THIRD EDITION

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A time to remember

Cycle 1, Exercises 1–5

SNAPSHOT

Learning objectives: read personal ads on the Internet; discuss how people meet

- 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 chat rooms? What do you think about online personal ads?"
- Books open. Ss look at two examples of personal ads on the Internet. Ask: "What kind of information did these people include in their ads?" (Answer: background, professional information, and personal information)

In Unit 1, students discuss the past. In Cycle 1, they get to know people using past tense questions with did and was/were to ask them about their past. In Cycle 2, they talk about their childhoods using used to.

- **Option:** Ss work in pairs. Student A reads the ad on the left, and Student B reads the ad on the right. Then partners exchange information about the ads.
- 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 a personal profile, could be assigned as homework or turned into a project.
- Ss compare their profile with a partner. They discuss how they are similar and different.

2 CONVERSATION

Learning objectives: practice a conversation between two people meeting each other for the first time; see past simple questions in context

A 🜔 [CD 1, Track 1]

• Ss cover the text with a "Don't Look" card and look at the picture. Ask Ss 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.

TIP To help focus Ss' attention on the picture rather than the text, ask Ss to bring a small card to class. Then have Ss cover the text with their "Don't Look" card.

- 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 Ana's background. Play the audio program again. Ss listen and take notes.
- Check Ss' answers. (Answers: She's from South America. She was born and grew up in Argentina. Her family moved ten years ago, when she was in junior high school.)
- Point out how Ana 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 Ss 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,
- b try *Say It With Feeling!* on page T-150. Gestures and emotions Ss could use here include surprise when bumping into each other, hand gestures when saying "Here in the park," and a handshake when introducing themselves.
- **Option:** Books closed. Ask pairs to stand up and act out the conversation. For a challenge, have Ss substitute their own personal information.

TIP In order not to take up too much time, ask only one or two pairs to act out the Conversation for the class.

B

 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.

Audio script (See page T-224.)

(Note: Because *Interchange Third 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.)

Answers

Ted works in a travel agency. He's a computer specialist.

GRAMMAR FOCUS

Learning objectives: practice talking about the past; ask and answer questions using Wh-questions with was/were and did

(CD 1, Track 2)

Past tense questions

- Books closed. Write these questions on the board. Ask Ss to complete them:
 - 1. Where _____ you born?
 - 2. 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 column 1 and column 2?" (Answer: Column 1 contains questions with *be*; column 2 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 + *infinitive* + (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, switch roles.

Α

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

LISTENING

Learning objectives: learn about immigrants' difficulties; develop skills in listening for detail

A [CD 1, Track 3]

- 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 where they come from. (Answer: China and India)

Audio script (See page T-224.)

B

 Present the questions in the chart. Point out that Ss need to write only key words and phrases – not full • Elicit Ss' responses to check answers.

Answers

- 1. A: Could you tell me a little about yourself? Where **were** you born?
 - B: I was born in Korea.
 - A: Did you grow up there?
 - B: No I didn't. I grew up in Canada.
- 2. A: Where **did** you go to high school?
 - B: I went to high school in Ecuador.
 - A: And when **did** you graduate?
- B: I graduated last year. Now I work as a salesperson.3. A: Did you have a favorite teacher when you were a child?
 - B: Yes, I did. I had an excellent teacher named Mr. Woods.
 - A: What **did** he teach?
 - B: He taught English.
- Ss practice the conversations in pairs, then change roles and practice again.

For another way to practice this Conversation, try

b Look Up and Speak! on page T-150.

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.

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

Yu Hong	<i>Ajay</i>
1. in 1992	in 1991
2. no relatives in the U.S.	different educational system
3. mom's soup	weather, family, quality of life

 Option: Have Ss discuss other difficulties that immigrants face.

5 SPEAKING

Learning objectives: talk about the past using Wh-questions with was/were and did; practice giving 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 did you go to elementary school?
 - S: In Peru. In Lima, actually.
- 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** technique on page T-151.

Cycle 2, Exercises 6–13

WORD POWER

Learning objective: learn vocabulary for discussing childhood

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 the class: "Is *beach* an example of a pet, hobby, possession, or place?" (Answer: place)
- Ss complete the word map individually. Remind them to add two more words to each category. Let Ss 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.

Answers

Hobbies

collect comic books paint play chess play computer games go camping **Places** beach summer camp tree house *amusement park swimming pool*

B Group work

- Read the instructions and the example conversation. Have Ss form groups.
- 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.
- For more practice asking and answering past tense questions, try *Ask the Right Questions* on page T-156.

End of Cycle 1

Do your students need more practice?

Assign	for more practice in
<i>Workbook</i> Exercises 1–4	Grammar, Vocabulary,
on pages 1–3	Reading, and Writing
<i>Lab Guide</i> Exercises 1–5	Listening, Pronunciation,
and 9 on pages 1–2	Speaking, and Grammar

Pets	Possessions	
cat	bicycle	
rabbit	scrapbook	
snake	soccer ball	
bird	teddy bear	
dog	posters	
(Note: Ac	lditional examples are it.	alicized)

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, they 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

 - S1: Many years ago, I played chess.
 - S2: Many years ago, S1 played chess and I had a cat.

PERSPECTIVES

Learning objectives: discuss childhood habits; see past habitual actions with used to in context

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

A () [CD 1, Track 4]

- Books closed. Write this sentence on the board: When I was a kid, I used to be very messy, but now I'm very neat.
- Explain that *used to* refers to something that you regularly did in the past but don't 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 about them.

8) GRAMMAR FOCUS

Learning objective: practice forming questions, statements, negatives, and short answers with used to

(CD 1, Track 5)

- Focus Ss' attention on the statements in the Perspectives section. Check that Ss 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 positive statements with *used to* (Answers: 1, 3, 5, 7), and negative statements with *used to* (Answers: 2, 4, 6, 8). Then elicit the rules for forming positive and negative structures with *used to*: Positive: subject + *used to* + infinitive + (rest)

I used to be (messy...)Negative: subject + didn't + use to + infinitive + (rest) I didn't use to collect ...

• Point out that while *never* is used in negative statements, it follows the rule for the positive structure.

subject + *never* + *used to* + infinitive + (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. • Ss work individually. Go around the class and give help as needed. Explain any new vocabulary.

Vocabulary

messy: untidy; not neat be into something: be very interested in or involved with something (e.g., a kind of music or fashion)

- 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 your Ss' lives.
- *Option:* Have Ss study some of the verbs and their collocations (e.g., *be into fashion*, *keep fit*, *worry about money*, *follow politics*, *care about appearance*).

B Pair work

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

Α

- Before Ss begin the task, use the picture in Exercise 7 or your own information to model how the first sentence could be completed. Possible responses:
 In elementary school, I used to play with toys.
 In elementary school, I used to like homework.
- Ss work individually. When they finish, have them compare answers with a partner.

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.

• Go over answers with the class. Accept any answer that is logical and grammatically correct.

B Pair work

- Explain the task. Ss first work individually to write five sentences about themselves with *used to*. Then Ss work in pairs, taking turns reading their sentences to each other.
- Encourage pairs to share their similarities and differences with the class.
- *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* on page T-148. Ss act out statements from the Perspectives section or make up their own.

PRONUNCIATION

Learning objective: notice the similar pronunciation of used to *and* use to

A 🜔 [CD 1, Track 6]

- Play the audio program. Point out the reduction of used to /ju:s•tu/: The d in used is silent, so the pronunciation of used to and use to is the same. To sounds like "tuh."
- Play the audio program again. This time, Ss listen and repeat each sentence using the reduced pronunciation of *used to*.

10 SPEAKING

Learning objective: talk about childhood memories

A Pair work

- Explain the task. Ss write three more questions to ask each other. Tell Ss that they may work individually or in pairs on this initial task.
- Pairs take turns asking and answering the questions. Go around the class and give help as needed. If Ss feel a question is too personal, tell them to make up

11 WRITING

Learning objective: write a paragraph about childhood with used to

(Note: Writing exercises can be done in class or assigned as homework.)

A

- Have Ss silently read the example paragraph. Elicit some topics in the model that Ss may wish to include in their own paragraphs (e.g., *family*, *moving*, *houses*, *games and hobbies*, *summer*). Write the topics on the board.
- Tell the class to use their questions, notes, and ideas from Exercise 10 as additional topics (e.g., *sports* and *vacations*). Add these to the list on the board.
- Explain the task. Ss write a draft paragraph about their childhood. Encourage them to start by brainstorming ideas for each topic they choose to include. Then they should use that information to write a first draft. Remind Ss to include one false statement.



See page T-114 for teaching notes.

B Pair work

- Explain the task. Focus Ss' attention on their sentences from Exercise 8. Ss work in pairs, taking turns reading the sentences and paying close attention to the pronunciation of *used to*. If possible, have Ss work with a different partner from the one they had in Exercise 8.
- Go around the class and listen to Ss' pronunciation. If Ss are having any difficulty, model the correct reduced sounds again.
- **Option:** For more practice, have Ss pronounce the statements from Exercise 7.

an answer or say "I'm sorry, but I'd rather not answer that."

B Class activity

• Ss take turns telling the class two interesting things they learned about their partner.

For more speaking practice, play *Just One Minute* on page T-146.

- While Ss are writing their first drafts, go around the class and give individual feedback on the content and organization of each S's draft. Alternatively, have Ss work in pairs to give each other helpful comments on what is good and what could be improved.
- Have Ss revise their paragraphs in class or for homework.

For another way to help Ss plan their paragraphs, try *Mind Mapping* on page T-154.

B Group work

- Read the instructions. Ss take turns reading their paragraphs in small groups and answering any questions. Then the group guesses which statement is false.
- **Option:** Collect the paragraphs and give Ss written comments. You could also post Ss' paragraphs on a wall or bulletin board for others to read.
- **Option:** Turn this into a project. Have Ss include photos of their childhood, write poems or songs, or find out what else happened the year they were born.

13 READING

Learning objectives: read an article about Nicole Kidman; develop skills in scanning for key facts and guessing meaning from context

 Books closed. Ask Ss to work in pairs to brainstorm what they know about actress Nicole Kidman.

To help activate Ss' schema, play *Prediction Bingo* on page T-146.

- Books open. Focus Ss' attention on the title of the reading. Ask: "Why do you think Nicole Kidman is considered 'New Hollywood Royalty'?" Elicit answers.
- Ss scan the text quickly, ignoring words they don't know. They should simply look for the answers to the pre-reading questions. (Answers: She was born in Hawaii. She was married in Colorado. She won an Academy Award in 2003.)

TIP To encourage Ss to read quickly and focus on the task, give them a time limit.

A

- Ss read the article individually. Tell them not to use their dictionaries. Instead, encourage them to circle or highlight any words they can't guess from the context of the article.
- Explain the task. Ss find each italicized word or phrase in the text and guess its meaning from context.
- Ss circle the meaning of each word or phrase. Go over answers with the class.

Answers

- advance
 fear and disgust
- 4. worked very hard
- 3. quickly

5. short

- . .
- Elicit or explain any new vocabulary.

Vocabulary

early on: in the beginning
sheep: a farm animal that is kept for wool, skin, and meat
pageant: a play or show
lead role: the most important part
costar: an actor who appears in a movie with other actors
following: after
high-profile: very important

В

• Explain the task and use the example answer to model the task. Point out that Ss should order the events as they happened in time, not as they were mentioned in the article. Ss work individually to sequence the events. Go around the class and give help as needed.

 Check answers as a class. Ask: "What happened first/second/etc.?"

Answers

- 1. h. She was born in Hawaii.
- 2. d. She moved to Australia.
- 3. b. She had her first acting experience.
- 4. i. She studied drama and dance.
- 5. f. She won her first award.
- 6. e. She made her first American movie.
- 7. j. She married Tom Cruise.
- 8. g. She adopted two children.
- 9. a. She divorced Tom Cruise.
- 10. c. She won an Academy Award.
- **Option:** Write each answer on a card. Ask ten Ss to come to the front of the class and give each S a card. Then tell them to stand in line, in order of the events.

C Pair work

- Ss discuss their favorite actors in pairs. Encourage Ss to ask follow-up questions.
- **Option:** Ss summarize the facts they learned from their partner and tell the class.

For more practice with past tense questions, play
 Twenty Questions on page T-145. Have Ss use famous people to play the game.

End of Cycle 2

Do your students need more practice?

Assign	for more practice in	
<i>Workbook</i> Exercises 5–10	Grammar, Vocabulary,	
on pages 4–6	Reading, and Writing	
<i>Lab Guide</i> Exercises 6–8	Listening, Pronunciation,	
on page 2	Speaking, and Grammar	
<i>Video Activity Book</i>	Listening, Speaking, and	
Unit 1	Cultural Awareness	
<i>CD-ROM</i> Unit 1	Grammar, Vocabulary, Reading, Listening, and Speaking	