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interchange

FIFTH EDITION

1

Teacher's Edition

Jack C. Richards

with Jonathan Hull and Susan Proctor

Experience
Better
Learning

Plan of Book 1



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Titles/Topics	Speaking	Grammar
 UNIT 1 PAGES 2–7 Where are you from? Introductions and greetings; names, countries, and nationalities	Introducing oneself; introducing someone; checking information; exchanging personal information; saying hello and good-bye; talking about school subjects	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
 UNIT 2 PAGES 8–13 What do you do? Jobs, workplaces, and school; daily schedules; clock time	Describing work and school; asking for and giving opinions; describing daily schedules	Simple present Wh-questions and statements; question: <i>when</i> ; time expressions: <i>at, in, on, around, early, late, until, before, and after</i>
PROGRESS CHECK PAGES 14–15		
 UNIT 3 PAGES 16–21 How much are these? Shopping and prices; clothing and personal items; colors and materials	Talking about prices; giving opinions; discussing preferences; making comparisons; buying and selling things	Demonstratives: <i>this, that, these, those, one and ones</i> ; questions: <i>how much and which</i> ; comparisons with adjectives
 UNIT 4 PAGES 22–27 Do you play the guitar? Music, movies, and TV programs; entertainers; invitations and excuses; dates and times	Talking about likes and dislikes; giving opinions; making invitations and excuses	Yes/no and Wh-questions with <i>do</i> ; question: <i>what kind</i> ; object pronouns; modal verb <i>would</i> ; verb + <i>to + verb</i>
PROGRESS CHECK PAGES 28–29		
 UNIT 5 PAGES 30–35 What an interesting family! Family members; typical families	Talking about families and family members; exchanging information about the present; describing family life	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>
 UNIT 6 PAGES 36–41 How often do you run? Sports, fitness activities, and exercise; routines	Asking about and describing routines and exercise; talking about frequency; discussing sports and athletes; talking about abilities	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
PROGRESS CHECK PAGES 42–43		
 UNIT 7 PAGES 44–49 We went dancing! Free-time and weekend activities	Talking about past events; giving opinions about past experiences; talking about vacations	Simple past yes/no and Wh-questions, statements, and short answers with regular and irregular verbs; past of <i>be</i>
 UNIT 8 PAGES 50–55 How's the neighborhood? Stores and places in a city; neighborhoods; houses and apartments	Asking about and describing locations of places; asking about and describing neighborhoods; asking about quantities	<i>There is/there are</i> ; <i>one, any, and some</i> ; prepositions of place; quantifiers; questions: <i>how many and how much</i> ; count and noncount nouns
PROGRESS CHECK PAGES 56–57		

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
	UNIT 9 PAGES 58–63 What does she look like? Appearance and dress; clothing and clothing styles; people	Questions for describing people: <i>What...look like, how old, how tall, how long, and what color</i> ; modifiers with participles and prepositions
	UNIT 10 PAGES 64–69 Have you ever been there? Past experiences; unusual activities	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>
	PROGRESS CHECK PAGES 70–71	
	UNIT 11 PAGES 72–77 It's a really nice city. Cities; hometowns; countries	Adverbs before adjectives; conjunctions: <i>and, but, though</i> , and <i>however</i> ; modal verbs <i>can</i> and <i>should</i>
	UNIT 12 PAGES 78–83 It's important to get rest. Health problems; medication and remedies; products in a pharmacy	Adjective + infinitive; noun + infinitive; modal verbs <i>could</i> and <i>should</i> for suggestions; modal verbs <i>can, could</i> , and <i>may</i> for requests
	PROGRESS CHECK PAGES 84–85	
	UNIT 13 PAGES 86–91 What would you like? Food and restaurants	<i>So, too, neither, and either</i> ; modal verbs <i>would</i> and <i>will</i> for requests
	UNIT 14 PAGES 92–97 It's the coldest city! World geography and facts; countries	Comparative and superlative forms of adjectives; questions: <i>how far, how big, how high, how deep, how long, how hot, and how cold</i>
	PROGRESS CHECK PAGES 98–99	
	UNIT 15 PAGES 100–105 What are you doing later? Invitations and excuses; free-time activities; telephone messages	Future with present continuous and <i>be going to</i> ; messages with <i>tell</i> and <i>ask</i>
	UNIT 16 PAGES 106–111 How have you changed? Life changes; plans and hopes for the future	Describing changes with the present tense, the past tense, the present perfect, and the comparative; verb + infinitive
	PROGRESS CHECK PAGES 112–113 GRAMMAR PLUS PAGES 132–151	

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

Unit 1 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Conversation		SS Unit 1 Speaking 1 WB Unit 1 exercise 1
	2 Speaking		
	3 Conversation	TSS Unit 1 Extra Worksheet	SS Unit 1 Speaking 2
	4 Pronunciation		
	5 Grammar Focus	TSS Unit 1 Vocabulary Worksheet	SB Unit 1 Grammar plus, Focus 1 SS Unit 1 Grammar 1–2 GAME Sentence Runner (Statements with <i>be</i> ; possessive adjectives) GAME Speak or Swim (Wh-questions with <i>be</i>) WB Unit 1 exercises 2–6
CYCLE 2	6 Snapshot		
	7 Conversation		SS Unit 1 Speaking 3
	8 Grammar Focus	TSS Unit 1 Grammar Worksheet TSS Unit 1 Listening Worksheet	SB Unit 1 Grammar plus, Focus 2 SS Unit 1 Grammar 3 GAME Sentence Stacker (Pronouns and contractions, yes/no questions and short answers with <i>be</i>)
	9 Word Power		SS Unit 1 Vocabulary 1–2 GAME Word Keys (<i>Hello</i> and <i>good-bye</i>)
	10 Listening		
	11 Interchange 1	TSS Unit 1 Writing Worksheet	
	12 Reading	TSS Unit 1 Project Worksheet VID Unit 1 VRB Unit 1	SS Unit 1 Reading 1–2 SS Unit 1 Listening 1–3 SS Unit 1 Video 1–3 WB Unit 1 exercises 7–12

Key **GAME:** Online Game **SB:** Student's Book **SS:** Online Self-study **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Online Workbook/Workbook

My Plan for Unit 1

Use the space below to customize a plan that fits your needs.

[illegible]

With or instead of the following SB section	I am using these materials for assessment

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?

Where are you from?

Cycle 1, Exercises 1–5

1 CONVERSATION

Learning Objective: use *be* and possessive adjectives in a conversation about people meeting for the first time

TIP

To learn your Ss' names, have them make name cards. Each S folds a piece of paper in thirds and writes his or her name on one side. Then they place the name cards on their desks.

Soo-jin

CD 1, Track 1

- Focus Ss' attention on the picture. Ask: "Where are the people? What are they doing? How old are they?" Encourage Ss to make guesses.
- Set the scene. Arturo is meeting Alexa for the first time.
- Books closed. Write these questions on the board:
 1. Where is Alexa from?
 2. Where is Arturo from?
- Play the first part of the audio program. Elicit Ss' answers. (Answers: 1. Brazil 2. Mexico)

- Write this on the board for the next task:

First name

Last name

Alexandra/Alexa

Arturo

- Play the first part of the audio program again. Ss listen to find out Alexa's and Arturo's last names. Then elicit the answers and write them on the board. (Answers: Costa, Valdez)
- Books open. Play the first part of the audio program again. Ss listen and read silently. Ss stand up and practice the conversation in pairs. Go around the class and give help as needed.
- **Option:** Ss use their own information to practice the first part of the conversation. Before they start, ask Ss to underline the names and countries, so they know what information to substitute.
- Ask: "Where is Soo-jin from?" Play the rest of the audio program and elicit the answer. (Answer: South Korea)
- Ss practice the conversation in pairs.

2 SPEAKING

Learning Objectives: introduce oneself; check information about others

A Pair work

- Introduce yourself to the class using your first and last names. Explain that sometimes people misunderstand information like names, so it's important to ask polite questions to check information. Focus Ss' attention on the useful expressions box. Go over each expression. Point out the intonation of the questions.
- Have Ss ask you the questions from the box. Respond with information about yourself. Then model the example dialogue with a strong S, and spell your last name.

- Ss use their own information to ask and answer the questions with the classmate sitting next to them and then with three different classmates.
- **Option:** Review the letters of the alphabet.

B Class Activity

- Explain the task. Then choose a student and model the task for the class. Tell the class the student's name and how to spell it.
- Ss tell the class about the first person they spoke to in part A.



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3 CONVERSATION

Learning Objective: use *be* in a conversation between three people who have just met

▶ A [CD 1, Track 2]

- Books closed. Set the scene. Alexa is introducing Arturo to Soo-jin. Ask: "What is Soo-jin's last name?" Play the audio program and elicit the answer. (Answer: Kim)
- Books open. Elicit or explain the meaning of *What's ... like?* Ask the class: "Where is Arturo from? What's it like?" Ss check answers in the Conversation on page 2. (Answers: Mexico, really beautiful)
- Play the audio program again. Ss listen and read the conversation silently. Then they practice it.

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

▶ B [CD 1, Track 3]

- Elicit names of cities in Mexico (e.g., Mexico City, Acapulco). Then read the two focus questions.
- Play the audio program. Ss listen to find the answers to the questions. Elicit the answers.

Audio script

Soo-jin So, Arturo, where are you from?
Arturo I'm from Mexico..
Soo-jin Really? What city?
Arturo Puebla.
Soo-jin Interesting. What's it like there?
Arturo Well, it's a really beautiful city, and the food there is great!

Answers

Arturo is from Puebla. It's a really beautiful city, and the food is great.

4 PRONUNCIATION

Learning Objective: sound more natural by linking words

▶ [CD 1, Track 4]

- Explain that some English words sound unnatural when pronounced separately. Therefore, native speakers usually link these words.

- Play the audio program. Point out the linked sounds. Ask Ss to practice the sentences.
- Option:** Play the audio program for the Conversation on page 3 again. Then tell Ss to practice linking sounds in selected sentences (e.g., *This is Arturo.*).

5 GRAMMAR FOCUS

Learning Objectives: make statements/contractions with *be*; use possessive adjectives to describe oneself and others; ask and answer Wh-questions with *be*

▶ [CD 1, Track 5]

Statements with *be* and contractions of *be*

- Introduce yourself ("I'm ..."). Explain that it's common to use contractions (e.g., I'm) when speaking. Tell Ss to go around the room and introduce themselves.
- Go over the contractions in the Grammar Focus box. Close your thumb and first finger to show how the pronouns + *be* become contractions. For example, your thumb (*you*) and first finger (*are*) contract to become *you're*.

Possessive adjectives

- Explain the difference between subject pronouns and possessive adjectives by writing this on the board:

I am Arturo. My name is Arturo.
You are Soo-jin. Your name is Soo-jin.

- Play the audio program for the first Grammar Focus box.

For more practice with possessive adjectives, try the **Chain Game** – download it from the website.

A

- Ss complete the sentences individually or in pairs. Go over answers with the class.

Answers

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

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

Where's your friend?	He's in class.
Who's Soo-jin?	She's my classmate.
What's Seoul like ?	It's a very exciting city.
Where are you and Vanessa from?	We're from Brazil.
How are your classes?	They're pretty interesting.
What are your classmates like ?	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. A: <u>Who's</u> that? | 4. A: _____ the two students over there? |
| B: Oh, that's Mrs. Adams. | B: Their names are Mason and Ava. |
| 2. A: _____ she from? | 5. A: _____ they from? |
| B: She's from San Diego. | B: They're from Vancouver. |
| 3. A: _____ her first name? | 6. A: _____ they _____? |
| B: It's Caroline. | 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

[CD 1, Track 6]

Wh-questions with be

- Write these questions and answers on the board:

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

Books closed. Ask Ss to match the questions and answers on the board.

- Books open. Ss check answers with the Grammar Focus box. Answer any questions.
- Play the audio program.
- Option:** Divide the class into two groups. Group A asks the questions and Group B answers. Then change roles.

B

- Ss complete the questions individually. Go over answers with the class.

Answers

- Who is/Who's that?
- Where is/Where's she from?
- What is/What's her first name?
- Who are the two students over there?
- Where are they from?
- What are they like?

Cycle 2, Exercises 6–12

6 SNAPSHOT

Learning Objective: discuss school subjects

- Books closed. Ask Ss what school subjects they study in addition to English. Then ask Ss to name as many school subjects as they can.
- Books open. Focus Ss' attention on the pictures. Then read the list of school subjects in the box. Did the class name all of these subjects? Elicit or explain any unfamiliar subjects.
- Students write the names of the subjects under the pictures individually.
- Go over the answers with the class.

- Explain the second part of the task. Ss practice conversations in pairs. Model the task with a student and then with another S.
- Ss complete the task in pairs.

C Group work

- Explain the task. Read the example questions in the box. Elicit possible Wh-questions from the class.
- Option:** Ss look at the Conversations on pages 2 and 3 for examples of Wh-questions with be. (Answers: Where are you from? Who's Soo-jin? Where's she from? What's your last name again? What's Seoul like?)
- Ss write five Wh-questions individually. Go around the class and give help as needed.
- Ss work in small groups. They take turns asking and answering their questions.
- Go around the class and write down any errors. Then write the questions or answers with errors on the board. Ss correct the errors as a class.

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.

Answers

- | | |
|--------------|-----------------------|
| 1. math | 5. physical education |
| 2. biology | 6. literature |
| 3. history | 7. chemistry |
| 4. geography | 8. physics |

- Discuss the questions with the class. Say the subjects aloud. Have Ss raise their hand when you say their favorite. Then call on individual Ss to name subjects they don't like.
- Option:** Put Ss into small groups based on their favorite subject. Then each group decides on their least favorite subjects and gives reasons. Have groups share their answers with the class.

7 CONVERSATION

Learning Objective: use yes/no questions and short answers with *be* in a conversation about finding out more information about someone

▶ [CD 1, Track 7]

- Introduce the Conversation title. Ask: "How's it going?" Help Ss with responses (e.g., *fine, not bad*).
- Set the scene. A few days after meeting, Arturo sees Soo-jin and starts a conversation.
- Write these questions on the board:
 1. Are Arturo's classes interesting this semester?
 2. Are Arturo and Alexa in the same biology class?
 3. Is Arturo's class in the afternoon?
 4. Does Soo-jin invite Arturo to get coffee?

- Elicit or explain any new vocabulary. A semester is part of the school year, usually about 15–18 weeks.
- Books closed. Play the audio program twice. Elicit answers to the questions on the board. (Answers: 1. yes 2. no 3. no 4. yes)
- Books open. Play the audio program again. Ss look at the picture and read the conversation silently.
- Ss stand up and practice the conversation in pairs.

8 GRAMMAR FOCUS

Learning Objective: ask yes/no questions and give short answers with *be*

▶ [CD 1, Track 8]

Yes/No questions

- Write several statements with *be* about Arturo and Soo-jin or your own Ss on the board. For example:
 Arturo is a student.
 Julia and Elena are sisters.
- Focus Ss' attention on the statements. Point out that statements begin with a subject + verb.
 Arturo is a student.
 S V
 Julia and Elena are sisters.
 S V
- **Option:** If you don't want to teach the terms *subject* and *verb*, use the numbers 1 and 2 instead.
- Explain that yes/no questions begin with a verb + subject. For example:
Is Arturo a student?
 V S
Are Julia and Elena sisters?
 V S
- Ask Ss to change any remaining statements on the board to yes/no questions. Give help as needed.
- Ss study the Grammar Focus box questions.

Short answers with *be*

- Present the short answers in the Grammar Focus box. Point out that there are two ways of saying "no" for each pronoun, except for *I*.
- Ask yes/no questions with *be* about Ss in the class. Ss respond with short answers.

- Play the audio program. Focus Ss' attention on the stress in short answers (e.g., Yes, **I am**. No, **I'm not**).

A

- Ss complete the conversations individually. Go over answers with the class.

Answers

1. A: **Is** Mr. Jones from the United States?
 B: Yes, he **is**. **He's** from Baltimore.
2. A: **Is** English class at 2:00?
 B: No, **it isn't**. **It's** at 3:00.
3. A: **Are** you and Giovanna from Italy?
 B: Yes, we **are**. **We're** from Milan.
4. A: **Are** Mr. and Mrs. Flores Brazilian?
 B: No, they **aren't**. **They're** Peruvian.

- Model the first conversation with a strong S and the second conversation with a different S. Then Ss practice the conversations in pairs.

B

- Explain the task. Ss write answers to the questions individually. Then they ask and answer the questions in pairs, giving the correct information for "no" answers.

C Group work

- Model the task with the first question. Ss write questions individually. Then they ask their questions.
- **Option:** Ss write questions in small groups. Collect the questions and give them to different groups. Ss take turns asking and answering the questions.

7 CONVERSATION How's it going?

▶ Listen and practice.

Arturo Hi, Soo-jin!

Soo-jin Hey Arturo. How's it going?

Arturo Great! How are you?

Soo-jin I'm fine, thanks. So, are your classes interesting this semester?

Arturo Yes, they are. I really love biology.

Soo-jin Biology? Are you and Alexa in the same class?

Arturo No, we aren't. My class is in the morning. Her class is in the afternoon.

Soo-jin Oh, OK. Hey, do you have time for coffee?

Arturo Sure. I'd love some coffee.



8 GRAMMAR FOCUS

▶ Yes/No questions and short answers with **be**

Are you free?	Yes, I am .	No, I'm not .
Is Arturo from Mexico?	Yes, he is .	No, he's not ./No, he isn't .
Is Alexa's class in the morning?	Yes, it is .	No, it's not ./No, it isn't .
Are you and Alexa in the same class?	Yes, we are .	No, we're not ./No, we aren't .
Are your classes interesting?	Yes, they are .	No, they're not ./No, they aren't .

GRAMMAR PLUS see page 132

A Complete the conversations. Then practice with a partner.

- A:** Is Mr. Jones from the United States? **B:** Yes, he is from Baltimore.
- A:** Are you and Giovanna from Italy? **B:** Yes, we are from Milan.
- A:** Is your English class at 2:00? **B:** No, it isn't at 3:00.
- A:** Are Mr. and Mrs. Flores Brazilian? **B:** No, they aren't Peruvian.

B Answer these questions. If you answer "no," give the correct information. Then ask your partner the questions.

- Are you from the United States? _____
- Is your teacher from Canada? _____
- Is your English class in the morning? _____
- Are you free after class? _____

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

Are Kate and Phil from Chicago?

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