THIRD EDITION

Jack C. Richards

Interchange Third Edition Teacher's Edition revision prepared by Kate Cory-Wright

PUBLISHED BY THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE

The Pitt Building, Trumpington Street, Cambridge, United Kingdom

CAMBRIDGE UNIVERSITY PRESS

The Edinburgh Building, Cambridge CB2 2RU, UK
40 West 20th Street, New York, NY 10011–4211, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
Ruiz de Alarcón 13, 28014 Madrid, Spain
Nautica Building, The Water Club, Beach Road, Granger Bay, Cape Town 8005, South Africa

http://www.cambridge.org

© Cambridge University Press 2005

This book is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2005

Interchange Third Edition Intro Teacher's Edition has been developed from New Interchange Intro Teacher's Edition, first published by Cambridge University Press in 2000.

Printed in Hong Kong, China

Typeface New Century Schoolbook System QuarkXPress®

ISBN 0 521 60151 7 Intro Student's Book	Also available
ISBN 0 521 60149 5 Intro Student's Book w/Self-study	ISBN 0 521 61343 4 Intro Video (DVD)
Audio CD	ISBN 0 521 60166 5 Intro Video (NTSC)
ISBN 0 521 60150 9 Intro Student's Book w/Self-study	ISBN 0 521 60167 3 Intro Video (PAL)
Audio CD (Korea edition)	ISBN 0 521 60169 X Intro Video Activity Book
ISBN 0 521 60153 3 Intro Student's Book A w/Self-study	ISBN 0 521 60170 3 Intro Video Teacher's Guide
Audio CD	ISBN 0 521 91481 7 Video Sampler (NTSC)
ISBN 0 521 60154 1 Intro Student's Book B w/Self-study	ISBN 0 521 60238 6 Interchange Third Edition/Passages
Audio CD	Placement and Evaluation Package
ISBN 0 521 60155 X Intro Workbook	Ö
ISBN 0 521 60156 8 Intro Workbook A	Forthcoming
ISBN 0 521 60157 6 Intro Workbook B	ISBN 0 521 60996 8 Intro CD-ROM (PC format)
ISBN 0 521 60158 4 Intro Teacher's Edition	ISBN 0 521 60159 2 Intro Teacher's Resource Book
ISBN 0 521 60163 0 Intro Class Audio Cassettes	ISBN 0 521 60239 4 Interchange Third Edition/Passages
ISBN 0 521 60160 6 Intro Self-study Audio Cassette	Placement and Evaluation CD-ROM
ISBN 0 521 60164 9 Intro Class Audio CDs	
ISBN 0 521 60161 4 Intro Self-study Audio CD	
ISBN 0 521 60165 7 Intro Lab Guide	
ISBN 0 521 61339 6 Intro Lab Audio CDs	
ISBN 0 521 95055 4 Class Audio Cassette Sampler	
ISBN 0 521 95056 2 Class Audio CD Sampler	
ISBN 0 521 95053 8 Classroom Language Posters	
Art direction book design that research and languet samples. Advanture I	House NVC

Art direction, book design, photo research, and layout services: Adventure House, NYC Audio production: Richard LePage & Associates

Contents

In	troduction	
	Plan of Intro Book	iv
	The new edition	viii
	Student's Book overview	x
	Teacher's Edition overview	xiv
	Course components	xv
	Frequently asked questions	xvi
	Authors' acknowledgments	xviii
	Classroom language	xix
Te	aching Notes	
	It's nice to meet you.	T-2
	What's this?	T-8
	Progress check	T-14
3	Where are you from?	T-16
	I'm not wearing boots!	T-22
	Progress check	T-28
5	What are you doing?	T-30
	My sister works downtown.	T-36
	Progress check	T-42
7	Does it have a view?	T-44
	What do you do?	T-50
	Progress check	T-56
9	Broccoli is good for you.	T-58
	I can't ice-skate very well.	T-64
	Progress check	T-70
11	What are you going to do?	T-72
	What's the matter?	T-78
	Progress check	T-84
13	You can't miss it.	T-86
14	Did you have fun?	T-92
	Progress check	T-98
15	Where were you born?	T-100
16	Can she call you later?	T-106
	Progress check	T-112
	Interchange activities	T-114
	Self-study, audio scripts, and answer key	T-132
Ad	ditional Resources	
	Games	T-143
	Fresh ideas	T-149
	Photocopiables	T-155
	Language summaries	T-176
	Oral quizzes	T-192
	Written quizzes, audio scripts, and answer key	T-198
	Workbook answer key	T-224
	Appendix	T-240
	Acknowledgments	T-241

It's nice to meet you.

Cycle 1, Exercises 1–7



CONVERSATION

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

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 illustration and the names in the conversation.
- Play the audio program. Ss listen and read 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. 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*.

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.

- 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.
 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!** on page T-150.
- Focus Ss' 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 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* on page T-150.

2 SNAPSHOT

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

(CD 1, Track 2)

- Focus Ss' attention on the Snapshot. Explain that a nickname is a short or informal name for a person.
- Play the audio program. Ss listen and repeat.
- Write this on the board:

Male Female

Then say a S's name. Ask: "Is it male or female?" Elicit the answer. Repeat with different Ss' names.

- 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 Ss how to circle names on the board. Then read the focus questions.
- Elicit answers from the Ss and write them on the board. If the Ss are from different countries, write the names of their countries on the board. Then elicit popular names from Ss and list them under their countries.

3 GRAMMAR FOCUS

Learning objectives: practice my, your, his, and her; ask and answer questions with "What's...name?"

(CD 1, Track 3)

 Books closed. Ask a male and a female S to stand next to you. Use this conversation to demonstrate my, your, his, and her:

T: My name is (your name). What's your name?

S1: My name is (Keiko).

T: (to class) Her name is (Keiko).

T: What's your name?

S2: My name is (Juan).

T: (to class) His name is (Juan).

- Books open. Play the audio program. Ss listen and read silently.
- Point to different Ss. Ask: "Is it his or her?" Elicit answers from the class. Then point to different Ss and elicit complete sentences: "His name is . . ." or "Her name is . . ."
- Play the audio program again. Ss listen and repeat.

Group work

- Explain and model "The Name Game" with two Ss.
- Ss work in groups of five to ten. Each group stands in a circle and plays the game.

4 THE ALPHABET

Learning objectives: practice the alphabet; spell people's names

A [CD 1, Track 4]

- Play the audio program. Ss listen and read silently.
 Then play the audio program again. Ss listen and repeat.
- *Option:* Ss practice the alphabet in pairs, taking turns reading the letters.
- For a new way to practice the alphabet, try *Alphabet Bingo* on page T-156.

B Class activity

- Explain the task and focus Ss' attention on the example list.
- Play the audio program. Ss listen and read silently.
 Then play the audio program 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.
- *Option:* Elicit the spelling of different Ss' names.
- For more practice with the alphabet, play *Line Up!* on page T-144. Ss line up in alphabetical order according to first name and then last name.

5 LISTENING

Learning objective: develop skills in listening for correct spelling

(CD 1, Track 5)

- Read the five 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.

SALES REP: Your name is Jon Lee?

Jon: That's right.

SALES REP: And how do you spell your first name, Mr. Lee? JON: It's J-O-N.

SALES REP: OK. Thank you.

2.

SALES REP: Sara Brown. Your first name is spelled S-A-R-A-H?

SARA: No. My name is spelled S-A-R-A.

SALES REP: I'm sorry. Could you repeat that?

SARA: Yes. It's S-A-R-A.

SALES REP: Got it. Thanks.

3.

STEPHEN: My name is Stephen Jones.

SALES REP: Thank you. Steven . . . that's S-T-E-V . . .

STEPHEN: No. It's spelled S-T-E-P-H-E-N.

SALES REP: Oh, excuse me. S-T-E-P-H-E-N.

STEPHEN: That's right.

4.

SALES REP: Your name, please?

KATHRYN: It's Kathryn Simpson.

SALES REP: Is that K-A-T-H-E-R-I-N-E?

KATHRYN: No, it's K-A-T-H-R-Y-N.

 $\ensuremath{\mathsf{SALES}}$ Rep: Oh, so it's K-A-T-H-R-Y-N. Thank you,

Ms. Simpson.

5.

SALES REP: And what's your first name, please?

Kris: It's Kris.

SALES REP: Is your name spelled C-H-R-I-S?

KRIS: No, it's spelled K-R-I-S. Kris with a "K."

SALES REP: Kris with a "K." Thanks.

Answers

1. Jon 2. Sara 3. Stephen 4. Kathryn 5. Kris

6 WORD POWER

Learning objective: learn titles for men and women

A () [CD 1, Track 6]

- 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, not first 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.
- Play the audio program. Ss listen and repeat.

■ *Option:* If Ss have difficulty hearing the difference between *Miss* and *Ms.*, ask Ss 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

- Explain the task. Ss complete the task individually. Go around the class and give help as needed.
- *Option:* Explain that the end punctuation for *Mrs.*, *Ms.*, and *Mr.* is a "period." Then 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

SAYING HELLO

Learning objective: learn and practice formal and informal greetings for different times of the day

A [CD 1, Track 7]

- 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 man (e.g., *Paulo Garcia*) and the boy (e.g., *Alex Conner*). Write the names on the board.
 - T: (point to the boy's speech bubble) Good morning, Paulo. How are you? (ask Ss) OK?

Ss: No!

T: (point to the man's speech bubble) I'm just fine, Mr. Conner. 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* on page T-150.

End of Cycle 1

Do your students need more practice?

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

Cycle 2, Exercises 8-14

CONVERSATION

Learning objectives: practice conversations among three classmates; see subject pronouns and the verb be in context

A(**)** [CD 1, Track 8]

- Books open. Focus Ss' attention on the pictures. Point to the picture of Jennifer Miller and ask: "What's her name?" (Answer: Her name is Jennifer Miller.) Tell Ss to look at Exercises 1 and 3 if they can't remember.
- 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 *math*, write a simple mathematical equation on the board (e.g., 2 + 2 = 4).
- 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. Go around the class and encourage Ss to look at each other as they speak.

• *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. Record who role-played the conversations and choose different Ss each time.

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

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 it.

 Ss take turns introducing each other in groups of three. Remind Ss to look at each other as they speak.

GRAMMAR FOCUS

Learning objective: practice subject pronouns with the verb be in conversations

(**)** [CD 1, Track 9]

- 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 questions or positive short answers.
- Play the audio program again. Ss listen and repeat.
- *Option:* Ss underline the subject pronouns + *be* verbs in the conversations in Exercise 8. Then they compare answers in pairs. (Answers: I'm, He's, I'm, it's, You're, I'm, It's, She's)

 Books closed. Write the first two lines of the conversation on the board. Do not write the answer for the first example.

- 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
- Ask different Ss to write the correct answers on the board. Go over answers with the class.

Answers

DAVID: Hello, Jennifer. How are you?

JENNIFER: I'm fine, thanks. I'm sorry - what's your name again?

DAVID: It's David - David Medina.

JENNIFER: That's right! David, this is Sarah Conner. She's in our math class.

DAVID: Hi, Sarah. It's nice to meet you.

SARAH: Hi, David. I think you're in my English class, too.

DAVID: Oh, right! Yes, I am.

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

B

- Books closed. Write the first conversation on the board. Do not fill in the first example.
- Explain the task. Then elicit the correct answers for the first conversation and write them on the board.
- Books open. Ss complete the task for the second conversation individually. Then they compare answers in pairs.
- Ask Ss to write the second conversation on the board.
 Then ask the class to correct any errors.

Answers

NICOLE: Excuse me. Are you Steven Carson?

DAVID: No, I'm not. My name is David Medina. Steven is

over there. NICOLE: Oh, sorry.

NICOLE: Are you Steven Carson?

STEVEN: Yes, I am.

NICOLE: Hi, I'm Nicole Johnson.

STEVEN: Oh, you're in my math class, right?

NICOLE: Yes, I am.

STEVEN: It's nice to meet you.

Read the conversation aloud, pausing after each line. Ss listen, look up, and repeat.

Ss practice the conversation in groups of three.
 Go around the class and encourage Ss to look at each other when speaking.

C Class activity

- Explain the first part of the activity. Ss write their first and last names on pieces of paper and put them in a bag.
- Explain and model the second part of the activity.
 Take a paper from the bag and ask a few Ss whose names are not on the paper:

T: Excuse me. Are you (name on paper)? S1: No, I'm not. He's/She's over there. Then ask the S whose name is on the paper: T: Excuse me. Are you (name on paper)? S2: Yes, I am.

 The Ss take papers, go around the room, and complete the activity. If Ss know each other well, ask them to imagine they are meeting for the first time.

10 PRONUNCIATION

Learning objective: learn to sound natural when linking sounds

() [CD 1, Track 10]

- Explain that there are five vowels in English: a, e, i,
 o, and u. The other letters are consonants.
- Focus Ss' attention on the examples. Point out that *Alan*, *in*, and *over* begin with vowel sounds. The words before them end in consonant sounds. In natural conversation, people link these sounds together.
- Play the audio program. Ss listen and read silently.
 Then play the audio program again. Ss listen and practice.

■ *Option:* Ss underline the linked sounds in the conversations in Exercise 8 on page 5. Elicit answers from the class. (Answers: . . . He's over there. . . . This is your book. . . . You're in my class, right? . . . Yes, I am. I'm Jennifer Miller. . . . Hey, David, this is Jennifer. She's in our math class.) Then play the audio program for Exercise 8 again and ask Ss to listen for the linked sounds.

TIP Ss often don't understand native English speakers because they seem to talk quickly. Teaching Ss to be aware of linked sounds can greatly increase Ss' listening comprehension.

11

NUMBERS

Learning objective: learn and practice the numbers from zero to ten

A (CD 1, Track 11)

- Books open. Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.

B Pair work

■ Explain and model the task. Write the phone number 201-555-2491 on the board. Read each digit and Ss repeat it. Then read the complete phone number. Ask different Ss to read the phone number aloud.

- Point out that we pronounce *0* as "zero" when it is alone. However, we pronounce it "zero" or "oh" when it is with other numbers. For example, we pronounce 505 "five-zero-five" or "five-oh-five."
- Ss take turns reading the numbers in pairs.
- Option: Each S writes five phone numbers on a piece of paper. Then they work in pairs. S1 dictates the phone numbers and S2 writes them down. Then they change roles. The pairs compare papers to check their answers.
- For more practice with numbers, play *Bingo* on page T-147.

12 LISTENING

Learning objective: develop skills in listening for correct phone numbers

A [CD 1, Track 12]

- Focus Ss' attention on the list. Ask: "Do you remember these people? Who are they?" If Ss don't remember, focus their attention on Exercises 1, 3, 4, and 8.
- Play the audio program. Ss listen and complete the list. Then they go over their answers in pairs. Play the audio program again as needed.

Audio script

JENNIFER: What's David Medina's phone number,

Michael?

MICHAEL: It's two-one-two, five-five-five,

one-nine-three-seven.

JENNIFER: Two-one-two, five-five-five,

one-nine-three-seven? MICHAEL: Yes, that's it.

MICHAEL: OK. Sarah Conner. What's her phone number?

JENNIFER: Hmm. Sarah. Her number is three-four-seven,

five-five, seven-six-four-five.
MICHAEL: Three-four-seven, five-five,

seven-six-four-five. JENNIFER: That's right.

JENNIFER: Now, let's see. Steven Carson. His phone number is two-oh-one, five-five-five, three-six-four-

eight. Right?

MICHAEL: Yes, that's right. Two-oh-one, five-five, three-six-four-eight.

MICHAEL: And Nicole Johnson's number?

JENNIFER: Oh, Nicole is my roommate. Our number is six-four-six, five-five-five, three-eight-oh-six.

MICHAEL: So, Nicole's phone number is six-four-six, five-five, three-eight-oh-six, and *your* number is six-four-six, five-five-five, three-eight-oh-six. It's the same number.

JENNIFER: Right.

JENNIFER: Hey, what's your phone number, Michael? MICHAEL: It's seven-one-eight, five-five-five, nine-nine-

six-oh.

JENNIFER: OK. Great!

Answers

Name David Medina Sarah Conner Steven Carson Nicole Johnson Jennifer Miller	Phone number (212) 555-1937 (347) 555-7645 (201) 555-3648 (646) 555-3806 (646) 555-3806
Jennifer Miller Michael Ota	(646) 555-3806 (646) 555-3806 (718) 555-9960

B Class activity

Explain the task and model the conversation with a S.
 Then Ss take their notebooks, go around the class, and complete the task.



INTERCHANGE 1

See page T-114 for teaching notes.



SAYING GOOD-BYE

Learning objective: learn and practice formal and informal ways to say good-bye for different times of the day

A (CD 1, Track 13)

- Focus Ss' attention on the pictures in Exercise 7 on page 4. Then focus their attention on Exercise 14. Say: "Now they are saying good-bye."
- Play the audio program once or twice. Ss listen and read silently.
- Elicit the expressions that mean "good-bye" and write them on the board. (Answers: Good-bye, See you later, Bye-bye, See you tomorrow, Bye, Good night) Point out that *good night* means "good-bye."
- Play the audio program again, pausing after each short conversation. Ss listen and repeat.

B Class activity

 Explain the activity. Then model it with several Ss in different ways. For example: "Good night, Juan. Have a good evening, Kumiko. See you later, Nadia." Ss go around the class and complete the activity.
 Remind Ss to use different expressions.

End of Cycle 2

Do your students need more practice?

Assign	for more practice in
<i>Workbook</i> Exercises 5–10 on pages 3–6	Grammar, Vocabulary, and Writing
Lab Guide Exercises 6–9 on page 2	Listening, Pronunciation, Speaking, and Grammar
Video Activity Book Unit 1	Listening, Speaking, and Cultural Awareness
CD-ROM Unit 1	Grammar, Vocabulary, Reading, Listening, and Speaking