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interchange

FIFTH EDITION

intro

Teacher's Edition

Jack C. Richards

Experience
Better
Learning

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Plan of Intro book



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	Titles/Topics	Speaking	Grammar
	UNIT 1 PAGES 2-7 What's your name? Alphabet; greetings and leave-takings; names and titles of address; numbers 0-10, phone numbers, and email addresses	Introducing yourself and friends; saying hello and good-bye; asking for names and phone numbers	Possessive adjectives <i>my, your, his, her</i> ; the verb <i>be</i> ; affirmative statements and contractions
	UNIT 2 PAGES 8-13 Where are my keys? Possessions, classroom objects, personal items, and locations in a room	Naming objects; asking for and giving the locations of objects	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>
	PROGRESS CHECK PAGES 14-15		
	UNIT 3 PAGES 16-21 Where are you from? Cities and countries; adjectives of personality and appearance; numbers 11-103 and ages	Talking about cities and countries; asking for and giving information about place of origin, nationality, first language, and age; describing people	The verb <i>be</i> : affirmative and negative statements, <i>yes/no</i> questions, short answers, and <i>Wh</i> -questions
	UNIT 4 PAGES 22-27 Is this coat yours? Clothing; colors; weather and seasons	Asking about and describing clothing and colors; talking about the weather and seasons; finding the owners of objects	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
	PROGRESS CHECK PAGES 28-29		
	UNIT 5 PAGES 30-35 What time is it? Clock time; times of the day; everyday activities	Asking for and telling time; asking about and describing current activities	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
	UNIT 6 PAGES 36-41 I ride my bike to school. Transportation; family relationships; daily routines; days of the week	Asking for and giving information about how people go to work or school; talking about family members; describing daily and weekly routines	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>
	PROGRESS CHECK PAGES 42-43		
	UNIT 7 PAGES 44-49 Does it have a view? Houses and apartments; rooms; furniture	Asking about and describing houses and apartments; talking about the furniture in a room	Simple present short answers; <i>there is, there are; there's no, there isn't a, there are no, there aren't any</i>
	UNIT 8 PAGES 50-55 Where do you work? Jobs and workplaces	Asking for and giving information about work; giving opinions about jobs; describing workday routines	Simple present <i>Wh</i> -questions with <i>do</i> and <i>does</i> ; placement of adjectives after <i>be</i> and before nouns
	PROGRESS CHECK PAGES 56-57		

Pronunciation/Listening

Writing/Reading

Interchange Activity

Linked sounds
Listening for the spelling of names,
phone numbers, and email addresses

Writing a list of names, phone
numbers, and email addresses

"Celebrity classmates": Introducing
yourself to new people
PAGE 114

Plural -s endings
Listening for the locations of objects

Writing the locations of objects

"Find the differences": Comparing
two pictures of a room
PAGE 115

Syllable stress
Listening for countries, cities, and
languages; listening to descriptions
of people

Writing questions requesting
personal information

"Let's talk!": Finding out more about
your classmates
PAGE 116

The letters *s* and *sh*
Listening for descriptions of clothing
and colors

Writing questions about what people
are wearing

"Celebrity fashions": Describing
celebrities' clothing
PAGES 116-117

Rising and falling intonation
Listening for times of the day;
listening to identify people's actions

Writing times of the day
"Message Me!": Reading an online
chat between two friends

"What's wrong with this picture?":
Describing what's wrong with a
picture
PAGE 119

Third-person singular -s endings
Listening for activities and days of the
week

Writing about your weekly routine
"What's Your Schedule Like?":
Reading about someone's daily
schedule

"Class survey": Finding out more
about classmates' habits and routines
PAGE 120

Words with *th*
Listening to descriptions of homes;
listening to people shop for furniture

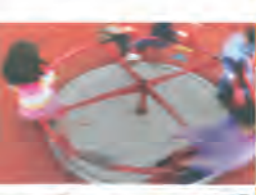
Writing about your dream home
"Unique Hotels": Reading about two
interesting hotels

"Find the differences": Comparing
two apartments
PAGE 121

Reduction of *do*
Listening to people describe their
jobs

Writing about jobs
"Dream Jobs": Reading about two
unusual jobs

"The perfect job": Figuring out what
job is right for you
PAGE 122

Titles/Topics	Speaking	Grammar
 UNIT 9 PAGES 58–63 I always eat breakfast. Basic foods; breakfast foods; meals	Talking about food likes and dislikes; giving opinions about healthy and unhealthy foods; talking about foods you have and need; describing eating habits	Count and noncount nouns; <i>some</i> and <i>any</i>; adverbs of frequency: <i>always</i>, <i>usually</i>, <i>often</i>, <i>sometimes</i>, <i>hardly ever</i>, <i>never</i>
 UNIT 10 PAGES 64–69 What sports do you like? Sports; abilities and talents	Asking about free-time activities; asking for and giving information about abilities and talents	Simple present Wh-questions; <i>can</i> for ability; yes/no and Wh-questions with <i>can</i>
PROGRESS CHECK PAGES 70–71		
 UNIT 11 PAGES 72–77 I'm going to have a party. Months and dates; birthdays, holidays, festivals, and special days	Asking about birthdays; talking about plans for the evening, weekend, and other occasions	The future with <i>be going to</i>; yes/no and Wh-questions with <i>be going to</i>; future time expressions
 UNIT 12 PAGES 78–83 How do you feel? Parts of the body; health problems and advice; medications	Describing health problems; talking about common medications; giving advice for health problems	<i>Have</i> + noun; <i>feel</i> + adjective; negative and positive adjectives; imperatives
PROGRESS CHECK PAGES 84–85		
 UNIT 13 PAGES 86–91 How do I get there? Stores and things you can buy there; tourist attractions	Talking about stores and other places; asking for and giving directions	Prepositions of place: <i>on</i>, <i>on the corner of</i>, <i>across from</i>, <i>next to</i>, <i>between</i>; giving directions with imperatives
 UNIT 14 PAGES 92–97 I had a good time. Weekends; chores and fun activities; vacations; summer activities	Asking for and giving information about weekend and vacation activities	Simple past statements with regular and irregular verbs; simple past yes/no questions and short answers
PROGRESS CHECK PAGES 98–99		
 UNIT 15 PAGES 100–105 Where were you born? Biographical information; years; school days	Asking for and giving information about date and place of birth; describing school experiences and memories	Statements and questions with the past of <i>be</i>; Wh-questions with <i>did</i>, <i>was</i>, and <i>were</i>
 UNIT 16 PAGES 106–111 Can I take a message? Locations; telephone calls; invitations; going out with friends	Describing people's locations; making, accepting, and declining invitations; making excuses	Prepositional phrases; subject and object pronouns; invitations with <i>Do you want to...?</i> and <i>Would you like to...?</i>; verb + <i>to</i>
PROGRESS CHECK PAGES 112–113		
GRAMMAR PLUS PAGES 132–150		

Pronunciation/Listening
Writing/Reading
Interchange Activity

Sentence stress
Listening for people's food preferences

Writing about mealtime habits
"It's a Food Festival!": Reading about foods people celebrate

"Planning a party": Choose snacks for a party and compare answers
PAGE 123

Pronunciation of *can* and *can't*
Listening for people's favorite sports to watch or play; listening to people talk about their abilities

Writing questions about sports
"Awesome Sports Records": Reading about fitness records from around the world

"Hidden talents": Finding out more about your classmates' hidden talents
PAGE 125

Reduction of *going to*
Listening to people talk about their holiday plans

Writing about weekend plans
"Happy Birthday to You!": Reading about birthday customs in different places

"Take a guess": Making guesses about a classmate's plans
PAGE 126

Sentence intonation
Listening to people talk about health problems; listening for medications

Writing advice for health problems
"Do You Know Your Body?": Reading interesting facts about your body

"Problems, problems": Giving advice for some common problems
PAGE 126

Compound nouns
Listening to people talk about shopping; listening to directions

Writing directions
"A Tour of Palermo, Buenos Aires": Reading about popular tourist attractions in Buenos Aires, Argentina

"Giving directions": Asking for directions in a neighborhood
PAGE 127, 128

Simple past *-ed* endings
Listening to people talk about their past summer activities

Writing about last weekend
"Did You Have a Good Weekend?": Reading about four people's weekend experiences

"Past activities": Comparing your classmates' childhoods
PAGE 129

Negative contractions
Listening for places and dates of birth

Writing questions about a person's life
"Who is Marina Chapman?": Reading about a woman's life

"This is your life": Finding out more about your classmates' lives
PAGE 130

Reduction of *want to* and *have to*
Listening to phone conversations about making and changing plans

Writing about weekend plans
"Austin City Limits!": Reading about events at a festival

"The perfect weekend": Making plans with your classmates
PAGE 131

Unit 1 Supplementary Resources Overview

	After the following 58 exercises	You can use these materials in class	You, students can use these materials outside the classroom
CYCLE 1	1 Conversation		SS Unit 1 Speaking 1
	2 Snapshot		
	3 Grammar Focus		SB Unit 1 Grammar Plus, Focus 1 SS Unit 1 Grammar 1 GAME Sentence Runner (The verb <i>be</i> 1)
	4 Speaking	TSS Unit 1 Extra Worksheet	
	5 Listening		
	6 Word Power		SS Unit 1 Vocabulary 1
	7 Speaking		SS Unit 1 Vocabulary 2 WB Unit 1 exercises 1–4
CYCLE 2	8 Conversation		SS Unit 1 Speaking 2
	9 Grammar Focus		SB Unit 1 Grammar Plus, Focus 2 SS Unit 1 Grammar 2 GAME Speak or Swim (The verb <i>be</i> 2)
	10 Pronunciation		
	11 Speaking		
	12 Listening		GAME Sentence Stacker (The alphabet and numbers)
	13 Interchange 1		
	14 Speaking	TSS Unit 1 Vocabulary Worksheet TSS Unit 1 Grammar Worksheet TSS Unit 1 Listening Worksheet 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 GAME Word keys (The verb <i>be</i> ; Saying hello and good-bye) 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

[illegible]

With or instead of the following SB section	I am using these materials for assessment

What's your name?

- Say hello and make introductions
- Say good-bye and exchange contact information

1 CONVERSATION My name is Joshua Brown.

- A Listen and practice.

- Joshua** Hello. My name is Joshua Brown.
- Isabella** Hi. My name is Isabella Martins.
- Joshua** It's nice to meet you, Isabella.
- Isabella** Nice to meet you, too.
- Joshua** I'm sorry. What's your last name again?
- Isabella** It's Martins.

First names	Last names
Joshua	Brown
Isabella	Martins



- B **PAIR WORK** Introduce yourself to your partner.

2 SNAPSHOT

- Listen and practice.



Nicholas Hoult

Names & nicknames

Nicholas (Nick)

Emily (Em)

Michael (Mike)

Madison (Maddie)

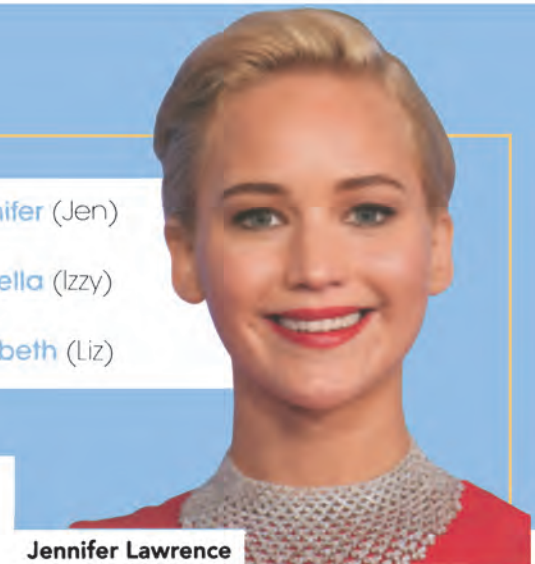
Joshua (Josh)

William (Will)

Jennifer (Jen)

Isabella (Izzy)

Elizabeth (Liz)



Jennifer Lawrence

What are some popular names and nicknames in your country?
Do you have a nickname? What is it?

3 GRAMMAR FOCUS

My, you, his, her

What's **your** name? **My** name's Carlos.
What's **his** name? **His** name's Joshua.
What's **her** name? **Her** name's Isabella.

What's = What is

GRAMMAR PLUS see page 132

A Complete the conversations. Use *my, your, his, or her*.



1. **A:** Hello. What's your name?
B: Hi. name is Carlos.
What's name?
A: name is Akina.



2. **A:** What's name?
B: name is Ethan.
A: And what's name?
B: name is Caroline.

B **PAIR WORK** Practice the conversations with a partner.

4 SPEAKING Spelling names

A Listen and practice.



B **CLASS ACTIVITY** Listen and practice. Then practice with your own names. Make a list of your classmates' names.

- A:** What's your name?
B: My name is Akina Hayashi.
A: Is that A-K-I-N-A?
B: Yes, that's right.
A: How do you spell your last name? H-A-Y-A-S-H-Y?
B: No, it's H-A-Y-A-S-H-I.

My classmates	
Akina Hayashi	
Ethan Reed	

5 LISTENING Your name, please?

How do you spell the names? Listen and check (✓) the correct answers.

- | | | | |
|---|--|--|---|
| 1. ☐ Kate
☐ Cate | 2. ☐ Erick
☐ Eric | 3. ☐ Sophia
☐ Sofia | 4. ☐ Zackary
☐ Zachary |
|---|--|--|---|

6 WORD POWER Titles

▶ A Listen and practice.

Miss Kato (single females) **Ms.** Yong (single or married females)
Mrs. Jones (married females) **Mr.** Rodriguez (single or married males)

▶ B Listen and write the titles.

1. _____ Santos 2. _____ Wilson 3. _____ Park 4. _____ Rossi

7 SPEAKING Saying hello

▶ A Listen and practice.



▶ B **CLASS ACTIVITY** Go around the class. Greet your classmates formally (with titles) and informally (without titles).

1

What's your name?

Cycle 1, Exercises 1–7

In Unit 1, students say hello, make introduction and say good-bye and exchange contact information. By the end of Cycle 1, students will be able to say hello and make introductions using *your*, *his*, and *her*. By the end of Cycle 2, students will be able to say good-bye and exchange contact information using subject pronouns and the verb *be*.

1 CONVERSATION

Learning Objective: use *my* and *your* while saying hello and making introductions

TIP

To learn your Ss' names, have them make name cards. Each S folds a piece of paper in thirds and writes his or her name on one side. Then they place the name cards on their desks.

A [CD 1, Track 1]

- Books closed. Introduce yourself. Shake hands with a S and say: "Hi. My name is ..." or "I'm ...". Encourage Ss to respond using their own names (e.g., *My name is ...* or *I'm ...*). When Ss respond, say: "It's nice to meet you."
- Books open. Focus Ss' attention on the picture and the names in the conversation.
- Play the audio program. Ss listen and read silently.
- Write these sentences on the board:
I'm Isabella Martins.
My name is Joshua Brown.
- Explain that *I'm ...* and *My name is ...* have the same meaning. Change *Isabella Martins* to *Joshua Brown* (and vice versa) in the sentences on the board.
- Play the audio program again. Ss listen and read 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 *Isabella*. Point to one and say: "My name is Isabella." Then point to the other and say: "My name is Isabella, too."

- Write this sentence on the board:

It's nice to meet you.

Ask a S to read the sentence. Respond: "It's nice to meet you, too."

- Play the audio program again. Ss listen and read silently. Then they practice the conversation in pairs.
- For a new way to practice this conversation, try **Look Up and Speak!** – download it from the website.
- Focus Ss' attention on the first names and last names in the box. Model with your own name. Say: "My first name is ... My last name is ...". Ask a few Ss: "What's your first name? What's your last name?"

B Pair work

- Explain the task. Then model it with a few Ss, using your own names and the conversation as a model.
- Ss stand up and practice the conversation in pairs. When they finish, they practice the conversation with a different partner.
- Ss change roles and partners several times. Go around the class and encourage Ss to shake hands and smile while introducing themselves.
- Option:** Ask one or two pairs of Ss to role-play the conversation for the class.

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

2 SNAPSHOT

Learning Objective: talk about popular names in the U.S. and their own countries

A [CD 1, Track 2]

- Focus Ss' attention on the Snapshot. Explain that these are popular names in English. A *nickname* is an informal name for a person, place, or thing.
- Play the audio program. Ss listen and repeat.

- Write this on the board:

Michael

Ask: "What is the nickname for Michael?" Elicit the answer. (Answer: Mike). Circle the first part of the name: "Mich." Explain that we change the spelling for the nickname "Mike." Repeat with the name Madison (Maddie).

- Read the focus questions.
- Elicit popular names and nicknames and list them under the Ss' countries. Then elicit any nicknames the Ss have and add them to the lists.

3 GRAMMAR FOCUS

Learning Objective: ask and answer questions with What's ... name? and my, your, his, and her

[CD 1, Track 3]

- Play the audio program for the Grammar Focus box. Ss listen and read silently.

A

- Focus Ss' attention on the pictures. Ask Ss what the people are doing. (Answer: shaking hands/meeting each other/introducing themselves)
- Read the example aloud. Ss complete the task individually. Elicit the answers.

Answers

1. A: Hello. What's **your** name?
B: Hi. **My** name is Carlos.
What's **your** name?
A: **My** name is Akina.
2. A: What's **his** name?
B: **His** name is Ethan.
A: And what's **her** name?
B: **Her** name is Caroline.

B Pair work

- Ss practice in pairs using their own names and the names of other Ss. Then have each partner stand and find a new partner and practice again. Repeat until each S has spoken to three or four partners.

4 SPEAKING

Learning Objectives: identify letters and their sounds; spell people's names

A [CD 1, Track 4]

- Play the first part of the audio program. Ss listen and read silently. Then play the first part of the audio program again. Ss listen and repeat.
- **Option:** Ss practice the alphabet in pairs, taking turns reading the letters.

B Class activity [CD 1, Track 5]

- Explain the task and focus Ss' attention on the example list of classmates' names.
- Play the second part of the audio program. Ss listen and read silently. Then play the second part again, pausing after each line. Ss listen and repeat.
- Model the task with a S. Then Ss go around the class with their notebooks and complete the task.

5 LISTENING

Learning Objective: listen for correct spelling

[CD 1, Track 6]

- Read the four pairs of names aloud. Point out that the names in each pair have the same pronunciation.
- Play the first conversation in the audio program and model the task. Then play the rest of the audio program, pausing after each conversation. Ss listen and complete the task.
- Ss compare their answers in pairs. Then write the answers on the board.

Audio script

1.
Woman Is your name Cate Lopez?
Cate That's right.
Woman And how do you spell your first name?
Cate It's C-A-T-E.
Woman OK. Thank you.

2.
Woman Eric Russo. Is your first name spelled E-R-I-C?
Erick No. My name is spelled E-R-I-C-K.
Woman I'm sorry. Could you repeat that?
Erick Yes. It's E-R-I-C-K.
Woman Oh, so it's Erick with a C-K. Got it.
3.
Sophia My name is Sophia Peters.
Woman Thank you. Sophia ... that's S-O-F-I-A?
Sophia No. It's spelled S-O-P-H-I-A.
Woman Oh, excuse me. S-O-P-H-I-A.
Sophia That's right.
4.
Woman Your name, please?
Zachary It's Zachary Tanaka.
Woman Is your first name Z-A-C-K-A-R-Y?
Zachary No, it's Z-A-C-H-A-R-Y.
Woman Oh, so it's Z-A-C-H-A-R-Y. Thank you, Mr. Tanaka.

Answers

1. Cate
2. Erick
3. Sophia
4. Zachary

6 WORD POWER

Learning Objectives: use titles for men and women

A [CD 1, Track 7]

- Focus Ss' attention on the box with titles. Read each title aloud and ask Ss to repeat.
- Explain that we use titles with last names. Remind Ss of the meanings of *male* and *female*.
- Ask the class: "Who uses the title *Miss*? *Mrs.*? *Ms.*? *Mr.*?" Ss raise their hands. Explain that the end punctuation for *Mrs.*, *Ms.*, and *Mr.* is a *period*.
- Play the audio program. Ss listen and repeat.
- **Option:** To help Ss recognize the difference between *Miss* and *Ms.*, ask them to put their hands on their throats and say the words. The sound /s/ in *Miss* has no vibration, but the sound /z/ in *Ms.* has a vibration.

B [CD 1, Track 8]

- Play the audio program. Ss listen and read silently. Play the audio program again. Ss complete the task.
- Call on Ss to say the names and titles. Write the answers on the board.

Answers

1. Mr.
2. Mrs.
3. Miss
4. Ms.

- **Option:** Ss work in pairs. S1 spells out the names on his or her list, and S2 writes them down. Then they change roles. The pairs check answers by comparing lists.

7 SPEAKING

Learning Objectives: use formal and informal greetings for different times of day

A [CD 1, Track 9]

- Focus Ss' attention on the pictures.
- Play the audio program once or twice. Ss listen and read silently.
- Elicit the expressions that mean "hello" and write them on the board. (Answers: Hi, Good morning, Good afternoon, Good evening, Hello) Encourage Ss to use the pictures to guess the meanings of *morning*, *afternoon*, and *evening*.
- Check Ss' understanding of when to use titles. Point to picture 2 and invent full names for the woman (e.g., *Paula Rodriguez*) and the girl (e.g., *Taylor Conner*). Write the names on the board.
T: (point to the woman's speech bubble) Good morning, Mrs. Conner. How are you? (ask Ss) OK?
Ss: No!
T: (point to the girl's speech bubble) I'm just fine, Paula. Thank you. (ask Ss) OK?
Ss: No!
- Play the audio program again, pausing after each short conversation. Ss listen and repeat.

TIP

To encourage Ss to learn the Classroom Language on page v of the Student's Book, write the expressions on cards. Then put the cards on the walls.

B Class activity

- Books closed. Explain and model the first task. Write *formal greetings* on the board. Then greet several Ss using titles. For example:
T: Good evening, (Mr. Chen).
S1: Good evening, (your title and last name).
T: Hello, (Ms. Ramirez).
S2: Hello, (your title and last name).
- **Option:** If Ss don't know each other's names yet, have them wear name tags during the activity.
- Ss go around the class and greet four or five classmates. Go around the room and check their use of titles and last names.
- When each S has greeted four or five others, stop the activity.
- Explain and model the second task. Write *informal greetings* on the board. Ask two Ss to greet each other using first names only. For example:
S1: Hi, (Alicia).
S2: Hi, (Mariko).
- Ss go around the class and greet four or five classmates. Go around the room and check their use of first names only.
- For a new way to practice greetings, try **Musical Dialog** – download it from the website.

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 8–14

8 CONVERSATION

Learning Objective: use subject pronouns and *be* in short conversations about introductions and greetings

A [CD 1, Track 10]

- Books open. Focus Ss' attention on the pictures. Point to the picture of Lena Garza and ask: "What's her name?" (Answer: Her name is Lena Garza.)
- Play the audio program once or twice. Ss listen and read silently.
- If needed, explain any new vocabulary. For *excuse me*, tap a S on the shoulder and say: "Excuse me" to get his or her attention. For *over there*, put a S's book on the other side of the classroom. Stand next to the S, point to the book, and say: "Your book is over there." For *history*, write an historic date and event Ss might know on the board (e.g., *April 12, 1961: first person in space*).
- Ss cover the text. Play the audio program again. Ss listen and look at the pictures.
- Ss work in groups of three. They practice the conversations three times, changing roles.

- Option:** Ask one or two groups to role-play the conversations for the class.

TIP

To keep Ss interested in role plays, ask no more than two pairs or groups to role-play conversations for the class. Keep a record of who role-played the conversations and choose different Ss each time.

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

B Group work

- Books closed. Explain the task. Write this conversation on the board:
S1: Hi, (S2).
S2: Hi, (S1).
S1: (S2), this is (S3).
S2: Hi, (S3).
S3: Hi, (S2). Nice to meet you.
Then ask three Ss to model the conversation.
- Ss take turns introducing each other in groups of three. Remind Ss to look at each other as they speak.

9 GRAMMAR FOCUS

Learning Objective: use subject pronouns and *be* in short conversations

A [CD 1, Track 11]

- Focus Ss' attention on the Grammar Focus box. Ss read silently.
- Play the audio program for the Grammar Focus box. Ss listen and read silently.
- Focus Ss' attention on the contractions. Contrast the pronunciation of *I am* and *I'm*, *you are* and *you're*, and so on. Point out that we use contractions in statements and negative short answers. We do not use them in yes/no questions or positive short answers.
- Play the audio program again. Ss listen and repeat.
- Option:** Ss underline the contractions in the conversations in Exercise 8. Then they compare answers in pairs. (Answers: *I'm*, *She's*, *I'm*, *You're*, *I'm*, *He's*)

- Explain and model the task. Point out the choices in parentheses. Elicit the correct answers and write them on the board.
- Books open. Ss complete the task individually. As they work, copy the rest of the conversation on the board.
- Ask different Ss to write the correct answers on the board. Go over answers with the class.

Answers

Ben: Hello, Christy. How **are** you?
Christy: **I'm** fine, thanks. **I'm** sorry – what's your name again?
Ben: **It's** Ben – Ben Durant.
Christy: That's right! Ben, this **is** Joshua Brown. **He's** in our history class.
Ben: **It's** nice to meet you.
Joshua: Hi, Ben. I think **you're** in my English class, too.
Ben: Oh, right! Yes, I **am**.

- Ss practice the conversation in groups of three. Then they change roles and practice again.



- Books closed. Write the first two lines of the conversation on the board. Do not fill in the example.

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