



new interchange

Teacher's Edition
Intro

Sample pages

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I'm not wearing boots!

This unit provides language for talking about clothing and the weather, including colors and seasons. It presents statements in the present continuous, some additional possessive forms, and the conjunctions *and* and *but*.

Cycle 1, Exercises 1–6

1 WORD POWER *Clothes*

This exercise introduces the names of articles of clothing. (Note: In this illustration, many words are presented only for one gender or another. However, many of the words can be used to describe clothing worn by a man or a woman. Words that are usually only used for women are: *blouse*, *skirt*, *heels*, and *dress*. *Tie* is usually only used for men.)

There are many styles of athletic shoes today. This exercise illustrates *sneakers*, but Ss may also be familiar with *running shoes*, *tennis shoes*, *aerobic shoes*, and so on.)

A

- Books open. Have Ss study the pictures.
- Play the audio program. Ss listen and read. If necessary, help Ss use the illustrations to guess the meanings of *clothes*, *work*, and *leisure*.
- Play the program again or model the words one by one. Ss listen and repeat.
- **Optional:** Let Ss add other words they may know. Write the Ss' words on the board and have them demonstrate the meanings if necessary. Model pronunciation and have Ss repeat.

B *Pair work*

- Use the illustrations in the chart to demonstrate the task. Elicit the names of one or two articles of clothing from each side of the chart.
- Ss work individually to complete the chart.
- To check, elicit answers from the Ss. Write their answers on the board, or have a S write them. Ss' answers may vary. Accept any reasonable answers.

Possible answers

<i>Clothes for warm weather:</i>	<i>Clothes for cold weather:</i>
cap	hat
T-shirt	scarf
shorts	sweater
sneakers	coat
swimsuit	gloves
	boots

2 COLORS

This vocabulary exercise introduces and practices the names of colors.



- Books open. Ss study the colors. Play the audio program. Ss listen and read.
- Play the audio program again or model the colors one by one. Ss listen and repeat.
- Check comprehension. Look for colored objects in the classroom, including clothes. Look at an object, and name its color. Ss name the object or point to it. Then name colored objects in the room. Ss name the colors.

B Group work

- Model the question and answer. Ss listen and repeat.
- Call on one or two pairs of Ss to demonstrate the conversation.
- Ss work in groups to ask and answer the question.

C Group work

- Use the model conversation to demonstrate the task. Hold up your book and point to the suit and the T-shirt in Exercise 1 as you model the statements.
- Read the statements again. Ss listen and repeat.
- If necessary, have one or two pairs of Ss demonstrate the task for the class. Help them as needed.
- Ss work in groups to make statements about the clothes in Exercise 1.
- **Optional:** Have groups also talk about the clothing of people in the class.

Optional Activity: Game – Treasure hunt

- See page T-137.

3 CONVERSATION



This conversation introduces questions with *what color* for talking about clothing. It recycles possessives and introduces some new forms. It also introduces expressions for apologizing and accepting an apology.

- Books open. Use the picture to set the scene: Pat and Julie are in a laundromat. Play the audio program while Ss listen and read.
- Play the audio program again. If necessary, explain *dry* by pointing to the dryer in the picture. Say, “This is a dryer. The clothes are dry now.” Encourage Ss to try to guess the meanings of other words, including *probably*, *ruined*, and *problem*.

- Play the audio program again or model the conversation line by line. Ss listen and read, then look up and repeat.
- Ss practice the conversation in pairs using the Look Up and Say technique. As you walk around the room, encourage them to speak with expression.
- **Optional:** Ask volunteers to act out the conversation in front of the class.

4 PRONUNCIATION Sentence stress and rhythm



This exercise introduces the idea of sentence stress, which gives a natural rhythm to spoken English.

(Note: Stressed syllables occur at more or less equal intervals in English, regardless of how many syllables there are between stresses. The other syllables are reduced or blended if necessary to fit between the stressed syllables. This is different from many other languages. Ss should aim for an English stress-timed rhythm rather than a syllable-timed rhythm as in French, Spanish, and Japanese.)

- Books open. Play the audio program. Ss read and listen.
- Copy the first two sentences on the board. Underline the syllables that are in boldface in the book. Point to the words and say, “These words are different. How are they different?” Tell them to listen again.

- Play the audio program again. Elicit answers to your question. (The syllables are louder; they are stressed.) Accept partial, ungrammatical, or native-language answers.
- Model the sentences with exaggerated stress so that Ss understand the point.
- Play the audio program again, or model the sentences one by one with natural stress. Ss listen and repeat.

5 GRAMMAR FOCUS Possessives

 This grammar focus reviews possessive adjectives, adding *our* and *their*, and presents the possessive form of names.

- Books closed. Go over the pronunciation of the possessive 's in *Liz's*, *Julie's*, and *Pat's*. Possessive 's follows exactly the same pronunciation rules as plural s (*Liz's* = /ɪz/; *Julie's* = /z/; *Pat's* = /s/). See page 8, Exercise 4, for an explanation of these rules.
- Ask Ss to predict the pronunciation of *Josh's*. Have Ss listen for it when you play the audio program.
- Play the audio program to present the information in the grammar box.
- Check with Ss about the pronunciation of *Josh's* that they heard in the audio program. (The possessive is pronounced /ɪz/.)
- Draw Ss' attention to the new possessive adjectives *our* and *their*. Point out that *their* has the same pronunciation as *there* and *they're*; *are* and *our* have different pronunciations, but often sound the same when people are speaking quickly.

A

- Use the example to demonstrate the task. Ss work individually to complete the questions. In pairs, Ss compare their answers and make corrections if they wish.
- Write the correct answers on the board or have a S write them. Ss check their answers with those on the board.

Answers

- What color are **Liz's jeans**?
- What is **Dan's favorite color**?
- Where are **James's shoes**?
- What color is **Julie's T-shirt**?

- What color is **Debbie and Jeff's house**?
- What is **your favorite color**?
- What color is **our classroom**?

- Go over the model conversation. Make sure Ss understand that they should use *my*, *your*, *his*, *her*, *our*, and *their* in their answers. For example, the first answer is not *Liz's jeans are black*. The answer is *Her jeans are black* because Liz's name is in the question.

Answers

- Her jeans are black.
- His favorite color is green.
- His shoes are on the table!
- Her T-shirt is dark blue.
- Their house is white.
- My favorite color is purple.
- Our classroom is light yellow.

- In pairs, Ss ask and answer the questions using the Look Up and Say technique.

B Group work

- Working individually, Ss write at least five questions about their classmates' clothing, using their classmates' names.
- Use the model conversation to demonstrate the task.
- In groups of three to five, Ss take turns answering and asking questions.

Optional activities

1. Spelling contest

- See page T-136.

2. Crossword puzzle

- See page T-136.

6 LISTENING

This exercise practices listening for details about clothing and colors.

A

- Books open. Use the first item on the audio program and the example to demonstrate the task.

Audio script

- MAN 1: My T-shirt is yellow, my jeans are blue, and my boots are black.
- WOMAN 1: My skirt is green, my sweater is dark gray, and my scarf is red.
- MAN 2: My pants are dark green, my jacket is beige, and my tie is gray and blue.
- WOMAN 2: My T-shirt is yellow, my shorts are beige, and my sneakers are white.

- Play the audio program as many times as necessary. Ss number the box as they listen to each description.

- Ss compare answers in pairs. Play the audio program again so they can check answers they're unsure of. Go over the answers with the class.

Answers

Bob: 3 Elizabeth: 2 Diane: 4 Peter: 1

B Pair work

- Use the model conversation to demonstrate the task.
- In pairs, Ss take turns asking and answering questions about the clothes in the pictures.



Workbook

Workbook Exercises 1–4 on pages 19–21 correspond to Cycle 1, Exercises 1–6 of the Student's Book. Answers to the Workbook exercises begin on page T-170 of this Teacher's Edition.

7

SNAPSHOT *Weather in the United States and Canada*

 This activity introduces the topic of weather. It presents some basic information about weather and seasons in much of the United States and Canada.

(Note: The present continuous appears twice in this snapshot. Ss should be able to understand the sentences without difficulty. There is no need to explain the grammar at this point.)

- Give Ss a little time to study the pictures. Play the audio program while Ss listen and read.
- Play the audio program again or model the sentences aloud, line by line. Ss repeat.

- Ask the questions one by one. For the second question, write *seasons* on the board. Underneath, write all four seasons. Count the number of seasons out loud and write *United States and Canada = four seasons*.

Elicit from Ss the seasons of their country. If Ss come from several countries, write the names of the countries on the board and the names of the appropriate seasons under each one. If the seasons don't exactly correspond to winter, spring, summer, or fall, help students choose words that accurately reflect the seasons of their countries.

8

CONVERSATION

 This conversation introduces the present continuous.

- Turn back to the illustration on page 21. Remind Ss of Pat and Julie's conversation in the laundromat. Set the scene: they are going home.
- Books open. Play the audio program. Ss listen and read.
- Play the audio program again. Ss listen and read. There is little new vocabulary in this conversation. Encourage Ss to guess it.

- Play the program again or model the conversation line by line. Ss listen and read, then look up and repeat.
- Ss practice the conversation in pairs using the Look Up and Say technique. Encourage them to speak with expression.
- **Optional:** Have a few Ss act out the conversation for the class.

9 GRAMMAR FOCUS *Present continuous statements; isn't and aren't*

 This first grammar box presents the conjunctions *and* and *but* and statements with the present continuous. Two negative forms are given: *'s not/re not* and *isn't/aren't*. There is a second grammar box on page 25.

- The present continuous is used to talk about actions in progress (what is happening now). For example:
She's wearing jeans today. (She wears jeans is the simple present.)
 - And* and *but* connect two sentences. *And* shows addition. *But* shows a difference or contrast. For example:
She's wearing a suit, and she's wearing high heels, too.
He's wearing a shirt, but he's not wearing a tie.
- Play the audio program to present the information in the box. Point out that *be* in present continuous statements is blended in speech and contracted in writing in the same ways as *be* in the simple present.

A

- Play the audio program again or model the statements one by one. Ss listen and repeat.
- Write the example on the board to demonstrate the task. If necessary, tell Ss that the verb for all of the answers is *wear*.
- Ss complete the sentences individually. Circulate to help and to check their work.

- Have Ss compare their sentences with a partner, making corrections if they wish. Have volunteers write the sentences on the board. Correct the sentences with the whole class.
- Optional:** Have a S read the first negative answer aloud and ask another S to give the alternate way of saying it. Continue until all negative answers have been given in both ways.

Answers

- My name's Claire. **I'm wearing** a black suit today. **I'm wearing** high heels, too. It's raining, but **I'm not wearing** a raincoat.
- It's hot today. Dan and Sally **are wearing** shorts and T-shirts. It's very sunny, but they **aren't wearing/re not wearing** sunglasses.
- Phil **isn't wearing/'s not wearing** a suit today – he's **wearing** pants and a jacket. He's **wearing** a white shirt, but he **isn't wearing/'s not wearing** a tie.
- It's cold today, but Kathy **isn't wearing/'s not wearing** a coat. She's **wearing** a sweatshirt, gloves, and a hat. She **isn't wearing/'s not wearing** boots. She's **wearing** running shoes.

- Optional:** In pairs, Ss take turns reading about the people (one reads about Claire, the other reads about Dan and Sally, and so on). Circulate to encourage them to use the Look Up and Say technique on these longer texts.

Present continuous yes/no questions

 This second grammar box presents yes/no questions and short answers in the present continuous. It also presents the new pattern *adjective + noun*.

- Play the audio program to present the information in the box. Ss listen and read.
- Point out the new pattern *adjective + noun* (a black suit, gray pants).
- Play the audio program again or model the statements one by one. Ss listen and repeat.

B Pair work

- Use the model conversation to introduce the task. Read it line by line. Ss repeat. Point out that both forms are correct for negative short answers. Ss can decide which form to use.

- In pairs, Ss ask the questions and answer them using the pictures. Each S asks half the questions and answers the other half.

C Pair work

- Ss work individually to write four new questions about the same pictures. Then they ask their partners the questions. While they are working, walk around the room looking at their questions. Have Ss write all the different questions they think of on the board. When Ss have finished asking and answering their four questions, they continue practicing with the new ones they see on the board.

Optional activity: True or false?

- See page T-136. Ss write statements about what they're wearing.

10 LISTENING

This exercise practices listening for names and for details about clothing. In the exercises, Ss talk about and then write questions about what people are wearing.

A

- Use the picture to set the scene: Beth and Bruce are at a party. They are talking about the people.
- Use the instructions and the example to demonstrate the task. Show Ss the boxes at the top of the illustration. One answer is filled in. They fill in the other four names.
- Play the audio program while Ss listen and fill in the names. Play it as many times as necessary.

Audio script

BETH: Hi, Bruce! You look great.
 BRUCE: Hi, Beth!
 BETH: That's a beautiful jacket. Light brown is my favorite color.
 BRUCE: Thanks. You look great, too. Your green pantsuit is really cool.
 BETH: Thank *you*. So, who's here?
 BRUCE: Hmm. Let's see. Well, there's Jon. He's really nice.
 BETH: Where's Jon?
 BRUCE: He's over there. He's wearing blue pants and a white T-shirt.
 BETH: Who's Jon with?
 BRUCE: The woman in the purple skirt and blouse? That's Anita.
 BETH: Anita?
 BRUCE: Yeah. She's very funny.
 BETH: Oh, no. Look at Nick! He's wearing shorts and a cap! He's wearing a T-shirt, too!
 BRUCE: But Jon is wearing a T-shirt.
 BETH: Yes, he is. But Jon's wearing a nice, white T-shirt . . . and he's not wearing a cap and shorts.
 BRUCE: You're right, Beth. Well, Nick's clothes are . . . um . . . interesting.

Answers

Beth	Bruce	Anita	Jon	Nick
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- To check, play the audio program again. While the program is playing, write the correct answers on the board.

B Pair work

- Use the model conversation to demonstrate the task.
- In pairs, Ss describe what the people in the picture are wearing.

C Group work

- Use the example to explain the writing task. Require three questions with *are* and three with *is*.
- Go around while Ss work to check their questions. Mark incorrect sentences with an X. Ss must identify the errors and correct them. Let them consult with other Ss if they wish. Do not let Ss erase errors. Have them write the correction next to the mistake. This is much easier to check.
- Make groups of three to five Ss. Ss take turns answering and asking their questions.



INTERCHANGE 4 Celebrity Fashions

See page T-108 of this Teacher's Edition for notes.

Optional activity: Sentence-making contest

- See page T-138.