

CAMBRIDGE

interchange

FIFTH EDITION

intro



Student's Book
With Online Self-Study

Jack C. Richards

Experience
Better
Learning

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom
One Liberty Plaza, 20th Floor, New York, NY 10006, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
4843/24, 2nd Floor, Ansari Road, Daryaganj, Delhi – 110002, India
79 Anson Road, #06-04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781316620113

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First published 1994

Second edition 2000

Third edition 2005

Fourth edition 2013

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in

A catalogue record for this publication is available from the British Library

ISBN 9781316620113	Intro Student's Book with Online Self-Study
ISBN 9781316620120	Intro Student's Book A with Online Self-Study
ISBN 9781316620137	Intro Student's Book B with Online Self-Study
ISBN 9781316620144	Intro Student's Book with Online Self-Study and Online Workbook
ISBN 9781316620151	Intro Student's Book A with Online Self-Study and Online Workbook
ISBN 9781316620168	Intro Student's Book B with Online Self-Study and Online Workbook
ISBN 9781316622377	Intro Workbook
ISBN 9781316622391	Intro Workbook A
ISBN 9781316622407	Intro Workbook B
ISBN 9781316622414	Intro Teacher's Edition with Complete Assessment Program
ISBN 9781316622216	Intro Class Audio CDs
ISBN 9781316623855	Intro Full Contact with Online Self-Study
ISBN 9781316623862	Intro Full Contact A with Online Self-Study
ISBN 9781316623879	Intro Full Contact B with Online Self-Study
ISBN 9781316622193	Presentation Plus Intro

Additional resources for this publication at www.cambridge.org/interchange

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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

We appreciate the help and input from everyone. In particular, we'd like to give the following people our special thanks:

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Classroom Language Teacher instructions



Plan of Intro Book

Titles/Topics	Speaking	Grammar
 <p>UNIT 1 PAGES 2–7</p> <p>What's your name? Alphabet; greetings and leave-takings; names and titles of address; numbers 0–10, phone numbers, and email addresses</p>	<p>Introducing yourself and friends; saying hello and good-bye; asking for names and phone numbers</p>	<p>Possessive adjectives <i>my, your, his, her</i>; the verb <i>be</i>; affirmative statements and contractions</p>
 <p>UNIT 2 PAGES 8–13</p> <p>Where are my keys? Possessions, classroom objects, personal items, and locations in a room</p>	<p>Naming objects; asking for and giving the locations of objects</p>	<p>Articles <i>a, an, and the; this/these, it/they</i>; plurals; <i>yes/no</i> and <i>where</i> questions with <i>be</i>; prepositions of place: <i>in, in front of, behind, on, next to, and under</i></p>
<p>PROGRESS CHECK PAGES 14–15</p>		
 <p>UNIT 3 PAGES 16–21</p> <p>Where are you from? Cities and countries; adjectives of personality and appearance; numbers 11–103 and ages</p>	<p>Talking about cities and countries; asking for and giving information about place of origin, nationality, first language, and age; describing people</p>	<p>The verb <i>be</i>: affirmative and negative statements, <i>yes/no</i> questions, short answers, and <i>Wh</i>-questions</p>
 <p>UNIT 4 PAGES 22–27</p> <p>Is this coat yours? Clothing; colors; weather and seasons</p>	<p>Asking about and describing clothing and colors; talking about the weather and seasons; finding the owners of objects</p>	<p>Possessives: adjectives <i>our</i> and <i>their</i>, pronouns, names, and <i>whose</i>; present continuous statements and <i>yes/no</i> questions; conjunctions <i>and, but, and so</i>; placement of adjectives before nouns</p>
<p>PROGRESS CHECK PAGES 28–29</p>		
 <p>UNIT 5 PAGES 30–35</p> <p>What time is it? Clock time; times of the day; everyday activities</p>	<p>Asking for and telling time; asking about and describing current activities</p>	<p>Time expressions: <i>o'clock, A.M., P.M., noon, midnight, in the morning/afternoon/evening, at 7:00/night/midnight</i>; present continuous <i>Wh</i>-questions</p>
 <p>UNIT 6 PAGES 36–41</p> <p>I ride my bike to school. Transportation; family relationships; daily routines; days of the week</p>	<p>Asking for and giving information about how people go to work or school; talking about family members; describing daily and weekly routines</p>	<p>Simple present statements with regular and irregular verbs; simple present <i>yes/no</i> and <i>Wh</i>-questions; time expressions: <i>early, late, every day, on Sundays/weekends/weekdays</i></p>
<p>PROGRESS CHECK PAGES 42–43</p>		
 <p>UNIT 7 PAGES 44–49</p> <p>Does it have a view? Houses and apartments; rooms; furniture</p>	<p>Asking about and describing houses and apartments; talking about the furniture in a room</p>	<p>Simple present short answers; <i>there is, there are; there's no, there isn't a, there are no, there aren't any</i></p>
 <p>UNIT 8 PAGES 50–55</p> <p>Where do you work? Jobs and workplaces</p>	<p>Asking for and giving information about work; giving opinions about jobs; describing workday routines</p>	<p>Simple present <i>Wh</i>-questions with <i>do</i> and <i>does</i>; placement of adjectives after <i>be</i> and before nouns</p>
<p>PROGRESS CHECK PAGES 56–57</p>		

Pronunciation/Listening

Writing/Reading

Interchange Activity

Linked sounds
Listening for the spelling of names,
phone numbers, and email addresses

Writing a list of names, phone
numbers, and email addresses

"Celebrity classmates": Introducing
yourself to new people
PAGE 114

Plural -s endings
Listening for the locations of objects

Writing the locations of objects

"Find the differences": Comparing
two pictures of a room
PAGE 115

Syllable stress
Listening for countries, cities, and
languages; listening to descriptions
of people

Writing questions requesting
personal information

"Let's talk!": Finding out more about
your classmates
PAGE 118

The letters *s* and *sh*
Listening for descriptions of clothing
and colors

Writing questions about what people
are wearing

"Celebrity fashions": Describing
celebrities' clothing
PAGES 116–117

Rising and falling intonation
Listening for times of the day;
listening to identify people's actions

Writing times of the day
"Message Me!": Reading an online
chat between two friends

"What's wrong with this picture?":
Describing what's wrong with a
picture
PAGE 119

Third-person singular -s endings
Listening for activities and days of the
week

Writing about your weekly routine
"What's Your Schedule Like?":
Reading about someone's daily
schedule

"Class survey": Finding out more
about classmates' habits and routines
PAGE 120

Words with *th*
Listening to descriptions of homes;
listening to people shop for furniture

Writing about your dream home
"Unique Hotels": Reading about two
interesting hotels

"Find the differences": Comparing
two apartments
PAGE 121

Reduction of *do*
Listening to people describe their
jobs

Writing about jobs
"Dream Jobs": Reading about two
unusual jobs

"The perfect job": Figuring out what
job is right for you
PAGE 122

	Titles/Topics	Speaking	Grammar
	UNIT 9 PAGES 58–63 I always eat breakfast. Basic foods; breakfast foods; meals	Talking about food likes and dislikes; giving opinions about healthy and unhealthy foods; talking about foods you have and need; describing eating habits	Count and noncount nouns; <i>some</i> and <i>any</i> ; adverbs of frequency: <i>always</i> , <i>usually</i> , <i>often</i> , <i>sometimes</i> , <i>hardly ever</i> , <i>never</i>
	UNIT 10 PAGES 64–69 What sports do you like? Sports; abilities and talents	Asking about free-time activities; asking for and giving information about abilities and talents	Simple present Wh-questions; <i>can</i> for ability; yes/no and Wh-questions with <i>can</i>
	PROGRESS CHECK PAGES 70–71		
	UNIT 11 PAGES 72–77 I'm going to have a party. Months and dates; birthdays, holidays, festivals, and special days	Asking about birthdays; talking about plans for the evening, weekend, and other occasions	The future with <i>be going to</i> ; yes/no and Wh-questions with <i>be going to</i> ; future time expressions
	UNIT 12 PAGES 78–83 How do you feel? Parts of the body; health problems and advice; medications	Describing health problems; talking about common medications; giving advice for health problems	<i>Have</i> + noun; <i>feel</i> + adjective; negative and positive adjectives; imperatives
	PROGRESS CHECK PAGES 84–85		
	UNIT 13 PAGES 86–91 How do I get there? Stores and things you can buy there; tourist attractions	Talking about stores and other places; asking for and giving directions	Prepositions of place: <i>on</i> , <i>on the corner of</i> , <i>across from</i> , <i>next to</i> , <i>between</i> ; giving directions with imperatives
	UNIT 14 PAGES 92–97 I had a good time. Weekends; chores and fun activities; vacations; summer activities	Asking for and giving information about weekend and vacation activities	Simple past statements with regular and irregular verbs; simple past yes/no questions and short answers
	PROGRESS CHECK PAGES 98–99		
	UNIT 15 PAGES 100–105 Where were you born? Biographical information; years; school days	Asking for and giving information about date and place of birth; describing school experiences and memories	Statements and questions with the past of <i>be</i> ; Wh-questions with <i>did</i> , <i>was</i> , and <i>were</i>
	UNIT 16 PAGES 106–111 Can I take a message? Locations; telephone calls; invitations; going out with friends	Describing people's locations; making, accepting, and declining invitations; making excuses	Prepositional phrases; subject and object pronouns; invitations with <i>Do you want to...?</i> and <i>Would you like to...?</i> ; verb + <i>to</i>
	PROGRESS CHECK PAGES 112–113		
	GRAMMAR PLUS PAGES 132–150		

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

Sentence stress
Listening for people's food preferences

Writing about mealtime habits
"It's a Food Festival!": Reading about foods people celebrate

"Planning a party": Choose snacks for a party and compare answers
PAGE 123

Pronunciation of *can* and *can't*
Listening for people's favorite sports to watch or play; listening to people talk about their abilities

Writing questions about sports
"Awesome Sports Records": Reading about fitness records from around the world

"Hidden talents": Finding out more about your classmates' hidden talents
PAGE 124

Reduction of *going to*
Listening to people talk about their holiday plans

Writing about weekend plans
"Happy Birthday to You!": Reading about birthday customs in different places

"Take a guess": Making guesses about a classmate's plans
PAGE 125

Sentence intonation
Listening to people talk about health problems; listening for medications

Writing advice for health problems
"Do You Know Your Body?": Reading interesting facts about your body

"Problems, problems": Giving advice for some common problems
PAGE 126

Compound nouns
Listening to people talk about shopping; listening to directions

Writing directions
"A Tour of Palermo, Buenos Aires": Reading about popular tourist attractions in Buenos Aires, Argentina

"Giving directions": Asking for directions in a neighborhood
PAGE 127, 128

Simple past *-ed* endings
Listening to people talk about their past summer activities

Writing about last weekend
"Did You Have a Good Weekend?": Reading about four people's weekend experiences

"Past activities": Comparing your classmates' childhoods
PAGE 129

Negative contractions
Listening for places and dates of birth

Writing questions about a person's life
"Who is Marina Chapman?": Reading about a woman's life

"This is your life": Finding out more about your classmates' lives
PAGE 130

Reduction of *want to* and *have to*
Listening to phone conversations about making and changing plans

Writing about weekend plans
"Austin City Limits!": Reading about events at a festival

"The perfect weekend": Making plans with your classmates
PAGE 131

1

What's your name?

- ▶ Say hello and make introductions
- ▶ Say good-bye and exchange contact information

1 CONVERSATION My name is Joshua Brown.

▶ A Listen and practice.

- Joshua** Hello. My name is Joshua Brown.
- Isabella** Hi. My name is Isabella Martins.
- Joshua** It's nice to meet you, Isabella.
- Isabella** Nice to meet you, too.
- Joshua** I'm sorry. What's your last name again?
- Isabella** It's Martins.

First names	Last names
Joshua	Brown
Isabella	Martins



B **PAIR WORK** Introduce yourself to your partner.

2 SNAPSHOT

▶ Listen and practice.



Nicholas Hoult

Names and nicknames

Nicholas (Nick)

Madison (Maddie)

Jennifer (Jen)

Emily (Em)

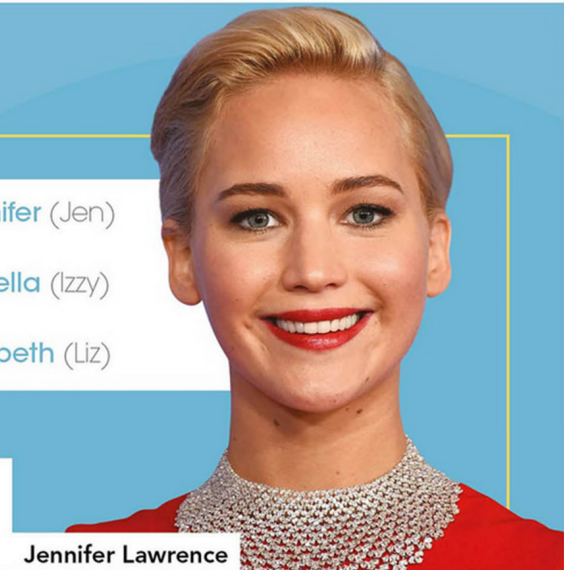
Joshua (Josh)

Isabella (Izzy)

Michael (Mike)

William (Will)

Elizabeth (Liz)



Jennifer Lawrence

What are some popular names and nicknames in your country?
Do you have a nickname? What is it?

3 GRAMMAR FOCUS

▶ *My, you, his, her*

What's your name?	My name's Carlos.	What's = What is
What's his name?	His name's Joshua.	
What's her name?	Her name's Isabella.	

GRAMMAR PLUS see page 132

A Complete the conversations. Use *my, your, his, or her*.



1. **A:** Hello. What's your name?
B: Hi. _____ name is Carlos.
 What's _____ name?
A: _____ name is Akina.



2. **A:** What's _____ name?
B: _____ name is Ethan.
A: And what's _____ name?
B: _____ name is Caroline.

B **PAIR WORK** Practice the conversations with a partner.

4 SPEAKING Spelling names

▶ A Listen and practice.



▶ B **CLASS ACTIVITY** Listen and practice. Then practice with your own names.
 Make a list of your classmates' names.

A: What's your name?
B: My name is Akina Hayashi.
A: Is that A-K-I-N-A?
B: Yes, that's right.
A: How do you spell your last name? H-A-Y-A-S-H-I?
B: No, it's H-A-Y-A-S-H-I.

My classmates

Akina Hayashi

Ethan Reed

5 LISTENING Your name, please?

▶ How do you spell the names? Listen and check (✓) the correct answers.

- | | | | |
|----------------------------------|-----------------------------------|------------------------------------|-------------------------------------|
| 1. <input type="checkbox"/> Kate | 2. <input type="checkbox"/> Erick | 3. <input type="checkbox"/> Sophia | 4. <input type="checkbox"/> Zackary |
| <input type="checkbox"/> Cate | <input type="checkbox"/> Eric | <input type="checkbox"/> Sofia | <input type="checkbox"/> Zachary |

6 WORD POWER Titles

A Listen and practice.

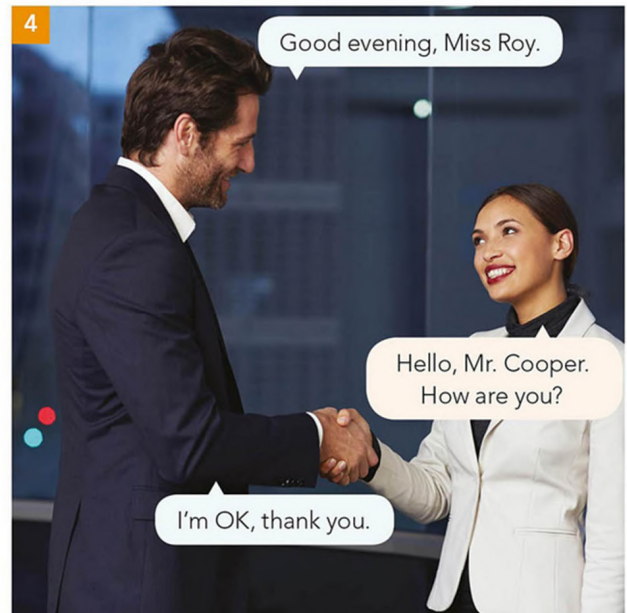
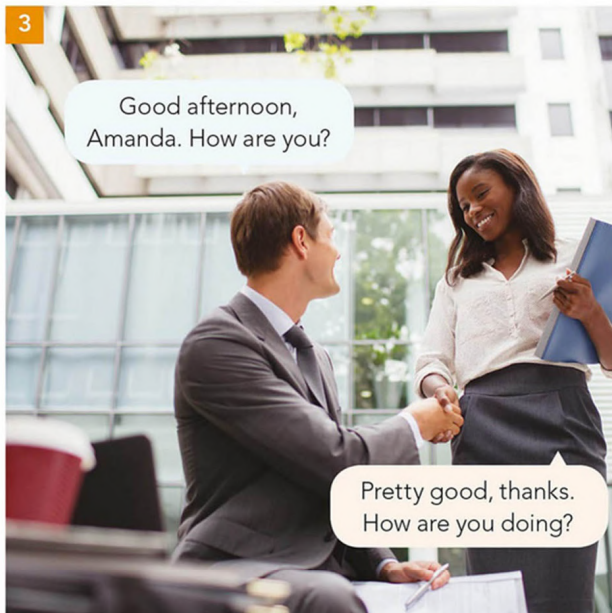
Miss Kato (single females) **Ms.** Yong (single or married females)
Mrs. Jones (married females) **Mr.** Rodriguez (single or married males)

B Listen and write the titles.

1. _____ Santos 2. _____ Wilson 3. _____ Park 4. _____ Rossi

7 SPEAKING Saying hello

A Listen and practice.



B **CLASS ACTIVITY** Go around the class. Greet your classmates formally (with titles) and informally (without titles).

8 CONVERSATION Are you Andrea Clark?

A Listen and practice.

Daniel

Excuse me. Are you Andrea Clark?

Sheila

No, I'm not. She's over there.

Daniel

Oh, I'm sorry.

Lena

Matt? This is your book.

Matt

Oh, thank you. You're in my math class, right?

Lena

Yes, I am. I'm Lena Garza.

Jack

Hey, Christy, this is Ben. He's in our history class.

Christy

Hi, Ben.

Ben

Hi, Christy. Nice to meet you.



B **GROUP WORK** Greet a classmate. Then introduce him or her to another classmate.

"Hey, Eduardo, this is . . ."

9 GRAMMAR FOCUS

The verb *be*

I'm Lena Garza.
You're in my class.
She's over there. (**Andrea is** over there.)
He's in our class. (**Ben is** in our class.)
It's Garza. (**My last name is** Garza.)

Are you Andrea Clark?
 Yes, **I am**. (Yes, **I'm**.)
 No, **I'm not**.
 How **are you**?
I'm fine, thanks.

I'm = I am
You're = You are
He's = He is
She's = She is
It's = It is

GRAMMAR PLUS see page 132

A Complete the conversation with the correct words in parentheses. Then practice with a partner.

Ben Hello, Christy. How are (are / is) you?

Christy _____ (I'm / It's) fine, thanks. _____ (I'm / It's) sorry – what's your name again?

Ben _____ (Is / It's) Ben – Ben Durant.

Christy That's right! Ben, this _____ (is / it's) Joshua Brown. _____ (He's / She's) in our history class.

Ben _____ (I'm / It's) nice to meet you.

Joshua Hi, Ben. I think _____ (I'm / you're) in my English class, too.

Ben Oh, right! Yes, I _____ (am / 'm).

B Complete the conversations. Then practice in groups.

Cara Excuse me. _____ Are _____ you Alex Lane?

James No, _____ not. My name _____
James Harris. Alex _____ over there.

Cara Oh, sorry.

Cara _____ you Alex Lane?

Alex Yes, I _____.

Cara Hi. _____ Cara Ruiz.

Alex Oh, _____ in my history class, right?

Cara Yes, I _____.

Alex _____ nice to meet you, Cara.

C CLASS ACTIVITY Write your name on a piece of paper. Put the papers in a bag. Then take a different paper. Find the other student.

A: Excuse me. Are you Min-ji Cho?

B: No, I'm not. She's over there.

A: Hi. Are you Min-ji Cho?

C: Yes, I am.



10 PRONUNCIATION **Linked sounds**

▶ Listen and practice. Notice the linked sounds.

I'm Isabella. She's over there. You're in my class.

11 SPEAKING **Personal information**

▶ **A** Listen and practice.

0	1	2	3	4	5	6	7	8	9	10
zero	one	two	three	four	five	six	seven	eight	nine	ten
(oh)										

▶ **B PAIR WORK** Practice these phone numbers and email addresses. Then listen and check your answers.



at dot

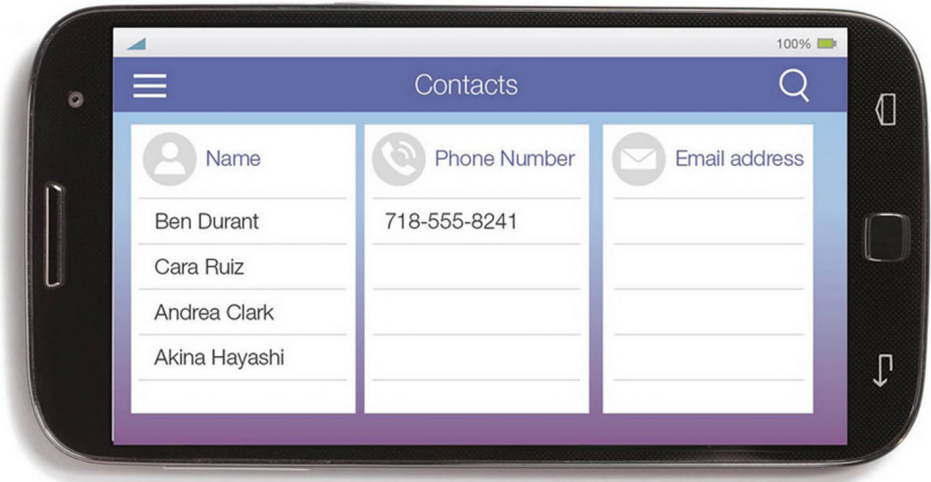


dash underscore

"Her name is Jessica Adams. Her work phone number is four-oh-two, five-five-five, two-three-oh-one. Her cell . . ."

12 LISTENING Contact information

- A** Isabella and Joshua are making a list of classmates' phone numbers and email addresses. Listen and complete the list.



- B CLASS ACTIVITY** Make a list of your classmates' names, phone numbers, and email addresses.

A: What's your name?

A: And what's your phone number?

B: I'm Maria Ventura.

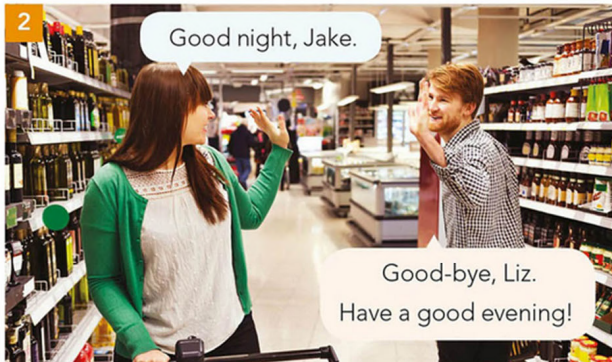
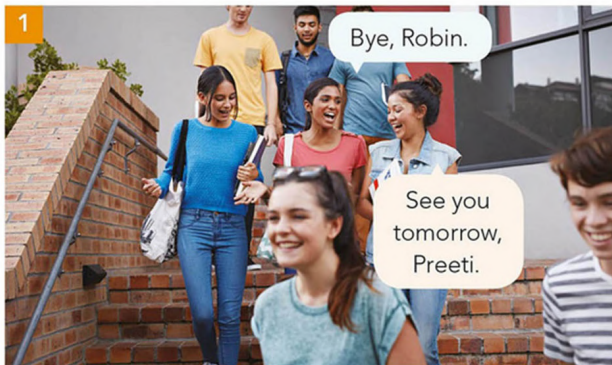
B: It's 323-555-7392.

13 INTERCHANGE 1 Celebrity classmates

Meet some "famous classmates." Go to Interchange 1 on page 114.

14 SPEAKING Saying good-bye

- A** Listen and practice.



- B CLASS ACTIVITY** Go around the room. Say good-bye to your classmates and teacher.

2

Where are my keys?

- ▶ Identify and discuss personal and classroom objects
- ▶ Discuss the location of items

1 SNAPSHOT

▶ Listen and practice.

WHAT'S IN YOUR BAG?

- a laptop
- a cell phone
- a wallet
- an umbrella
- keys
- sunglasses
- a hairbrush
- an energy bar

Check (✓) the things in your bag.
What is one other thing in your bag?

2 ARTICLES Classroom objects

▶ A Listen. Complete the sentences with a or an.

▶ articles

an + vowel sound
a + consonant sound



1. This is _____ book.



4. This is _____ notebook.



2. This is _____ English book.



5. This is _____ pen.



3. This is _____ eraser.



6. This is _____ clock.

B PAIR WORK Find and spell these things in your classroom.

backpack	chair	eraser	pen	notebook
board	desk	pencil	wall	wastebasket
poster	door	outlet	book	window

A: This is a chair.

B: How do you spell *chair*?

A: C-H-A-I-R.

3 CONVERSATION What are these?

▶ Listen and practice.

- Brandon** Excuse me. What are these?
- Christina** They're flash drives.
- Brandon** Oh, they're cool. And what's this?
- Christina** It's a tablet.
- Brandon** A tablet? Really? Wow! It's great!
- Christina** Yes, it is. It's a new model.
- Brandon** Huh . . . and what's this?
- Christina** It's a tablet case.
- Brandon** Oh. It's . . . interesting . . . and different.



4 PRONUNCIATION Plural -s endings

▶ A Listen and practice. Notice the pronunciation of the plural -s endings.

s = /z/		s = /s/		(e)s = /ɪz/	
flash drive	flash drives	desk	desks	tablet case	tablet cases
cell phone	cell phones	laptop	laptops	class	classes
pencil	pencils	backpack	backpacks	hairbrush	hairbrushes

B Say the plural form of these nouns. Then complete the chart.



phone case



student ID



paper clip



newspaper



purse



tablet



television



ticket







box

/z/	/s/	/ɪz/
		phone cases

▶ C Listen and check your answers.

5 GRAMMAR FOCUS

This/these, it/they; plurals

 This is a laptop.	 What's this ? It's a flash drive.	It's = It is They're = They are
 These are laptops.	 What are these ? They're flash drives.	

GRAMMAR PLUS see page 133

Complete these conversations. Then practice with a partner.

 1. A: What <u>are these</u> ? B: _____	 2. A: What _____ ? B: _____	 3. A: What _____ ? B: _____
 4. A: What _____ ? B: _____	 5. A: What _____ ? B: _____	 6. A: What _____ ? B: _____

6 SPEAKING What's this called?

A Listen and practice.



- A:** What's this called in English?
B: I don't know.
C: It's a credit card.
A: How do you spell that?
C: C-R-E-D-I-T C-A-R-D.



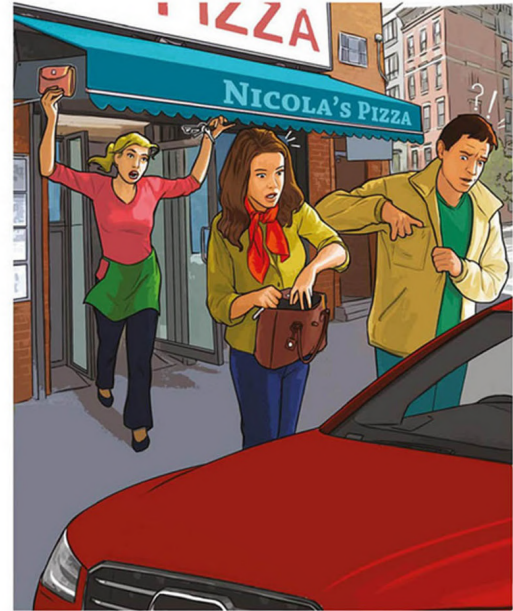
- A:** What are these called in English?
B: I think they're called headphones.
A: How do you spell that?
B: H-E-A-D-P-H-O-N-E-S.

B GROUP WORK Choose four things. Put them on a desk. Then ask about the name and spelling of each thing.

7 CONVERSATION Where are my car keys?

▶ Listen and practice.

- Lauren** Oh, no! Where are my car keys?
- Matt** I don't know. Are they in your purse?
- Lauren** No, they're not.
- Matt** Maybe they're on the table in the restaurant.
- Server** Excuse me. Are these your keys?
- Lauren** Yes, they are. Thank you!
- Server** You're welcome. And is this your wallet?
- Lauren** Hmm. No, it's not. Where's your wallet, Matthew?
- Matt** It's in my pocket. . . . Wait a minute! That is my wallet!



8 GRAMMAR FOCUS

▶ Yes/No and *where* questions with *be*

Is this your wallet?

Yes, **it is**. / No, **it's not**.

Are these your keys?

Yes, **they are**. / No, **they're not**.

Where's your wallet?

It's in my pocket.

Where are my keys?

They're on the table.

GRAMMAR PLUS see page 133

A Complete these conversations. Then practice with a partner.

1. **A:** _____ **is** _____ this your cell phone?

B: No, _____ not.

A: _____ these your car keys?

B: Yes, _____ are. Thanks!

2. **A:** Where _____ my glasses?

B: Are _____ your glasses?

A: No, they're _____.

B: Look! _____ they in your pocket?

A: Yes, _____. Thanks!

3. **A:** Where _____ your headphones?

B: _____ on the table.

A: No, _____ not. They're my headphones!

B: You're right. My headphones _____ in my backpack.

4. **A:** _____ this my umbrella?

B: No, _____ not. It's my umbrella.

A: Sorry. _____ is my umbrella?

B: _____ on your chair.

A: Oh, you're right!

B **GROUP WORK** Choose one of your things and put it in a bag. Then choose something from the bag that is not your object. Find the owner of this object.

A: Is this your pen, Akiko?

B: No, it's not.

C: Are these your keys, Marcos?

D: Let me see. Yes, they are.

9 WORD POWER Prepositions; article *the*

- ▶ A Listen and practice.

Where is **the** cell phone?
The cell phone is **in** the box.



in



in front of



behind



on



next to



under

- ▶ B Complete these sentences. Then listen and check your answers.



1. The books are in the
backpack.



2. The flash drives are _____.



3. The newspaper is _____.



4. The chair is _____.



5. The wallet is _____.



6. The glasses are _____.

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

A: Where are the books?

B: They're in the backpack.

10 LISTENING Emily's things

- ▶ Listen. Where are Emily's things? Check (✓) the correct locations.

1. sunglasses	<input type="checkbox"/> on the table	<input type="checkbox"/> in her purse
2. ID	<input type="checkbox"/> in her wallet	<input type="checkbox"/> in front of the clock
3. headphones	<input type="checkbox"/> on the chair	<input type="checkbox"/> next to the television
4. tablet	<input type="checkbox"/> on the table	<input type="checkbox"/> under the table