking classmates' opinions about movies, TV shows, and celebrities PAGE 127 |
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| Pitch Listening to people talk about the meaning of signs | Writing a list of rules "Understanding Idioms": Reading about idioms and their meaning | "Casual observers": Interpreting body language PAGE 128 |
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| | | |
|--|--|--|
| Reduction of <i>have</i> Listening to people talk about predicaments; listening to a call-in radio show | Writing a blog post asking for advice "TOPTIPS.COM": Reading an online advice forum | "Tough choices": Deciding what to do in a difficult situation PAGE 130 |
|--|--|--|

| | | |
|---|--|---|
| Reduction of <i>had</i> and <i>would</i> Listening for excuses | Writing a report about people's responses to a survey "A Good Excuse for a Day Off Work": Reading about taking a sick day | "Just a bunch of excuses": Discussing calendar conflicts and making up excuses PAGES 129, 131 |
|---|--|---|

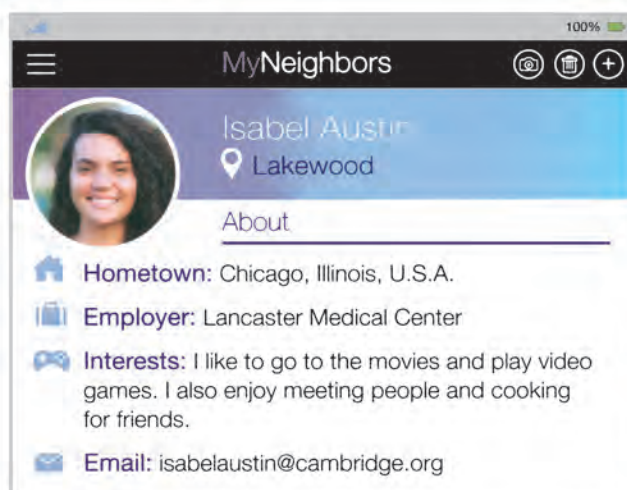
Unit 1 Supplementary Resources Overview

| | 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 1 Speaking 1–2 |
| | 3 Grammar Focus | | SB Unit 1 Grammar plus, Focus 1 SS Unit 1 Grammar 1 GAME Sentence Runner (Past tense 1) GAME Say the Word (Past tense 2) |
| | 4 Listening | | |
| | 5 Speaking | TSS Unit 1 Extra Worksheet | WB Unit 1 exercises 1–4 |
| CYCLE 2 | 6 Word Power | | SS Unit 1 Vocabulary 1–2 |
| | 7 Perspectives | | |
| | 8 Grammar Focus | | SB Unit 1 Grammar plus, Focus 2 SS Unit 1 Grammar 2 GAME Speak or Swim (Used to 1) GAME Sentence Stacker (Used to 2) |
| | 9 Pronunciation | TSS Unit 1 Vocabulary Worksheet TSS Unit 1 Grammar Worksheet TSS Unit 1 Listening Worksheet | |
| | 10 Speaking | | |
| | 11 Writing | TSS Unit 1 Writing Worksheet | |
| | 12 Interchange 1 | | |
| | 13 Reading | TSS Unit 1 Project Worksheet VID Unit 1 VRB Unit 1 | SS Unit 1 Reading 1–2 SS Unit 1 Listening 1–3 SS Unit 1 Video 1–3 WB Unit 1 exercises 5–10 |

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

- ▶ Ask questions to get to know people
- ▶ Discuss childhoods

1 SNAPSHOT




MyNeighbors

Isabel Austin
Lakewood

About

- Hometown:** Chicago, Illinois, U.S.A.
- Employer:** Lancaster Medical Center
- Interests:** I like to go to the movies and play video games. I also enjoy meeting people and cooking for friends.
- Email:** isabelaustin@cambridge.org



MyNeighbors

Nicolás Rodríguez
Lakewood

About

- Hometown:** Buenos Aires, Argentina
- Employer:** Lakewood Recreation Center
- Interests:** I love skiing, swimming, camping – anything outdoors. Right now, I'm learning to skateboard.
- Email:** nico_rodriguez@cup.org

*Nicolás and Isabel are neighbors. Do you think they could be friends?
What social media sites do you belong to? Which one is your favorite?
Create your own online profile and share it with your classmates. What things do you have in common?*

2 CONVERSATION Where did you learn to skateboard?

- ▶ A Listen and practice.

Isabel: Oh, I'm really sorry. Are you OK?
Nico: I'm fine. But I'm not very good at this.
Isabel: Neither am I . . . Hey, I like your shirt. Are you from Argentina?
Nico: Yes, I am, originally. I was born there.
Isabel: Did you grow up there?
Nico: Yes, I did, but my family moved here 10 years ago, when I was in middle school.
Isabel: And where did you learn to skateboard?
Nico: Here in the park. I only started about a month ago.
Isabel: Well, it's my *first* time. Can you give me some lessons?
Nico: Sure. Just follow me.
Isabel: By the way, my name is Isabel.
Nico: And I'm Nico. Nice to meet you.



- ▶ B Listen to the rest of the conversation. What are two more things you learn about Isabel?

By the end of Cycle 1, students will be able to use past-tense questions with *did* and *was/were* to ask people about their past. By the end of Cycle 2, students will be able to discuss their childhoods using *used to*.

1 SNAPSHOT

Learning Objective: discuss social networking

- Books closed. Introduce the topic of meeting people. Ask: "Do people use the Internet to make new friends in your country? What do you think about social networking? What do you think about online friends?"
- Books open. Ss look at two examples of online profiles of two neighbors. Ask: "What kind of information did these people include?" (Answer: basic information like location, hometown, work, likes and interests, and contact information)
- **Option:** Ss work in pairs. Student A reads the information on the left, and Student B reads the information on the right. Then partners exchange information about the people.
- Ss work in pairs or groups to discuss the questions. Go around the class and give help as needed.
- If necessary, review the structures "they both . . ." and "so does (s)he."
- **Option:** The third task, creating an online profile, could be assigned as homework or turned into a project.
- Ss compare their profiles with classmates. They discuss what they have in common.

2 CONVERSATION

Learning Objective: use the simple past in a conversation between two people meeting for the first time

A [CD 1, Track 1]

TIP

To help focus Ss' attention on the picture rather than the text, ask them to bring a small card (such as an index card) to class. Ss then use the card to cover the text.

- Ss cover the text with a card and look at the picture. Ask them to guess some information (e.g., "Where are these people? What are they doing? What has just happened? Do they know each other?"). Don't give the answers yet.
- Play the audio program. Ss listen and check their predictions. (Answer: Two strangers were skating in the park and crashed into each other.)
- Ask Ss to listen for three facts about Nico's background. Play the audio program again. Ss listen and take notes.
- Check Ss' answers. (Answers: He's from Argentina. He was born and grew up there. His family moved ten years ago, when he was in middle school.)
- Point out how Nico gives additional information (e.g., *Yes, I am, . . . I was born . . . Yes, I did, but . . .*). Tell Ss they will practice this.

Play the audio program again. Ss listen and read silently. Go over any vocabulary that they find difficult.

- Ss practice the conversation in pairs. Go around the class and encourage Ss to be enthusiastic and to have fun.

! For more practice exchanging personal information, try **Say It with Feeling!** – download it from the website. Ss use gestures and emotions here, such as surprise when bumping into each other, hand gestures when saying "Here in the park," and a handshake when introducing themselves.

TIP

If time is an issue, ask only one or two pairs to act out the conversation.

B [CD 1, Track 2]

- Read the instructions and the question. Tell Ss not to worry about understanding every word. Then play the rest of the audio program. Ss listen to find the answers.

(Note: Because *Interchange Fifth Edition Student's Book 2* contains longer listening materials than *Student's Book 1*, the audio scripts appear at the back of this Teacher's Edition.)

Audio script

See page T-168.

Answer

Isabel works in a hospital. She's a computer specialist.

3 GRAMMAR FOCUS

Learning Objective: use *was/were* and *did* to ask and answer questions

[CD 1, Track 3]

Past tense questions

- Books closed. Write these questions on the board. Ask Ss to complete them:
 - Where _____ you born?
 - When _____ you move to Los Angeles?
- Focus Ss' attention on the Grammar Focus box. Then ask them to check their answers.
- Ask: "What is the difference between the left and right columns?" (Answer: Left column contains questions with *be*; right column contains questions with *did*.)
- Point out that we say "to be born" (not "to born") and "to die" (not "to be died").
- Elicit the rule for the two types of questions:
To be: Wh- + **was/were** + subject + (rest)?
Other verbs: Wh- + **did** + subject + verb + (rest)?
- Books open. Focus Ss' attention on the Grammar Focus box. Play the audio program to present the questions and statements.
- Option:** Play the audio program again. Divide the class into two groups: One group repeats the questions, and the other repeats the responses. For additional practice, Ss switch roles.

A

- Read the instructions and model the task with the first question. Ss complete the exercise individually and then go over answers in pairs.

4 LISTENING

Learning Objective: listen for details in interviews with immigrants

[CD 1, Track 4]

- As a topic warm-up, ask Ss questions about immigrants (e.g., "Are there many immigrants where you live? Where are they from? What do you think they miss? What do you think they find difficult?").
- Set the scene. Ss are going to hear interviews with two immigrants. Play the audio program. Ss listen to find out why they moved to the U.S.A. (Answer: 1. Enrique: to study business; Jessica: to go to high school and improve her English)

Audio script

See page T-168.

- Elicit Ss' responses to check answers.

Answers

- A: Your English is very good. When **did** you begin to study English?
B: I **began/started** in middle school.
A: What **did** you think of English class at first?
B: I **thought** it was a little difficult, but fun.
- A: Where **were** you born?
B: I **was** born in Mexico.
A: **Did** you grow up there?
B: No, I **didn't**. I **grew** up in Canada.
- A: Where **did** you meet your best friend?
B: We **met** in high school.
A: Do you still see each other?
B: Yes, but not very often. She **moved** to South Korea two years ago.
- A: **Did** you have a favorite teacher when you **were** a child?
B: Yes, I **did**. I **had** a very good teacher named Mr. Potter.
A: What **did** he teach?
B: He **taught** math.

- Ss practice the conversations in pairs. Then they switch roles and practice again.

! For another way to practice this conversation, try **Look Up and Speak!** – download it from the website.

B Pair work

- Read the instructions. Model the task with one or two Ss by asking them these questions in part A: "Where were you born? Did you grow up there?"
- Ss work in pairs to take turns asking the questions and responding with their own information.
- Go around the class and give help as needed. Note any common grammatical problems. After pairs finish, go over the errors you noticed.

[CD 1, Track 5]

- Present the questions in the chart. Point out that Ss need to write only key words and phrases, not full sentences. Play the audio program again. Ss listen and complete the chart.
- After Ss compare answers in pairs, check answers by asking some Ss to write their responses on the board.

Answers

| Enrique | Jessica |
|----------------------------------|----------------------|
| 1. not spending time with family | the school system |
| 2. food | family and the music |

C Group work

- Divide Ss into groups so they can answer the question orally. Have one S from each group present the answers to the class.

3 GRAMMAR FOCUS

Past tense

Where **were** you born?

I **was** born in Argentina.

Were you born in Buenos Aires?

Yes, I **was**.

No, I **wasn't**. I **was** born in Córdoba.

When **did** you **move** to Los Angeles?

I **moved** here 10 years ago. I **didn't speak** English.

Did you **take** English classes in Argentina?

Yes, I **did**. I **took** classes for a year.

No, I **didn't**. My aunt **taught** me at home.

GRAMMAR PLUS see page 132

A Complete these conversations. Then practice with a partner.

1. A: Your English is very good. When _____ you begin to study English?

B: I _____ in middle school.

A: What _____ you think of English class at first?

B: I _____ it was a little difficult, but fun.

2. A: Where _____ you born?

B: I _____ born in Mexico.

A: _____ you grow up there?

B: No, I _____. I _____ up in Canada.

3. A: Where _____ you meet your best friend?

B: We _____ in high school.

A: Do you still see each other?

B: Yes, but not very often. She _____ to South Korea two years ago.

4. A: _____ you have a favorite teacher when you _____ a child?

B: Yes, I _____. I _____ a very good teacher named Mr. Potter.

A: What _____ he teach?

B: He _____ math.

B PAIR WORK Take turns asking the questions in part A. Give your own information when answering.

4 LISTENING Why did you move?

A Listen to interviews with two immigrants to the United States. Why did they move to the U.S.A.?

B Listen again and complete the chart.

| | Enrique | Jessica |
|--|---------|---------|
| 1. What were the most difficult changes? | | |
| 2. What do they miss the most? | | |

C GROUP WORK Enrique and Jessica talk about difficult changes. What could be some positive things about moving to a city like New York?

5 SPEAKING Tell me about yourself.

A PAIR WORK Check (✓) six questions below and add your own questions. Then interview a classmate you don't know very well. Ask follow-up questions.

- | | |
|--|---|
| <input type="checkbox"/> Where were your grandparents born? | <input type="checkbox"/> When did you first study English? |
| <input type="checkbox"/> Where did they grow up? | <input type="checkbox"/> Can you speak other languages? |
| <input type="checkbox"/> Did you see them a lot when you were young? | <input type="checkbox"/> What were your best subjects in middle school? |
| <input type="checkbox"/> Who's your favorite relative? | <input type="checkbox"/> What subjects didn't you like? |

A: Where were your grandparents born?

B: My grandfather was born in Brazil, but my grandmother was born in Colombia.

A: Really? Where did they first meet?

useful expressions

Oh, that's interesting.

Really? Me, too!

Wow! Tell me more.

B GROUP WORK Tell the group what you learned about your partner. Then answer any questions.

"Vera's grandfather was born in Brazil, but her grandmother was born in . . ."

6 WORD POWER

A Complete the word map. Add two more words of your own to each category. Then compare with a partner.

✓ amusement park

beach

cat

collect comic books

fish

play video games

playground

stickers

teddy bear

toy cars

turtle

watch cartoons

PETS

PLACES

amusement park

HOBBIES

POSSESSIONS

CHILDHOOD
MEMORIES

B PAIR WORK Choose three words from the word map and use them to describe some of your childhood memories.

A: I loved to watch cartoons when I was a kid.

B: Me, too. What was your favorite?

A: I liked anything with superheroes in it. What about you?

5 SPEAKING

Learning Objectives: discuss past experiences using questions with *was/were* and *did*; ask follow-up questions; give additional information

A Pair work

- Have Ss silently read the instructions and questions. Then let them choose six questions to ask a classmate.
- Model the task with a S.
T: Hi, my name's _____.
S: Hello. I'm _____. Nice to meet you.
T: Nice to meet you, too. So, where were your grandparents born?
S: My grandfather was born in Brazil, but my grandmother was born in Colombia.
- Ss work in pairs, preferably with a partner they don't know very well. Remind Ss to ask follow-up questions and give additional information. Point out the *useful expressions* box.
- While Ss are interviewing each other, go around the class and give help as needed.

! For a new way to practice exchanging personal information, try the **Onion Ring** – download it from the website.

B Group work

- Read the instructions and the example sentence. Have Ss form groups.
- Have Ss take turns telling the group three interesting things they learned about their partner and answering any questions.
- **Option:** Ss introduce their partner from part A to the class.

End of Cycle 1

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

Cycle 2, Exercises 6–13

6 WORD POWER

Learning Objective: use vocabulary for discussing childhood memories

A

- Read the instructions and focus Ss' attention on the word map. Then ask Ss to look at the vocabulary list and help them with the first word. Ask: "Is *beach* an example of a pet, hobby, place, or possession?" (Answer: place)
- Ss complete the word map individually. Remind them to add two more words to each category. Let them use their dictionaries if they want.
- Elicit answers from the class. Write additional words on the board and encourage Ss to add them to their own maps. Explain the meaning and pronunciation of any new vocabulary.

B Pair work

- Go over the task and the example conversation.
- Model the task with one or two Ss.
- After Ss choose three words from the word map, have them form pairs and take turns talking about some of their childhood memories. Go around the class and give help as needed.
- **Option:** If possible, have Ss bring photos or mementos from their childhood to share with the class.

! For more practice with childhood vocabulary and past tense verbs, play the **Chain Game** – download it from the website. Start like this:

S1: Many years ago, I collected comic books.

S2: Many years ago, S1 collected comic books and I had a cat.

Answers

Pets

cat
fish
turtle

Places

amusement park
beach
playground

Hobbies

collect comic books
play video games
watch cartoons

Possessions

stickers
teddy bear
toy cars

7 PERSPECTIVES

Learning Objectives: discuss childhood habits; identify *used to* in context

TIP

The objective of the Perspectives section is to show Ss how a new structure is used. Don't expect them to produce the new language until it is presented in the Grammar Focus section.

A [CD 1, Track 6]

- Books closed. Write this sentence on the board:
When I was a kid, I never used to play sports, but now I like to keep fit.
- Explain that *used to* refers to something that you regularly did in the past but do not do anymore.
- Elicit examples of activities that Ss regularly did in the past but don't do anymore (e.g., *be afraid of the dark, talk in class, play with dolls*).

- Books open. Explain the task. Ss silently read the statements and check (✓) those that are true for them.
- Go around the class and give help as needed. Explain any new vocabulary.

Vocabulary

fit: in good health; in shape
messy: untidy; not neat

- Play the audio program. Ss listen and raise their hand every time they hear a statement that is true about them. Find out which changes are most common in their lives.
- **Option:** Have Ss study some of the verbs and their collocations (e.g., *keep fit, follow politics, care about appearance*).

B Pair work

- Read the instructions and the example sentences. Ss work in pairs to discuss the changes. Point out that there are no right or wrong answers.

8 GRAMMAR FOCUS

Learning Objective: form questions, statements, negatives, and short answers with *used to*

A [CD 1, Track 7]

- Focus Ss' attention on the statements in the Perspectives section. Check that they understand the meaning of *used to*. If helpful, point out that *used to* refers to an activity that takes place over an extended period of time. We can't say, "I used to go to the movies last Saturday."
- Have Ss find some examples in the Perspectives section of affirmative statements with *used to* (Answers: 2, 6, 7), and negative statements with *used to* (Answers: 1, 3, 4, 5). Then elicit the rules for forming affirmative and negative structures with *used to*:

Affirmative: subject + *used to* + verb + (rest)
I used to be (neat and organized . . .)

Negative: subject + *didn't use to* + verb + (rest)
I didn't use to collect . . .

- Point out that while *never* is used in negative statements, it follows the rule for the affirmative structure.
subject + *never used to* + verb + (rest)
I never used to play . . .
- Play the audio program. Ss listen and silently read the Grammar Focus box. Then point out how questions are formed (*did + use to*), and elicit examples from the class.

A

- Read the instructions and model the task with the first question. Have Ss complete the exercise individually and then go over answers in pairs.

Answers


1. Did . . . use to; used to
2. Did . . . use to; didn't use to; used to
3. did . . . use to; used to
4. did . . . use to; didn't use to

TIP

To encourage Ss to use English as they work in pairs, have them look at the Classroom Language on page v. If possible, write the phrases on posters and display them on the classroom walls.

B

- Explain the task. Ss first work individually to write four sentences about themselves with *used to*. Then Ss work in pairs, taking turns reading their sentences to each other.
- Encourage pairs to correct each other's sentences as needed. Tell Ss they will practice their sentences again in Exercise 9, part B.
- **Option:** Read some sentences written by Ss. Ask the class to guess who wrote the sentences.

 For more practice with new vocabulary and *used to*, play **Mime** – download it from the website. Ss act out statements from the Perspectives section or make up their own.



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