

CAMBRIDGE

interchange

FIFTH EDITION

intro



Teacher's Edition

with Complete Assessment Program on USB

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Experience
Better
Learning

What sports do you like?

- ▶ Discuss sports to watch and play
- ▶ Discuss skills, abilities, and talents

1 SNAPSHOT

- ▶ Listen and practice.

SPORTS QUIZ



Brazil's favorite sport is soccer. Their second favorite is . . .

- tennis
- volleyball
- swimming

Mexico's favorite sport is soccer. Their second favorite sport is . . .

- football
- hockey
- baseball



Canada's favorite sport is ice hockey. Their second favorite sport is . . .

- basketball
- ice-skating
- snowboarding



South Korea's favorite sport is basketball. Their second favorite sport is . . .

- bike riding
- hiking
- soccer



Brazil: volleyball; Mexico: baseball; Canada: basketball; South Korea: soccer

Can you guess what sports are the second favorite in each country? Check (✓) the sports. Do you like sports? What sports are popular in your country?

2 CONVERSATION When do you play all these sports?

- ▶ Listen and practice.



TARA So, Victor, what do you do in your free time?



VICTOR Well, I really like sports.



TARA Cool! What sports do you like?



VICTOR My favorite sports are basketball, soccer, and tennis.



TARA Wow! You're a really good athlete. When do you play all these sports?



VICTOR Oh . . . I don't play them very often.



TARA What do you mean?



VICTOR I just watch them on TV!



10

What sports do you like?

Cycle 1, Exercises 1–5

In Unit 10, students discuss sports to watch and play, and discuss skills, abilities, and talents. By the end of Cycle 1, students will be able to discuss sports they watch and play using simple present Wh-questions. By the end of Cycle 2, students will be able to discuss skills, abilities, and talents using *can* and *can't*.

1 SNAPSHOT


Learning Objective: discuss popular sports


[CD 2, Track 41]

- Books closed. Elicit the names of sports and write them on the board. Ask: "Where do people play these sports?" Elicit the names of countries.
- Books open. Focus Ss' attention on the Snapshot. Point out that there is a picture for each sport listed in the quiz.
- If needed, explain that *soccer* is an American term. In other countries, people call this sport *football*. In the U.S. and Canada, *football* refers to a different sport, also called *American football*.
- **Option:** Write this on the board:
play + game
go + verb + -ing

Explain that we use *play* with games and *go* with sports that are not games. Ask Ss to find examples in the Snapshot.

- Read the first question and the task. Ss complete the quiz.
- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and check their guesses.
- Ss discuss the last two questions in small groups. If possible, put Ss from different countries in each group. Then elicit answers from the class.

 For more practice with sports vocabulary, play **Mime** – download it from the website.

 For more practice with sports vocabulary, play **Sculptures** – download it from the website.

2 CONVERSATION

Learning Objectives: use simple present Wh-questions in a conversation about sports

[CD 2, Track 42]


- Text covered. Set the scene. Tara and Victor are talking about sports. Ask: "What sports are they talking about?" Play the audio program and elicit the answers. (Answers: basketball, soccer, tennis)
- Text uncovered. Write these questions on the board:
 1. Does Victor like sports?
 2. What sports does he like?
 3. Does he ever play those sports?
- Play the audio program. Ss listen and read silently. Then elicit the answers to the focus questions. (Answers: 1. Yes, he does. 2. basketball, soccer, tennis 3. He doesn't play them very often.)
- Elicit or explain any new vocabulary.

Vocabulary

free time: time when you're not working or studying

athlete: someone who plays sports well

- **Option:** Ask a few pairs to role-play the conversation for the class.

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

- **Option:** Ss share information about free-time activities. To review adverbs of frequency, write this conversation on the board:

A: What do you usually do in your free time?

B: I usually (go swimming), and I often (play tennis).
How about you?

A: Well, I never (play tennis). But sometimes I (play volleyball).

Model the conversation with a S. Then Ss practice it with their own information in pairs.

- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

3 GRAMMAR FOCUS

Learning Objective: ask and answer simple present Wh-questions

▶ [CD 2, Track 43]

Simple present Wh-questions

- Focus Ss' attention on the Grammar Focus box. Elicit or explain that Wh-questions ask for information.
- To review the meanings of Wh-question words, write this on the board:

Who
Where
How often
When
What time

Elicit or give examples of questions using each Wh-word.

- Elicit the pattern for simple present Wh-questions:
Question word + do/does + subject + verb?
If needed, refer Ss to Unit 8, Exercise 4.
- Play the audio program. Ss listen and read silently.

A

- Explain the first part of the task. Ask two Ss to model the first three lines of the first conversation.
- Ss complete the task individually. Then they compare answers in pairs or small groups.

TIP

In mixed-level classes, include at least one strong S in each pair or group when they complete tasks involving grammar accuracy. Encourage Ss to collaborate and help each other.

- Elicit answers from the class and write them on the board.

Answers

1. A: **How often** do you go bike riding?
B: Oh, about once or twice a week.
A: I love to go bike riding. I go every Sunday.
B: Really? **What time/When** do you go?
A: Usually at about ten in the morning.
B: Oh, yeah? **Who** do you go with?
A: A group of friends. Come with us next time!
2. A: I watch sports on TV every weekend.
B: Really? **What sports/What** do you like to watch?
A: Soccer. It's my favorite!
B: **When** do you usually watch soccer?
A: In the evenings or on weekends.
B: And **where** do you usually watch it?
A: At home?
A: No, at my brother's house. He has a home theater!

- Ss practice the conversations in pairs.

B

- Explain the task. Then ask two Ss to model the first two lines of the conversation.
- Ss complete the task individually. Then they compare answers in pairs.
- Ask different Ss to write the questions on the board. If needed, correct the questions with the class.
- **Option:** Ss practice the conversation in pairs.

Answers

- A: **What sports do you like?**
B: I like a lot of sports, but I really love volleyball!
A: **Who do you usually play with?**
B: I usually play with my sister and some friends.
A: **When do you practice?**
B: We practice on Saturdays.
A: **What time do you start?**
B: We start at about noon.
A: **Where do you play?**
B: We usually play at a sports club, but sometimes we play on the beach.

C Pair work

- Explain the task. Then ask two Ss to model the example conversation.
- Ss write questions about sports or other activities individually. Go around the class and give help as needed.
- **Option:** If Ss have trouble thinking of questions to ask, elicit questions from the class and write them on the board.
- Ss work in pairs. They take turns asking and answering their questions. Then ask different Ss to tell the class their partners' answers.
- **Option:** Ss write sentences about their partners before they tell the class.



- For a new way to practice Wh-questions, try **Question Exchange** – download it from the website.

3 GRAMMAR FOCUS

Simple present Wh-questions

What sports do you play?	I play soccer and basketball .
Who do you play basketball with ?	I play with some friends from work .
Where do you play?	We play at a gym near the office .
How often do you practice?	We practice twice a week .
When do you practice?	We practice on Tuesdays and Thursdays .
What time do you start?	We start at six in the evening .

GRAMMAR PLUS see page 141

A Complete the conversations with the correct Wh-question words. Then practice with a partner.

- A:** How often do you go bike riding?
B: Oh, about once or twice a week.
A: I love to go bike riding. I go every Sunday.
B: Really? _____ do you go?
A: Usually at about ten in the morning.
B: Oh, yeah? _____ do you go with?
A: A group of friends. Come with us next time!
- A:** I watch sports on TV every weekend.
B: Really? _____ do you like to watch?
A: Soccer. It's my favorite!
B: _____ do you usually watch soccer?
A: In the evening or on weekends.
B: And _____ do you usually watch it?
 At home?
A: No, at my brother's house. He has a home theater!

B Complete the conversation with Wh-questions. Then compare with a partner.

- A:** What sports do you like _____ ?
B: I like a lot of sports, but I really love volleyball!
A: _____ ?
B: I usually play with my sister and some friends.
A: _____ ?
B: We practice on Saturdays.
A: _____ ?
B: We start at about noon.
A: _____ ?
B: We usually play at a sports club, but sometimes we play on the beach.

C PAIR WORK Ask your partner five questions about sports or other activities. Then tell the class.

- A:** What sports do you like?
B: I don't like sports very much.
A: Oh? What do you like to do in your free time?



4 LISTENING What do you think of sports?

▶ Listen to the conversations about sports. Complete the chart.

	Favorite sport	Do they play or watch it?	
		Play	Watch
1. James	football	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Brianna	_____	<input type="checkbox"/>	<input type="checkbox"/>
3. Matthew	_____	<input type="checkbox"/>	<input type="checkbox"/>
4. Nicole	_____	<input type="checkbox"/>	<input type="checkbox"/>



5 SPEAKING Free-time activities

A Add one more question about free-time activities to the chart. Then ask two people the questions. Write their names and complete the chart.

	Name:	Name:
1. What sports do you like to watch or play?		
2. What do you do on the weekends?		
3. What do you like to do when the weather is nice?		
4. What do you like to do when it's raining?		
5. How often do you play video games?		
6. _____ ?		

A: Soo-hyun, what sports do you like?

B: I like a lot of sports. My favorites are soccer and baseball.

B **CLASS ACTIVITY** Tell your classmates about your partners' free-time activities.

6 CONVERSATION What can I do?

▶ Listen and practice.

Dylan

Look! There's a talent show audition on Friday. Let's enter.

Becky

Oh, I can't enter a talent show. What can I do?

Dylan

You can sing very well.

Becky

Really? Thanks!

Dylan

I can't sing at all, but I can play the piano, so . . .

Becky

So maybe we can enter the contest.

Dylan

Of course we can. Let's do it!

Becky

OK. We can practice tomorrow!



4 LISTENING

Learning Objective: listen to a conversation about sports using simple present Wh-questions

▶ [CD 2, Track 44]

- Explain the task. Then play the audio program three times. First, Ss listen and write the speakers' favorite sports. Then they listen and check (✓) *Play* or *Watch*. Finally, they listen and check their answers.

Audio script

1.
Woman Hey, James. What do you think of soccer?
James I like it. Actually, I like lots of sports!
Woman Oh, yeah? What sports do you like?
James Let's see. I like tennis and bike riding . . . and especially football. It's my favorite.
Woman Football's my favorite, too. So, when do you play it?
James In the fall and winter.

2.
Man What sports do you like, Brianna?
Brianna You know, I don't like sports very much.
Man So you never play sports?
Brianna No, I don't. Oh, wait – I do like tennis.
Man Oh, really? When do you play?
Brianna About once a week. I play with a friend at my gym.

3.
Woman Do you play volleyball, Matthew?
Matthew Uh, no. I think it's a little boring.
Woman I see. Do you like any sports?
Matthew Oh, sure. My favorite sport is baseball. I love baseball. Now that's an exciting sport!
Woman How often do you play?
Matthew Well, I don't really play – I'm too busy. But I watch it on TV a lot!

4.
Man Do you like tennis, Nicole?
Nicole It's OK, but it's not my favorite.
Man What's your favorite sport?
Nicole Hmm. I guess my favorite sport is basketball.
Man Really? Where do you play?
Nicole Oh, I don't play basketball. But a lot of my friends do, and I like to watch them play.

- Elicit the answers from the class.

Answers

	Favorite sport	Play	Watch
1. James	football	✓	
2. Brianna	tennis	✓	
3. Matthew	baseball		✓
4. Nicole	basketball		✓

5 SPEAKING

Learning Objective: discuss free-time activities

A

- Focus Ss' attention on the chart and explain the first part of the task. Ask different Ss to read the questions.
- Ss write one more question individually.
- Elicit new questions from the class and write them on the board. (e.g., *What's your favorite team?*)
- Explain the second part of the task. Ask two Ss to model the example conversation.

- Ss complete the task in pairs. When the pairs finish, each S finds a new partner to work with.

B Class activity

- Explain the task. Then Ss use their notes to tell the class about their partners' free-time activities.

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 6–12

6 CONVERSATION

Learning Objective: use *can* for ability in a conversation about talents

▶ [CD 2, Track 45]

- To explain *can*, say: "I can write." Then write a sentence on the board. Say: "I can't dance (or sing or draw)." Then dance (or sing or draw) badly.

- Play the audio program. Ss listen and read silently.
- Elicit or explain the meaning of any new vocabulary. (e.g., *talent show, audition*).
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

7 GRAMMAR FOCUS

Learning Objective: ask and answer questions using *can* for ability

▶ [CD 2, Track 46]

Can for ability

- Focus Ss' attention on the Grammar Focus box. Point out the patterns for statements, yes/no questions, and Wh-questions:

Subject + *can/can't* + verb.

Can + subject + verb?

Yes, + subject + *can*. / No, + subject + *can't*.

What + *can* + subject + *do*?

Subject + *can* + verb.

Who + *can* + verb?

Subject + *can*.

- Play the audio program. Ss listen and read silently.
- Point out that we pronounce *can* as /kən/ in statements and questions. However, we pronounce it as /kæn/ in short answers.
- **Option:** Play the audio program again. Ss listen and repeat.

A

- Focus Ss' attention on the pictures. Read the verbs aloud. Ss repeat. Then elicit or explain any new vocabulary.
- Explain the task and ask a S to model the example sentence.
- Ss complete the sentences individually. Then they compare answers in pairs. Go around the class and encourage Ss to read the sentences aloud.

TIP

To build Ss' confidence, have them compare answers in pairs or small groups. Then check answers as a class.

- Elicit the answers from the class and write them on the board.

Answers

1. Ben **can** swim.
2. Sara **can** fix cars.
3. Diane **can't** sing.
4. Jeff **can't** ice-skate.
5. Lisa **can** play the piano.
6. Megan **can't** cook.

B Pair work

- Explain the task. Ask two Ss to model the example conversation for the class.
- Ss practice asking and answering the questions in pairs. Then they change roles and practice again. Go around the class and check Ss' pronunciation of *can* and *can't*.

C Group work

- Explain the task. Ask a S: "Can you draw?"
- Ss complete the task in small groups.

TIP

To develop Ss' proficiency with grammar, it is often more effective for Ss to practice the structures in a speaking or writing activity than to complete a mechanical task.

- For more practice asking and answering questions with *can* and *can't*, play **Hot Potato** – download it from the website.

8 PRONUNCIATION

Learning Objective: sound more natural when using *can* and *can't*

▶ A [CD 2, Track 47]

- Play the audio program. Ss listen and read silently. Then play the audio program again. Ask different Ss to read the sentences aloud.

B Pair work

- Explain and model the task. Then Ss complete the task in pairs. Go around the class and listen to Ss' pronunciation of *can* and *can't*.

- **Option:** Ask Ss to get in groups. Write these patterns on the board:

Pablo *can't* draw, but he *can* sing.

Misaki *can't* sing, but she *can* act.

Ss use this pattern to write five sentences about the people in their group. Then they practice reading them aloud. Go around the class and check their pronunciation of *can* and *can't*.

7 GRAMMAR FOCUS

▶ Can for ability

I		you	I	What can I do?
You		I	you	You can sing.
She can sing very well.	Can	she sing?	Yes, she can .	Who can sing?
He can't sing at all.		he	No, he can't .	Becky can .
We		we	we	
They		they	they	

GRAMMAR PLUS see page 141

A Six people are talking about things they can and can't do. Complete these sentences.



Ben

1. I can swim.



Sara

2. I _____ fix cars.



Diane

3. I _____ sing.



Jeff

4. I _____ ice-skate.



Lisa

5. I _____ play the piano.



Megan

6. I _____ cook.

B **PAIR WORK** Ask and answer questions about the pictures in part A.

A: Can Ben swim?

B: Yes, he can.

C **GROUP WORK** Can your classmates do the things in part A? Ask and answer questions.

"Can you swim, Diego?"

8 PRONUNCIATION *Can and can't*

▶ A Listen and practice. Notice the pronunciation of **can** and **can't**.

/kən/

I **can** play the piano.

/kænt/

I **can't** sing at all.

B **PAIR WORK** Your partner reads a sentence for each number. Check (✓) the sentence you hear.

1. I can cook.
 I can't cook.

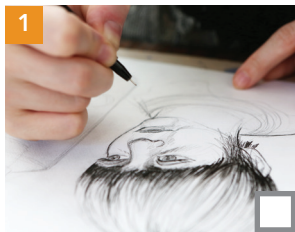
2. I can drive.
 I can't drive.

3. I can swim.
 I can't swim.

4. I can dance.
 I can't dance.

9 LISTENING Are you good at sports?

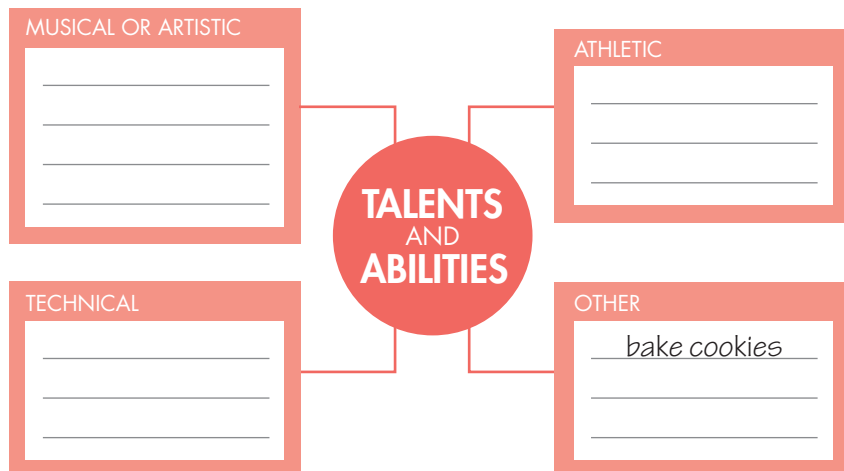
- ▶ Listen to three people talk about their abilities. Write J (Joshua), M (Monica), or A (Anthony) on the things they can do well.



10 WORD POWER Talents and abilities

- ▶ **A** Complete the word map with talents and abilities from the list. Then listen and practice.

- ✓ bake cookies
- build a robot
- design a website
- do math in your head
- edit a video
- fix a computer
- make electronic music
- play chess
- ride a horse
- run a marathon
- skateboard
- take good photos
- tell good jokes



- B GROUP WORK** Who can do the things in part A? Make a list of guesses about your classmates.

- A:** Who can bake cookies?
B: I think Melanie can.
C: Who can design . . . ?

bake cookies - Melanie
design a website

- C CLASS ACTIVITY** Go around the room and check your guesses.

- A:** Melanie, can you bake cookies?
B: Yes, I can.

11 INTERCHANGE 10 Hidden talents and abilities

Learn more about your classmates' hidden talents and abilities. Go to Interchange 10 on page 124.

9 LISTENING

Learning Objective: listen for details in a conversation about people's abilities using *can*

▶ [CD 2, Track 48]

- Focus Ss' attention on the pictures. Elicit the verb for each picture and write it on the board. (Answers: draw, swim, take pictures/photos, sing, cook, use a computer, play the piano, paint)
- Explain the task. Tell Ss that they will not hear the people talk about all of the abilities in the photos. Then play the audio program two or three times. Ss listen and write their answers.

Audio script

1.
Woman Are you good at sports, Joshua?
Joshua No, not really, but I like to swim. I can swim very well. I often go swimming on the weekends. And I can play the piano well. But I can't sing.

2.
Man What do you do on weekends, Monica?
Monica I love to cook for my friends and family. I can cook well. And I love to take photos with my new camera. I think I can do that really well, too.

3.
Woman That's a beautiful picture, Anthony.
Anthony Oh, thank you very much. I'm an architect, so I can draw really well. I often do my work on a computer, so I can use computers really well, too. Oh, I can paint, too, but I don't paint for my job. It's just something I do for fun.

- Elicit the answers from the class.

Answers

1. A	3. M	5. M	7. J
2. J	4. Ø	6. A	8. A

10 WORD POWER

Learning Objective: discuss talents and abilities

▶ A [CD 2, Track 49]

- Explain the task. Then read the abilities and talents in the word map aloud. Ss repeat.
- Describe how a word map works. Then elicit or explain the meaning of any new vocabulary.

Vocabulary

talent: a natural ability to do something well

musical: related to music

artistic: related to art

athletic: related to athletes and sports

technical: related to industry or science

- Ss complete the word map individually. Then they compare answers in pairs.
- Play the audio. Ss listen and check their answers.

Answers

Musical or artistic: make electronic music, take good photos
Athletic: ride a horse, run a marathon, skateboard
Technical: build a robot, design a website, edit a video, fix a computer
Other: bake cookies, do math in your head, play chess, tell good jokes

B Group work

- Explain the task and focus Ss' attention on the example list. All Ss in each group should copy of the list. Encourage groups to choose a different classmate for each talent or ability.
- Ask three Ss to model the example conversation.
- Ss complete the task in small groups.

C Class activity

- Explain the task. Have two Ss model the conversation.
- Ss take their lists from part B, go around the class, and check their guesses. They check (✓) all the yes answers. Encourage Ss to give complete short answers.
- When Ss finish, they sit down. Elicit the number of correct guesses for each group. Then ask: "Who can bake cookies?" Elicit the answers. Continue with the remaining abilities and talents.

For more practice with abilities and talents, play **Change Chairs** – download it from the website. Begin: "Change chairs if you can bake cookies."

TIP

Encourage Ss to keep a vocabulary notebook to record new words, definitions, pronunciations, parts of speech, and example sentences.

11 INTERCHANGE 10

See page T-124 for teaching notes.

12 READING

Learning Objective: scan and read for details in an article about people's talents

▶ A [CD 2, Track 50]

- Focus Ss' attention on the title and pictures. Explain the meaning of *world records*.
- Read the question aloud. Elicit answers from the class.
- Focus Ss' attention on the pictures. Invite Ss to talk about what they see. Ask Ss to guess what records are being set in the pictures.

B

- Explain the first part of the task. Ss read about the world records individually.
- Explain the second part of the task. Ss scan the article for specific information and check the correct answers to the questions. Point out that Ss can find the answers by scanning for the names and key words in the text.
- Ss complete the task individually.
- Elicit the answers.

Answers

1. b 2. b 3. a 4. b 5. b

- **Option:** Play the audio program. Ss listen and read along silently.

- Ss read the article again and underline any new words. Then elicit or explain the meanings of any new words.

Vocabulary

base jumping: the sport of jumping from a structure with a parachute

marathon: an activity that lasts a very long time; usually, a long running race

surfing: the sport of riding ocean waves on a board

squash (v): to crush something flat

muscles: parts of the body that are connected to bones and help you move

C Group work

- Explain the task and read the questions.
- Ss complete the task in small groups. Go around the class and give help as needed.
- Ask a S from each group to tell the class their opinions and examples.
- **Option:** Ss can look up world records and report on their findings to the class.

End of Cycle 2

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

A Some people like to set world records. Why do you think they like to do that?

Awesome Sports Records



base jumping

Base jumping is a dangerous sport. People jump off buildings, bridges, and other high places. The Burj Khalifa tower in Dubai, United Arab Emirates, is 824 meters (2,717 feet) tall. That's a very scary jump. But Fred Fugen and Vince Reffet of France can jump it! They also enjoy skydiving and parachuting.

Kalamandalam Hemalatha of India has an amazing marathon record, but it's not for running. She can dance, and dance, and dance! In fact, Kalamandalam can dance for 123 hours and 15 minutes. That's the longest dance marathon on record. Kalamandalam's special dance is from India. It's called the Mohiniyattam dance.



Mohiniyattam dance



Otto the skateboarding dog

Do you know about Otto? Otto likes surfing, skateboarding, and playing soccer. Otto is a champion skateboarder, but he's a dog from Lima, Peru! Otto has the record for skateboarding through the legs of 30 people!

Do you know what a unicycle is? It's a bicycle with just one wheel. David Weichenberger of Austria has the world record for longest jump on a unicycle. He can jump 2.95 meters (about 10 feet).

Can you squash an apple? Can you squash it using just the muscles in your arms? One woman can! Her name is Linsey Lindberg. Linsey is from Texas, in the U.S. In one minute, she can squash 10 apples. That's one apple every six seconds.

B Read the records. Then check (✓) the correct answers to the questions.

1. What's special about a unicycle?

<input type="checkbox"/> a. It has no wheels.	<input type="checkbox"/> b. It has one wheel, not two.
---	--
2. Who likes base jumping?

<input type="checkbox"/> a. David Weichenberger	<input type="checkbox"/> b. Fred Fugen
---	--
3. What sort of marathon can Kalamandalam do?

<input type="checkbox"/> a. a dance marathon	<input type="checkbox"/> b. a running marathon
--	--
4. How does Linsey Lindberg squash apples?

<input type="checkbox"/> a. with her hands	<input type="checkbox"/> b. with her arm muscles
--	--
5. What is one sport that Otto plays?

<input type="checkbox"/> a. basketball	<input type="checkbox"/> b. soccer
--	------------------------------------

C **GROUP WORK** Do you think it's fun to set world records? Why or why not? What other world records do you know about? Tell your classmates.