

CAMBRIDGE

EXECUTIVE

PREVIEW

# interchange

FIFTH EDITION

1



Student's Book

With online self-study

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Jack C. Richards

with Jonathan Hull and Susan Proctor

Experience

Better

Learning

# Teach with confidence.

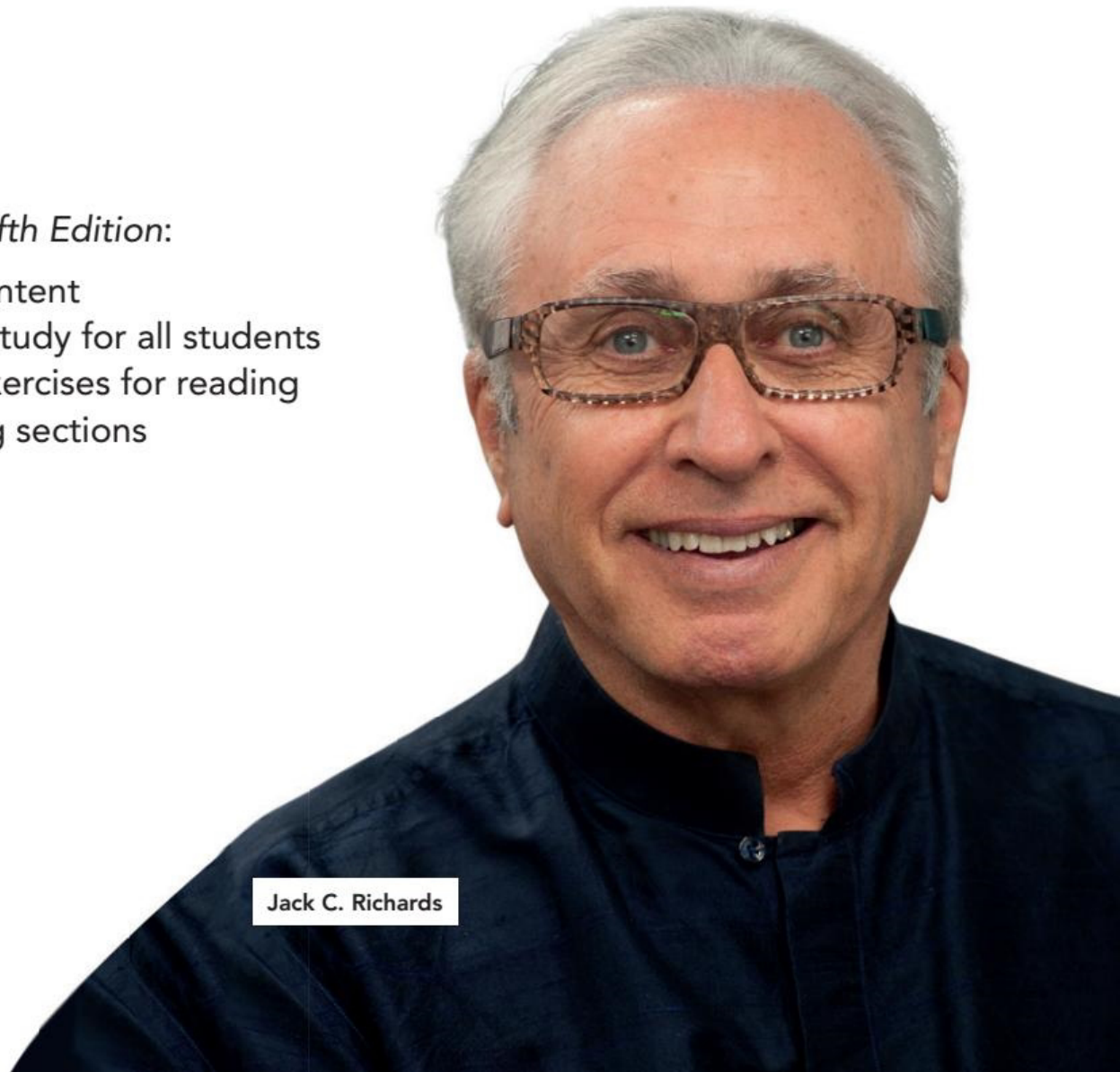
The world changes fast, but your mission remains the same. Teach English. Empower students to achieve their goals.

With every step along the way, *Interchange* has given you the tools you need to accomplish your mission. Together, we have touched the lives of millions of students from Argentina to Yemen.

We're proud to be part of this worldwide phenomenon, and we're proud to work with you to help you teach with ease, teach with confidence, and teach with pride.

## *Interchange Fifth Edition:*

- 50% new content
- Online self-study for all students
- Improved exercises for reading and listening sections



Jack C. Richards

# The world's favorite English course.

There's a reason why so many teachers use *Interchange*: it works. Jack C. Richards' communicative methodology is an effective way to get your students speaking early and well.

## SPEAKING IS AT THE CORE OF EVERY LESSON.

Your students want to speak, and *Interchange* delivers. From the very first lesson, they will learn to speak English with confidence.

**11 SPEAKING** My dream home

**A** Write a description of your dream home.  
 What is your dream home?  
 Where is it?  
 What rooms does it have?  
 What things are in the rooms?  
 Does it have a view?

My dream home is a loft in a big city. There is one large living room with a lot of windows. There are two bedrooms and...

**B PAIR WORK** Ask your partner about his or her dream home.  
**A:** What is your dream home?  
**B:** My dream home is a loft in a big city.  
**A:** What rooms does it have?  
**B:** Well, there is a big living room, a small kitchen...

**6 SPEAKING** Entertainment survey

**A GROUP WORK** Write five questions about entertainment and entertainers. Then ask and answer your questions in groups.

What kinds of ... do you like?  
 (music, TV shows, video games)  
 Do you like ... ?  
 (reggae, game shows, action movies)  
 Who's your favorite ... ?  
 (singer, actor, athlete)

**B GROUP WORK** Complete this information about your group. Ask any additional questions.

*Our group*  
**FAVORITES**

What's your favorite ... ?  
 song \_\_\_\_\_  
 movie \_\_\_\_\_  
 video game \_\_\_\_\_

What's your favorite kind of ... ?  
 music \_\_\_\_\_  
 movie \_\_\_\_\_  
 TV show \_\_\_\_\_

Who's your favorite ... ?  
 singer \_\_\_\_\_  
 actor \_\_\_\_\_  
 athlete \_\_\_\_\_

**12 SPEAKING** My personal traditions

**A GROUP WORK** How do you usually celebrate the dates below? Share your personal traditions with your classmates.  
 your birthday    New Year's Eve    your country's national day    your favorite holiday

**A:** On my birthday, I always wear new clothes, and I often have a party. What about you?  
**B:** I usually celebrate my birthday with my family. We have a special meal and some relatives come over.  
**C:** I used to celebrate my birthday at home, but now I usually go out with friends.

**B CLASS ACTIVITY** Tell the class the most interesting traditions you talked about in your group. Do you share any common traditions? Did you use to celebrate those dates the same way when you were younger?

**24 Unit 4**

**C CLASS ACTIVITY** Read your group's list to the class. Find out the class favorites.

**10 SPEAKING** Local customs

**A PAIR WORK** What should a visitor to your country know about local customs? Make a list. Include these points.

greeting and addressing someone	dressing appropriately
eating or drinking in public	visiting someone's home
taking photographs	using public transportation
giving gifts	tipping

When you ride in a cab, you're supposed to tip the driver.

**B GROUP WORK** Compare your lists with another pair. Then share experiences in which you (or someone you know) didn't follow the appropriate cultural behavior. What happened?  
**A:** Once, when travelling abroad, I took a cab, and I didn't give the driver a tip.  
**B:** What happened?  
**A:** Well, he looked kind of angry. Then my friend gave the guy a tip, and I realized my mistake. It was a little embarrassing...

# FLEXIBLE UNIT STRUCTURE

The flexible unit structure of *Interchange* allows you to fit *Interchange* into your program's schedule. You have the freedom to organize your lessons the way you want to in order to make it right for you.

## 7 We went dancing!

Describe past daily and free-time activities  
Describe past vacations

### 1 SNAPSHOT

**Free-time Activities**

Check if the activities you do in your free time. List those activities you do in your free time. What are your favorite free-time activities? Are there activities you don't like? Which ones?

### 2 CONVERSATION

What did you do last weekend?

A. Listen and practice.

1. Listen and practice.

2. Listen and practice.

3. Listen to the rest of the conversation. What does Eric do on Sunday afternoons?

### 3 GRAMMAR FOCUS

**Simple past**

Did you work on Saturday?  
Yes, I did. I worked all day.  
What did you do on Saturday?  
We stayed home and watched a few movies.  
Did you go anywhere last weekend?  
Yes, I did. I went to the museum.  
How did you spend last weekend?  
We went to a club and danced with some friends.

**Completed verb phrases**

1. Complete these conversations. Then practice with a partner.

2. Listen and practice. What time did you go to bed last night?

**Regular verbs**

1. Listen and practice. What time did you go to bed last night?

2. Listen and practice. What time did you go to bed last night?

**Irregular verbs**

1. Listen and practice. What time did you go to bed last night?

2. Listen and practice. What time did you go to bed last night?

### 5 WORD POWER

Chores and activities

A. **PAIR WORK:** Read the verbs and phrases from the list that usually go with each verb. Then add one more verb or phrase to each verb.

do	my homework
go	to bed
have	a party
make	a phone call
take	a trip

B. **GROUP WORK:** Choose the things you did last weekend. Then compare with your partners.

1. I went shopping with my friends. We had a good time. What about you?  
2. I didn't have a very good time. I did chores.  
3. I did chores, too. But I went dancing in the evening, and...

### 6 DISCUSSION

Ask some questions!

**GROUP WORK:** Take turns. One student makes a statement about the weekend. Other students ask questions. Each student answers at least three questions.

A. I went shopping on Sunday afternoon.  
B. Where did you go?  
C. How did you go?  
D. What time did you go?  
E. Did you have a good time?

### 7 LISTENING

Did you have a good holiday?

A. Listen to Andrea tell Elizabeth what she did yesterday. Check if the things Andrea did.

Activities	Answers
<input type="checkbox"/> went to the gym	
<input type="checkbox"/> played soccer	
<input type="checkbox"/> saw a movie	
<input type="checkbox"/> watched TV	

### 8 INTERCHANGE 7

Play a board game. Go to Interchange 7 on page 121.

### 9 CONVERSATION

Lucky you!

A. Listen and practice.

1. Listen and practice.

2. Listen to the rest of the conversation. What happened?

### 10 GRAMMAR FOCUS

**Past of be**

Were you in California?  
Was the weather OK?  
Were you and your roommates vacation?  
Were your parents there?  
How long were you away?  
How was your vacation?

Yes, I was.  
Yes, it was.  
Yes, they were.  
I was away for a week.  
It was excellent!

**Completed verb phrases**

1. Complete these conversations. Then practice with a partner.

2. Listen and practice. What time did you go to bed last night?

3. Listen and practice. What time did you go to bed last night?

4. Listen and practice. What time did you go to bed last night?

### 11 DISCUSSION

Past and future vacations

A. **GROUP WORK:** Ask your classmates about their last vacations. Ask three questions or use your own ideas.

1. Listen and practice.

2. Listen and practice.

3. Listen to the rest of the conversation. What does Eric do on Sunday afternoons?

### 12 WRITING

A blog post

Read the blog post.

**TRAVEL BLOG**

Greetings from sunny Puerto Vallarta, Mexico! I'm having a great time. Yesterday, I took a boat of all day long. The buildings and restaurants were amazing! This morning, I went swimming and sunbathing. Then I went shopping at one of the best shops in town. I bought a very beautiful handmade ceramic vase and beautiful jewelry for an antique. Delicious! I'm having a really great vacation! Conny

**PAIR WORK:** Write a blog post to your partner about your last vacation. Then exchange posts. Do you have any questions about your partner's vacation?

### 13 LISTENING

I was on vacation.

A. Listen to Daniel and Amanda talk about their vacations. Did they have a good time? Check if they do.

Daniel	Yes	No
Amanda	<input type="checkbox"/>	<input type="checkbox"/>

B. Listen again. Complete the chart with information about their vacations.

Daniel's vacation	Amanda's vacation
Place	Place
Who with	Who with
Activities	Activities

### 14 READING

Awesome Vacations

1. Read the pictures. What do you think each person did on his or her vacation?

2. Read the text. Then write the number of the past where each sentence could go.

3. Write a paragraph about your vacation.

4. What place do you think is the most interesting? Why?

**PAIR WORK:** Answer these questions.

1. What person used an unusual form of transportation?  
2. Who saw a piece of art?  
3. Who had a very active vacation?  
4. Which place do you think is the most interesting? Why?

### 15 DISCUSSION

Past and future vacations

A. **GROUP WORK:** Ask your classmates about their last vacations. Ask three questions or use your own ideas.

1. Listen and practice.

2. Listen and practice.

3. Listen to the rest of the conversation. What does Eric do on Sunday afternoons?

### 16 WRITING

A blog post

Read the blog post.

**TRAVEL BLOG**

Greetings from sunny Puerto Vallarta, Mexico! I'm having a great time. Yesterday, I took a boat of all day long. The buildings and restaurants were amazing! This morning, I went swimming and sunbathing. Then I went shopping at one of the best shops in town. I bought a very beautiful handmade ceramic vase and beautiful jewelry for an antique. Delicious! I'm having a really great vacation! Conny

**PAIR WORK:** Write a blog post to your partner about your last vacation. Then exchange posts. Do you have any questions about your partner's vacation?

### 17 LISTENING

I was on vacation.

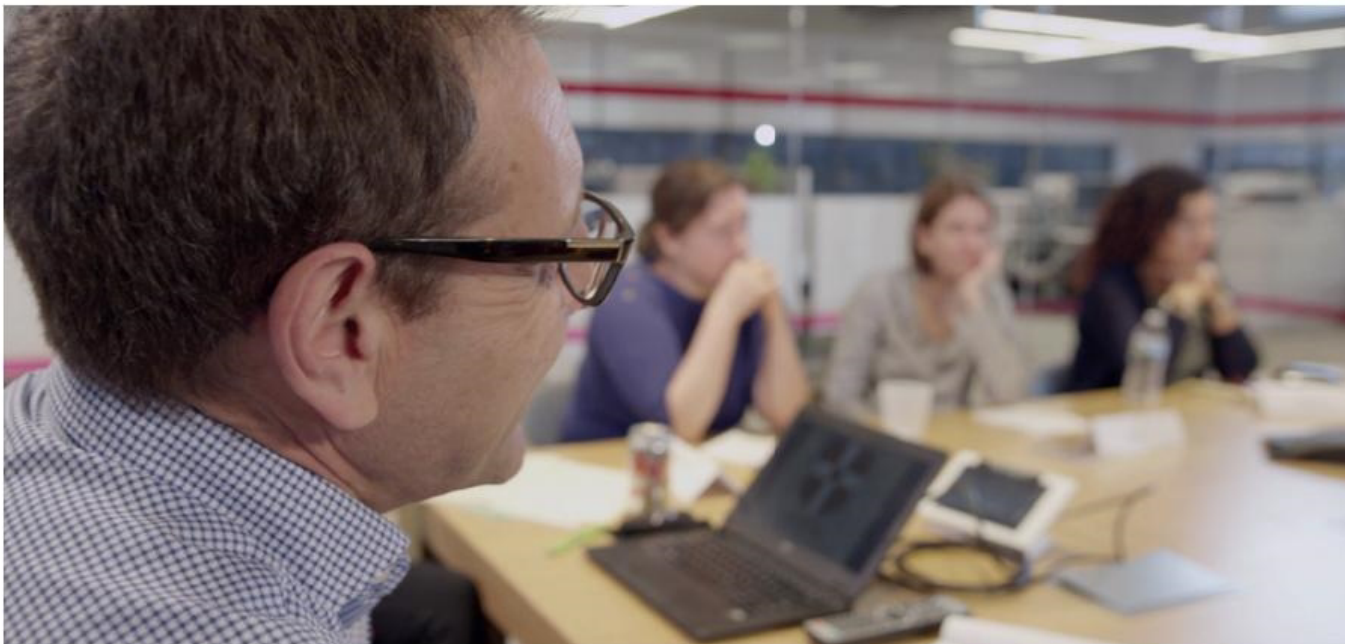
A. Listen to Daniel and Amanda talk about their vacations. Did they have a good time? Check if they do.

Daniel	Yes	No
Amanda	<input type="checkbox"/>	<input type="checkbox"/>

B. Listen again. Complete the chart with information about their vacations.

Daniel's vacation	Amanda's vacation
Place	Place
Who with	Who with
Activities	Activities

# A fifth edition based on insights from around the world



## FOCUS GROUPS

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We gathered teachers and coordinators together and asked big questions.

- You told us that your students need to learn how to speak.
- You said that you don't have a lot of time to prepare your lessons.
- You gave us some initial ideas for revising *Interchange*.

## SURVEY

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A massive survey allowed us to check our ideas with the wider world. You confirmed that a new edition needs to preserve the tried-and-true communicative methodology that makes *Interchange* special.

## IN-DEPTH REVIEWS

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We knew that we needed to update the content, and we asked teachers specifically what had to change. Teachers from different countries went over *Interchange* carefully. You told us what should change and we listened.

In all, we heard from more than 1,500 teachers from a wide variety of backgrounds. This is what you had to say.

Please update the content. I love the books, but I'd like to see some refreshed topics.

Could you give us some new readings? My students enjoy them, but I've been teaching the same readings for a while now.

*Interchange* is great for teaching speaking. The only thing I would improve are the exercises that go with the readings.

We love the flexible units.



*Interchange* works. My students learn to speak right away.

*Interchange* is very easy to teach with.

The scope and sequence are great. Please don't change the order of the grammar or vocabulary.

Could you make it look more modern?



# What's new?

Based on the feedback from teachers, we spent a lot of time updating the content. We also improved the exercises that accompany the readings and the listenings. The online components are now easier to use than ever, and each student gets automatically graded self-study online.

**4 CONVERSATION** I'm on my feet all day.

A Listen and practice.

Amy: What do you do, Derek?  
 Derek: I work part-time as a server.  
 Amy: Oh, really? What restaurant do you work at?  
 Derek: I work at Stella's Café downtown.  
 Amy: That's cool. How do you like it?  
 Derek: It's OK. I'm on my feet all day, so I'm always tired. What do you do?  
 Amy: I'm a dancer.  
 Derek: A dancer! How exciting!  
 Amy: Yeah, it's great! I work with incredible people.  
 Derek: That sounds really nice. But is it difficult?  
 Amy: A little. I'm on my feet all day, too, but I love it.

B Listen to the rest of the conversation. Who does Amy travel with? Who does she meet in other cities?

## UPDATED CONTENT

From the conversations to the readings, we updated and improved the content to make it more interesting for you and your students.

**7 LISTENING** The perfect date

A Listen to a host and four people on a TV game show. Three men want to invite Alexis on a date. What kinds of things do they like? Complete the chart.



	Jacob	Tyler	Andrew	Alexis
Music				
Movies				
TV shows				

B **CLASS ACTIVITY** Who do you think is the best date for Alexis? Why?

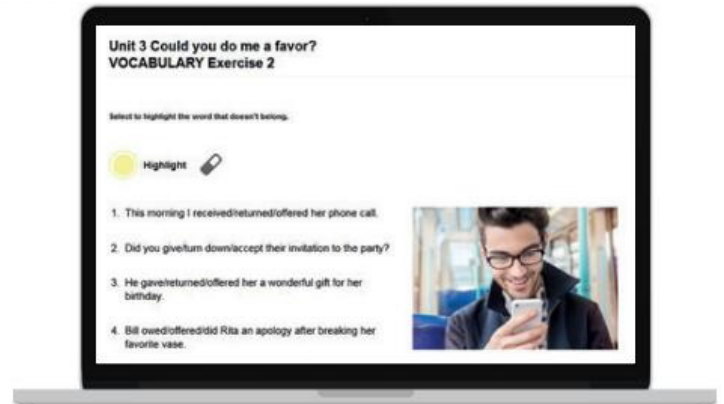
## IMPROVED EXERCISES

To help students develop their listening and reading skills, we improved the activities that accompany each text.

# What's digital?

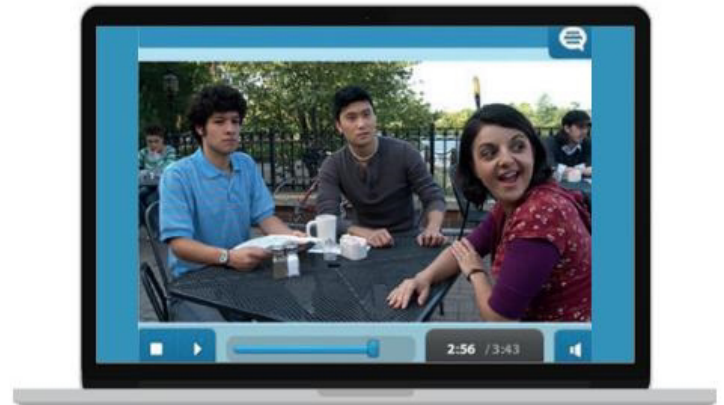
## ONLINE SELF-STUDY

Students can now access hours of extra practice from any computer with an internet connection. No discs means more freedom and flexibility.



## VIDEOS IN THE ONLINE SELF-STUDY

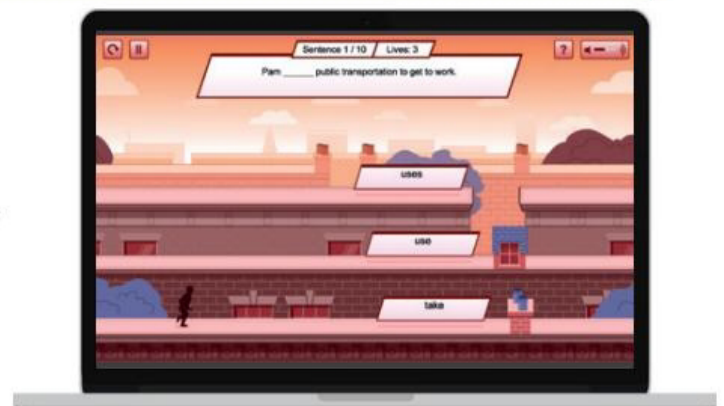
Students can watch the *Interchange* video program from any computer.



## ONLINE WORKBOOK WITH GAMES

The online workbooks are now delivered through the Cambridge Learning Management System. This gives you the ability to quickly see how students are progressing.

For a nice change of pace, students can learn English while playing fun games.





# RESOURCES AT CAMBRIDGE.ORG/INTERCHANGE

## Worksheets

Hundreds of downloadable, reproducible, and customizable worksheets for expansion and additional practice in class, or for homework assignments.

## Games

Fun and stimulating ways to get your students to practice a variety of language skills including vocabulary, grammar, speaking, and listening.

## Fresh Ideas

Alternative ways to teach a variety of exercises in the Student's Book.

Unit 2 Project Worksheet


### WHERE ARE YOU FROM?

**Plan**  
Imagine that you will visit a classmate's hometown. Write questions that you want to ask your classmate about his or her town, family, and friends. Then find a photo of your family or friends in your hometown. A partner will ask you questions about the photo.

What \_\_\_\_\_?  
When \_\_\_\_\_?  
Who \_\_\_\_\_?  
How \_\_\_\_\_?  
\_\_\_\_\_?  
\_\_\_\_\_?

**Prepare**  
**PAIR WORK:** Show your pictures with your partner. Then take turns asking and answering questions. Write your partner's answers.

**Present**  
**CLASS ACTIVITY:** Put your partner's picture on the map. Then describe your partner's hometown and the people in the photo. Give at least three pieces of information about the city or town and the people.



Interchange 2nd Teacher's Resource Worksheets © Cambridge University Press 2017 **Photocopyable**

### Run For It!

**Aim:** Help Ss practice prepositions of time.

**Levels:** A1

**Preparation:** Prepare a list of sentences with missing prepositions. Write each missing preposition on a separate card and post the cards around the classroom walls.

**Comment:** Use to practice grammar.

- Divide Ss into two teams (A and B). Assign each member of the teams a number (e.g., 51, 52).
- Read out the first sentence without using the preposition (e.g., "I always get up [at/on] 7 o'clock on weekdays"). Ss from each team race to find the card containing the missing preposition. The first Ss to reach the correct card get a point for his or her team.
- Stop the game until you see all the sentences. The team with the most points wins.

**Variation 1:** Use this game to review prepositions of place or time, enable, and activities (e.g., do, did, have).

**Variation 2:** If Ss cannot move freely around the room, they can point to the correct wall.

Interchange Games © Cambridge University Press 2013 **Photocopyable**

### Cloud Prediction

**Aim:** Develop Ss' ability to predict content from key words.

**Levels:** A1

**Preparation:** List six to ten key words from the text.

**Comment:** Use with Conversations, Listening, or Reading.

- Write the key words on the board, inside a large cloud.
- Explain the task. Ss work in pairs. They use the key words on the board to predict the main ideas of the Conversation or Listening.
- Point out that all predictions are acceptable.
- Ss complete the text. Check Ss' predictions.

**Variation for Reading:** After making predictions, Ss read the text and check their predictions.

Interchange Fresh Ideas © Cambridge University Press 2013 **Photocopyable**

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# Informed by teachers

Teachers from all over the world helped develop *Interchange Fifth Edition*. They looked at everything – from the color of the designs to the topics in the conversations – in order to make sure that this course will work in the classroom.

We heard from 1,500 teachers in:

- Surveys
- Focus Groups
- In-Depth Reviews

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# Plan of Book 1

Titles/Topics	Speaking	Grammar
 <p><b>UNIT 1</b> PAGES 2–7</p> <p><b>Where are you from?</b> Introductions and greetings; names, countries, and nationalities</p>	<p>Introducing oneself; introducing someone; checking information; exchanging personal information; saying hello and good-bye; talking about school subjects</p>	<p>Wh-questions and statements with <i>be</i>; questions with <i>what, where, who, and how</i>; yes/no questions and short answers with <i>be</i>; subject pronouns; possessive adjectives</p>
 <p><b>UNIT 2</b> PAGES 8–13</p> <p><b>What do you do?</b> Jobs, workplaces, and school; daily schedules; clock time</p> <p><b>PROGRESS CHECK</b> PAGES 14–15</p>	<p>Describing work and school; asking for and giving opinions; describing daily schedules</p>	<p>Simple present Wh-questions and statements; question: <i>when</i>; time expressions: <i>at, in, on, around, early, late, until, before, and after</i></p>
 <p><b>UNIT 3</b> PAGES 16–21</p> <p><b>How much are these?</b> Shopping and prices; clothing and personal items; colors and materials</p>	<p>Talking about prices; giving opinions; discussing preferences; making comparisons; buying and selling things</p>	<p>Demonstratives: <i>this, that, these, those, one and ones</i>; questions: <i>how much and which</i>; comparisons with adjectives</p>
 <p><b>UNIT 4</b> PAGES 22–27</p> <p><b>Do you play the guitar?</b> Music, movies, and TV programs; entertainers; invitations and excuses; dates and times</p> <p><b>PROGRESS CHECK</b> PAGES 28–29</p>	<p>Talking about likes and dislikes; giving opinions; making invitations and excuses</p>	<p>Yes/no and Wh-questions with <i>do</i>; question: <i>what kind</i>; object pronouns; modal verb <i>would</i>; verb + <i>to</i> + verb</p>
 <p><b>UNIT 5</b> PAGES 30–35</p> <p><b>What an interesting family!</b> Family members; typical families</p>	<p>Talking about families and family members; exchanging information about the present; describing family life</p>	<p>Present continuous yes/no and Wh-questions, statements, and short answers; quantifiers: <i>all, nearly all, most, many, a lot of, some, not many, and few</i>; pronoun: <i>no one</i></p>
 <p><b>UNIT 6</b> PAGES 36–41</p> <p><b>How often do you run?</b> Sports, fitness activities, and exercise; routines</p> <p><b>PROGRESS CHECK</b> PAGES 42–43</p>	<p>Asking about and describing routines and exercise; talking about frequency; discussing sports and athletes; talking about abilities</p>	<p>Adverbs of frequency: <i>always, almost always, usually, often, sometimes, hardly ever, almost never, and never</i>; questions: <i>how often, how long, how well, and how good</i>; short answers</p>
 <p><b>UNIT 7</b> PAGES 44–49</p> <p><b>We went dancing!</b> Free-time and weekend activities</p>	<p>Talking about past events; giving opinions about past experiences; talking about vacations</p>	<p>Simple past yes/no and Wh-questions, statements, and short answers with regular and irregular verbs; past of <i>be</i></p>
 <p><b>UNIT 8</b> PAGES 50–55</p> <p><b>How's the neighborhood?</b> Stores and places in a city; neighborhoods; houses and apartments</p> <p><b>PROGRESS CHECK</b> PAGES 56–57</p>	<p>Asking about and describing locations of places; asking about and describing neighborhoods; asking about quantities</p>	<p><i>There is/there are, one, any, and some</i>; prepositions of place; quantifiers; questions: <i>how many and how much</i>; count and noncount nouns</p>

## Pronunciation/Listening

## Writing/Reading

## Interchange Activity

Linked sounds  
Listening for names, countries, and school subjects

Writing questions requesting personal information  
"Is Your Name Trendy?": Reading about popular names

"Getting to know you": Collecting personal information about classmates  
**PAGE 114**

Syllable stress  
Listening to descriptions of jobs and daily routines

Writing a biography of a classmate  
"My Parents Don't Understand My Job!": Reading about four jobs

"What we have in common": Finding similarities in classmates' daily schedules  
**PAGE 115**

Sentence stress  
Listening to people shopping; listening for items, colors, and prices

Writing about favorite clothes  
"Online Shopping: The Crazy Things People Buy": Reading about unusual online items

"Flea market": Buying and selling things  
**PAGES 116–117**

Intonation in questions  
Listening for likes and dislikes

Writing text messages  
"The World's Most Powerful Female Musician": Reading about a famous musician

"Are you free this weekend?": Making plans; inviting and giving excuses  
**PAGE 118**

Intonation in statements  
Listening for family relationships

Writing an email about family  
"Do Families Spend a Lot of Time Together?": Reading about four families

"Is that true?": Finding out information about classmates' families  
**PAGE 119**

Intonation with direct address  
Listening to people talking about free-time activities; listening to descriptions of sports participation

Writing about weekly activities  
"Fit and Healthy? Take the Quiz!": Reading about health and taking a quiz

"What's your talent?": Finding out about classmates' abilities  
**PAGE 120**

Reduction of *did you*  
Listening to descriptions and opinions of past events and vacations




Writing a blog post  
"Awesome Vacations": Reading about different kinds of vacations

"Memories": Playing a board game  
**PAGE 121**

Reduction of *there is/there are*  
Listening for locations and descriptions of places

Writing about neighborhoods  
"Hip Neighborhoods of the World": Reading about popular neighborhoods

"Where are we?": describing and guessing locations  
**PAGE 122**

Titles/Topics	Speaking	Grammar
 <p><b>UNIT 9</b> PAGES 58–63</p> <p><b>What does she look like?</b> Appearance and dress; clothing and clothing styles; people</p>	<p>Asking about and describing people's appearance; identifying people</p>	<p>Questions for describing people: <i>What...look like, how old, how tall, how long, and what color</i>; modifiers with participles and prepositions</p>
 <p><b>UNIT 10</b> PAGES 64–69</p> <p><b>Have you ever been there?</b> Past experiences; unusual activities</p> <p><b>PROGRESS CHECK</b> PAGES 70–71</p>	<p>Describing past experiences; exchanging information about past experiences and events</p>	<p>Present perfect yes/no and Wh-questions, statements, and short answers with regular and irregular past participles; <i>already</i> and <i>yet</i>; present perfect vs. simple past; <i>for</i> and <i>since</i></p>
 <p><b>UNIT 11</b> PAGES 72–77</p> <p><b>It's a really nice city.</b> Cities; hometowns; countries</p>	<p>Asking about and describing cities; asking for and giving suggestions; talking about travel</p>	<p>Adverbs before adjectives; conjunctions: <i>and, but, though, and however</i>; modal verbs <i>can</i> and <i>should</i></p>
 <p><b>UNIT 12</b> PAGES 78–83</p> <p><b>It's important to get rest.</b> Health problems; medication and remedies; products in a pharmacy</p> <p><b>PROGRESS CHECK</b> PAGES 84–85</p>	<p>Talking about health problems; asking for and giving advice; making requests; asking for and giving suggestions</p>	<p>Adjective + infinitive; noun + infinitive; modal verbs <i>could</i> and <i>should</i> for suggestions; modal verbs <i>can, could, and may</i> for requests</p>
 <p><b>UNIT 13</b> PAGES 86–91</p> <p><b>What would you like?</b> Food and restaurants</p>	<p>Expressing likes and dislikes; agreeing and disagreeing; ordering a meal</p>	<p><i>So, too, neither, and either</i>; modal verbs <i>would</i> and <i>will</i> for requests</p>
 <p><b>UNIT 14</b> PAGES 92–97</p> <p><b>It's the coldest city!</b> World geography and facts; countries</p> <p><b>PROGRESS CHECK</b> PAGES 98–99</p>	<p>Describing countries; making comparisons; expressing opinions; talking about distances and measurements</p>	<p>Comparative and superlative forms of adjectives; questions: <i>how far, how big, how high, how deep, how long, how hot, and how cold</i></p>
 <p><b>UNIT 15</b> PAGES 100–105</p> <p><b>What are you doing later?</b> Invitations and excuses; free-time activities; telephone messages</p>	<p>Talking about plans; making invitations; accepting and refusing invitations; giving reasons; taking and leaving messages</p>	<p>Future with present continuous and <i>be going to</i>; messages with <i>tell</i> and <i>ask</i></p>
 <p><b>UNIT 16</b> PAGES 106–111</p> <p><b>How have you changed?</b> Life changes; plans and hopes for the future</p> <p><b>PROGRESS CHECK</b> PAGES 112–113</p> <p><b>GRAMMAR PLUS</b> PAGES 132–151</p>	<p>Exchanging personal information; describing changes; talking about plans for the future</p>	<p>Describing changes with the present tense, the past tense, the present perfect, and the comparative; verb + infinitive</p>



**Pronunciation/Listening****Writing/Reading****Interchange Activity**

Contrastive stress  
Listening to descriptions of people;  
identifying people

Writing an email describing a person  
"The Age of Selfies": Reading about the  
history of selfies

"Find the differences": Comparing  
two pictures of a party  
**PAGES 123–124**

Linked sounds  
Listening to descriptions of events

Writing an email to an old friend  
"Unique Experiences": Reading about  
four peoples' unusual experiences

"Fun survey": Finding out about a  
classmate's lifestyle  
**PAGE 125**

*Can't* and *shouldn't*  
Listening to descriptions of cities,  
towns, and countries

Writing about hometowns  
"A Big 'Hello!' From . . . ": Reading about  
interesting cities

"Welcome to our city!": Creating  
a guide to fun places in a city  
**PAGE 126**

Reduction of *to*  
Listening to health problems and  
advice

Writing a blog post  
"Toothache? Visit the Rain Forest!":  
Reading about a plant used as medicine

"What should I do?": Give  
suggestions for situations  
**PAGE 127**

Stress in responses  
Listening to restaurant orders

Writing a restaurant review  
"To Tip or Not to Tip?": Reading about  
tipping customs

"Planning a food festival":  
Creating a menu  
**PAGE 128**

Questions of choice  
Listening to a TV quiz show

Writing an article about a place  
"Earth's Cleanest Places": Reading about  
three very clean places

"How much do you know?":  
Taking a general knowledge quiz  
**PAGE 129**

Reduction of *could you* and  
*would you*  
Listening to telephone messages

Writing text message requests  
"Cell Phone Trouble!": Reading about  
cell phone problems

"Weekend plans": Finding out  
about classmates' weekend plans  
**PAGE 130**

Vowel sounds /ou/ and /ʌ/  
Listening to descriptions of changes

Writing a plan for a class trip  
"A Goal Accomplished": Reading about a  
person's goals

"Our possible future": Planning a  
possible future  
**PAGE 131**

# 1

# Where are you from?

- ▶ Introduce oneself and others
- ▶ Talk about oneself and learn about others

## 1 CONVERSATION Please call me Alexa.

▶ Listen and practice.

**Arturo:** Hello, I'm Arturo Valdez.

**Alexa:** Hi. My name is Alexandra Costa, but please call me Alexa.

**Arturo:** OK. Where are you from, Alexa?

**Alexa:** Brazil. How about you?

**Arturo:** I'm from Mexico.

**Alexa:** Oh, I love Mexico! It's really beautiful. Oh, good. Soo-jin is here.

**Arturo:** Who's Soo-jin?

**Alexa:** She's my classmate. We're in the same business class.

**Arturo:** Where's she from?

**Alexa:** South Korea. Let's go and say hello. Sorry, what's your last name again? Vargas?

**Arturo:** Actually, it's Valdez.

**Alexa:** How do you spell that?

**Arturo:** V-A-L-D-E-Z.



## 2 SPEAKING Checking information

**A PAIR WORK** Introduce yourself with your full name. Use the expressions in the box. Talk to the classmate sitting next to you and to three more classmates.

**A:** Hi! I'm Akemi Shimizu.

**A:** Shimizu.

**B:** I'm sorry. What's your last name again?

**B:** How do you spell that?

**B CLASS ACTIVITY** Tell the class the name of the first classmate you talked to. Make a list of names.

"Her name is Akemi Shimizu. She spells her name . . ."

### useful expressions

Hi! I'm . . .

I'm sorry. What's your first / last name again?

How do you spell that?

What do people call you?

### 3 CONVERSATION This is Arturo Valdez.

A Listen and practice.

- Alexa** Hi Soo-jin, this is Arturo Valdez. He's a biology student.
- Soo-jin** Nice to meet you, Arturo. I'm Soo-jin Kim.
- Arturo** Hi. So, you're from South Korea?
- Soo-jin** That's right. I'm from Seoul.
- Arturo** Cool! What's Seoul like?
- Soo-jin** It's really nice. It's a very exciting city.



B Listen to the rest of the conversation. What city is Arturo from? What's it like?

### 4 PRONUNCIATION Linked sounds

Listen and practice. Notice how final consonant sounds are often linked to the vowels that follow them.

I'm a biology student. My friend is over there. My name is Alexandra Costa.

### 5 GRAMMAR FOCUS

Statements with *be*; possessive adjectives

**Statements with *be***

I'm from Mexico.  
 You're from Brazil.  
 He's from Japan.  
 She's a business student.  
 It's an exciting city.  
 We're in the same class.  
 They're my classmates.

**Contractions of *be***

I'm = I am  
 you're = you are  
 he's = he is  
 she's = she is  
 it's = it is  
 we're = we are  
 they're = they are

**Possessive adjectives**

my  
 your  
 his  
 her  
 its  
 our  
 their

GRAMMAR PLUS see page 132

A Complete these sentences. Then tell a partner about yourself.

- My name is Aiko Yoshida. from Japan. family is in Nagoya. brother is a college student. name is Haruki.
- name is Matias. from Santiago. a really nice city. sister is a student here. parents are in Chile right now.
- Angelica, but everyone calls me Angie. last name is Newton. a student at City College. parents are on vacation this week. in Las Vegas.



## Wh-questions with be

<b>Where's</b> your friend?	He's in class.
<b>Who's</b> Soo-jin?	She's my classmate.
<b>What's</b> Seoul <b>like</b> ?	It's a very exciting city.
<b>Where are</b> you and Vanessa from?	We're from Brazil.
<b>How are</b> your classes?	They're pretty interesting.
<b>What are</b> your classmates <b>like</b> ?	They're really nice.

GRAMMAR PLUS see page 132

For a list of countries and nationalities, see the appendix at the back of the book.

**B** Complete these questions. Then practice with a partner.

- |                                    |   |
|------------------------------------|---|
| 1. <b>A:</b> <u>Who's</u> that?    | 4. <b>A:</b> _____ the two students over there? |
| <b>B:</b> Oh, that's Mrs. Adams.   | <b>B:</b> Their names are Mason and Ava.        |
| 2. <b>A:</b> _____ she from?       | 5. <b>A:</b> _____ they from?                   |
| <b>B:</b> She's from San Diego.    | <b>B:</b> They're from Vancouver.               |
| 3. <b>A:</b> _____ her first name? | 6. <b>A:</b> _____ they _____?                  |
| <b>B:</b> It's Caroline.           | <b>B:</b> They're shy, but very friendly.       |

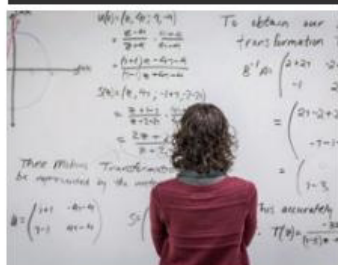
**C GROUP WORK** Write five questions about your classmates. Then ask and answer the questions.

What's your last name?

Where's Jay from?

## 6 SNAPSHOT

### SCHOOL SUBJECTS



1 math



2 \_\_\_\_\_



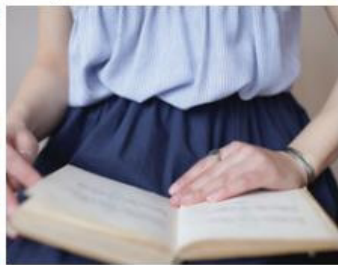
3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

Write the names of the school subjects under the pictures.  
What is (or was) your favorite school subject?  
What subjects don't (or didn't) you like?

math	literature
history	chemistry
physics	geography
biology	physical education