

Third Edition (第3版)

# interchange

## 剑桥国际英语教程

**Jack C. Richards**

*with Jonathan Hull and Susan Proctor*

学生用书

**STUDENT'S BOOK**

外语教学与研究出版社  
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS  
剑桥大学出版社  
CAMBRIDGE UNIVERSITY PRESS

含2张CD和词汇手册

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# 教材简介

## 总体介绍

《剑桥国际英语教程》(第3版) (*Interchange Third Edition*) 是《剑桥国际英语教程》的全面修订版。作为世界上最受欢迎、最有影响的英语教程之一,《剑桥国际英语教程》推动了中国传统语言学习模式的革新,加快了我国英语教学的国际化进程。它将交际教学法贯穿于语言技能训练的整个过程之中,强调在“有意义的交流”中培养语言的准确度和流利度,将语言学习变成了一种融视、听、说为一体的愉悦体验,因此广受大中院校、英语特色学校和培训机构的欢迎。

新版《剑桥国际英语教程》(第3版)更全面地体现了国际上最新的英语教学方法。新版总结了上一版在全球的课堂实践经验,保留了为广大师生所喜爱的具有启发性和创新性的课堂活动,同时根据他们的建议对部分内容和活动作了更新和修订。新版为读者奉献了更时尚的内容、更丰富的语法训练和更多的听说实践机会。

新版对上一版的四个级别进行了修订,包括:入门级、1级、2级、3级。每学完一级别,学生可掌握大约1000—1300个活用词。

**入门级:** 针对没有英语基础的初学者,注重基础词汇、语法和语言功能的运用。

**1 级:** 针对具备初级英语水平的学习者,旨在进一步培养语言运用技能。

**2 级:** 针对具备初级偏上英语水平的学习者,旨在掌握和运用比较复杂的语言结构,提高流利度。

**3 级:** 针对具有中级英语水平的学习者,旨在培养学习者运用准确、流利的英语进行交流的能力。

## 课时安排

每级包括16个单元的内容,课时安排为大约70—120学时。教师可以根据实际情况适当增减课堂活动。为了方便学校灵活安排教学,学生用书和练习册分两个版本——全一册和A、B分册,两个版本内容相同。A、B分册每册包括8个单元,课时安排为35—60学时,可供短期培训和学习使用。

## 教材组成

■ **Student's Book 学生用书** (附赠词汇手册)

**Student Self-study Audio Cassettes 学生用带**

**Student Self-study Audio CDs 学生用盘** (随学生用书一同包装)

每级学生用书按照主题分类,单元练习分为话题性和功能性两类;每2个单元之后有一个复习单元(Progress check);书的后一部分还有针对各个单元的交际活动(Interchange activities)和自学听力练习(Self-study)。附赠的词汇手册按照单元索引,帮助学生理解和记忆口语中常见的词汇和搭配。

与学生用书配套的录音产品包括**学生用带**和**学生用盘**两种，供学生课后自学使用。录音内容包括学生用书中的会话（Conversation）和自学听力练习（Self-study）。

学生用书按照内容多少分为两个版本——全一册和A、B分册。A、B分册也配有相应的词汇手册、磁带和CD产品。

## ■ Teacher's Edition 教师用书

**Class Audio Cassettes with Student Self-study Cassettes 课堂用带**

**Class Audio CDs with Student Self-study Audio CDs 课堂用盘（随教师用书一同包装）**

教师用书设计合理，将学生用书原页和对应的教学指导对开活页装订，方便教师左右对照查阅。教学指导包括语法点讲解、文化背景知识、辅助课堂活动、练习答案和听力录音文本。后一部分为教师补充了很多教学辅助资源（Games, Fresh ideas, Photocopiables, Language summary等）和测试题（Oral quizzes, Written quizzes）。

与教师用书配套的录音产品包括**课堂用带**和**课堂用盘**两种，供教师在课堂教学中使用。录音内容包括学生用书中的所有听力内容（所有标注有▶的练习）和自学听力练习（Self-study）。

## ■ Workbook 练习册

练习册通过形式多样的练习，加强学生的词汇、语法、阅读和写作能力。每单元练习与学生用书同步进行，既可以作为课堂活动，也可以作为家庭作业。练习册也分成全一册和A、B分册，与学生用书对应。

## ■ DVD 录像

**Video Activity Book 录像活动用书**

**Video Teacher's Guide 录像教师用书**

录像的主题同学生用书对应，主要用来复习和扩展学生用书中的话题和语言点。录像的形式包括幽默风趣的“情景故事”（Drama）和“纪录短片”（Documentary）。

录像活动用书为每个故事和纪录短片都设计了循序渐进的听说活动和语言练习。

录像教师用书为教师们做了周密的教学安排，提供了全面的教学方法，还附上了参考答案和录像脚本。

## ■ CD-ROM 多媒体光盘

CD-ROM与录像用书配套使用，用于巩固或自学录像内容，同时也可以作为学生用书的辅助学习材料。CD-ROM内容依据16个录像单元进行编排，核心内容取自录像中的短片部分。每册光盘含有150个人机互动活动，可用于学生自学和课堂练习。另外，光盘中每4个单元包含一套进度测试题，以检测学生的学习成果。

## ■ Teacher's Resource Pack 教师资源包

教师资源包由两部分组成：教师培训教材（含2张VCD）和评估测试包（含2张CD）。

教师培训教材专为即将使用或正在使用本套教材的教师而设计，提供实际课堂操作经验。教师培训VCD展示了世界各地使用本套教材的教学情景和方法，有助于教师明确教学重点、掌握教学方法，并形成自己的教学特色。本书既适用于各种规模的教师培训，也适用于教师自修。

评估测试包帮助教师有效地评估学生的学习成果。它包括：用于在开课之前评定学生英语水平的“定级测试”和用于期中和期末评定学生学习成果的“成果测试”（测试涵盖整套教材各个级别）。测试题型包括：听力、口语、阅读、写作。

### ■ Teacher's Resource Book 教师资源手册

教师资源手册包含课堂用的听力、语法、词汇和口语活动，可以作为教师用书的补充。教师可以根据实际情况灵活使用和选择。

## 主要特色

### ■ 国际化内容

新版在内容上更富有时代感，与学生的生活紧密相关；同时内容注重跨文化交流，既可以开阔学生的视野，又可以紧跟世界潮流。

### ■ 综合性大纲

本套教材的编写理念是多种技能综合培养，最终目标是培养语言交际能力。当今社会需要综合能力强的复合型人才，而英语水平应该是建立在听说读写综合能力基础之上的。本套教程的教学大纲将语言技能、语言知识、文化意识等要素有机地结合起来，相互促进，循序渐进，帮助学生最终实现交际目标。

### ■ 实用有趣的学习活动

本套教程的课堂活动活泼有趣，以各种形式展现教学重点，旨在激发个性不同的学生的兴趣，使得每个学生都能乐在其中，同时达到运用语言的目的。另外，活动多为有实际意义的任务，这样可以提高学生的参与度，做到学有所用，最大程度地提高课堂学习效率。

### ■ 教师和学生任务

教师的任务是组织课堂，带领学生一步步完成每课的交际教学目标。在词汇和语法练习活动中，教师启发学生理解新的学习要点、总结语法规律；在对话、小组活动中，教师起辅助作用，主要是帮助学生为活动作准备，并对活动作出评价。总体上讲，教师的作用应该是启发、鼓励、指导和监控。

学生的任务是主动地、创造性地参与学习活动，将学习要点运用于语言交际实践，让语言变成一个交际工具。

### ■ 易教易学的内容安排

本套教材单元内容组织合理、进度适中。每个单元包括两个相关的教学环节，教师可以根据需要灵活安排和选择。另外，丰富的课堂活动和详细的教学指导充分满足教师备课的需要。

### ■ 完善的复习和测试体系

本套教材提供了单元小结（Language summary）、每2个单元之后的复习单元（Progress check）和进度测试（Progress quiz）。另外，教师资源包中还设计了多套“定级测试”和“成果测试”，供教师选用。

## 单元组织结构

每个单元由两个主要话题和功能构成，相关活动和练习都围绕这两个话题和功能安排。在教学指导上这两个部分被称作“环节1”（Cycle 1）和“环节2”（Cycle 2）。

每个环节都是一个相对完整的练习组合：通过“文化点滴”（Snapshot）或“词汇扩展”（Word Power）来引入新的话题；通过“会话练习”（Conversation）来介绍新的语法结构；“观点展示”（Perspectives）为中级水平的学习者展示了语法在现实生活中的应用，同时提供了表达个人观点的机会；“语法重点”（Grammar Focus）提供了控制型练习以及较为自由的口语语法练习；以两人或小组形式进行的交流活动（Interchange activities）可以针对某个语法重点提供实用口语练习活动。另外，不同环节还穿插了听力（Listening）、语音（Pronunciation）、写作（Writing）、阅读（Reading）练习，为培养学生的综合能力提供全面解决方案。

下面图表中列出了本套教材的主要练习种类和教学宗旨：

EXERCISE TITLES 练习名称	PURPOSE 宗旨
Snapshot 文化点滴	介绍现实生活中的各种文化现象，引入本单元或本环节的话题，帮助学生学习和扩展词汇。内容丰富多彩，易读易学，鼓励学生进行个性化讨论。
Word Power 词汇扩展	通过各种趣味单词练习，帮助学生学习和扩展与本单元主题相关的词汇。这些活动后面紧跟的口语练习可以帮助学生了解这些词汇在语境中的使用情况。
Conversation 会话练习	引入本环节的新语法点和功能点，通过一定的情景来展示语法，同时为会话和口语练习提供范例。
Perspectives 观点展示	通过广告、调查、测验、广播节目等与现实生活紧密相关的语言形式呈现语法点，活动内容通常涉及观点展示，为中级水平的学习者提供表达个人观点的机会。
Grammar Focus 语法重点	总结会话中的语法项目，针对语法点设计了由教师指导的控制型练习和比较自由的交际型语法练习。后一种练习要求学生运用所学语法知识描述个人情况。
Pair/Group Work 两人/小组活动 Role Play 角色扮演 Class Activity 班级活动	这些口语语流练习针对所学的教学重点作进一步的个性化练习，为学生提供在真实语境中流利运用语言的机会。
Pronunciation 语音	针对重要的语音现象进行练习。这些语音现象经常在前面的会话和语言重点中出现。
Listening 听力	训练学生的各种认知型技能，包括听大意、听细节、根据上下文猜测意思等。
Writing 写作	实用性的写作练习帮助学生扩展和巩固本单元的话题和语法，提高写作技能。
Reading 阅读	旨在提高学生的阅读能力。阅读文章都是根据真实材料改编而成，题材和体裁各异。阅读通常伴随着关于该话题的讨论。
Interchange Activity 交流活动	针对每单元的内容提供交际型扩展活动，使学生针对本单元的语言重点进行深入的个性化练习，真正达到融会贯通。

## 编者的话

新版《剑桥国际英语教程》将为广大学生提供更多的语言练习机会。我们相信本套教材不仅能使沉闷的英语课堂变得生动有趣，而且能帮助个性不同的学生在英语学习中体味到乐趣和成就感。最后，真诚地祝您教得舒心、学得开心！

# To the student

Welcome to **Interchange Third Edition**! This revised edition of **New Interchange** gives you many more opportunities to learn and practice English. We are confident this book will help you improve your English! The course combines topics, functions, and grammar. You will learn the four skills of listening, speaking, reading, and writing, in addition to vocabulary and pronunciation.

Each book has 16 units divided into sections, and each section has its own purpose. The **Snapshot** usually introduces the unit's topic with real-world information. The **Word Power** presents new vocabulary. The **Conversation** is a natural, fun dialog that introduces new grammar. You then see and practice this language in the **Grammar Focus**. The **Pronunciation** exercises help you sound like a native speaker.

In the **Listening** section you hear people speaking in many different contexts. You talk in pairs, in groups, or as a class with the many **Speaking** activities. In the **Interchange activities** you talk even more freely about yourself. These fun activities let you share your own ideas and opinions. In the **Writing** section you write about yourself and your classmates. Finally, at the end of each unit, you read about and further discuss the unit's topic in the **Reading** section.

Frequent **Progress checks** let you check your own development. In these self-assessment exercises *you* decide what material you need to review.

The **Self-study Audio CD** contains the conversations from the unit for extra listening practice. Your CD also has a section with new, original audio material. You can use this in class, in a lab, or at home with the Self-study exercises at the back of this book.

We think you'll enjoy using this book and hope you become better, more confident learners of English. Good luck!

**Jack C. Richards**  
**Jonathan Hull**  
**Susan Proctor**

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# Plan of Book 1

## Titles/Topics

## Speaking

## Grammar

<b>UNIT 1</b> PAGES 2-7		
<b>Please call me Beth.</b> Introductions and greetings; names; countries and nationalities	Introducing yourself; introducing someone; checking information; exchanging personal information; saying hello and good-bye	Wh-questions and statements with <i>be</i> ; questions: <i>what, where, who,</i> and <i>how</i> ; yes/no questions and short answers with <i>be</i> ; subject pronouns; possessive adjectives
<b>UNIT 2</b> PAGES 8-13		
<b>How do you spend your day?</b> 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,</i> <i>early, late, until, before, and after</i>
<b>PROGRESS CHECK</b> PAGES 14-15		
<b>UNIT 3</b> PAGES 16-21		
<b>How much is it?</b> 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,</i> <i>those; one and ones</i> ; questions: <i>how much</i> and <i>which</i> ; comparisons with adjectives
<b>UNIT 4</b> PAGES 22-27		
<b>Do you like rap?</b> 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</i> + verb
<b>PROGRESS CHECK</b> PAGES 28-29		
<b>UNIT 5</b> PAGES 30-35		
<b>Tell me about your family.</b> Families; 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,</i> <i>most, many, a lot of, some, not many,</i> <i>a few, and few</i> ; pronoun: <i>no one</i>
<b>UNIT 6</b> PAGES 36-41		
<b>How often do you exercise?</b> 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,</i> <i>almost always, usually, often,</i> <i>sometimes, hardly ever, almost</i> <i>never, and never</i> ; questions: <i>how</i> <i>often, how long, how well, and</i> <i>how good</i> ; short answers
<b>PROGRESS CHECK</b> PAGES 42-43		
<b>UNIT 7</b> PAGES 44-49		
<b>We had a great time!</b> Free-time and weekend activities; chores; vacations	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>
<b>UNIT 8</b> PAGES 50-55		
<b>What's your neighborhood like?</b> 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; one, any, and</i> <i>some</i> ; prepositions of place; quantifiers; questions: <i>how many</i> and <i>how much</i> ; count and noncount nouns
<b>PROGRESS CHECK</b> PAGES 56-57		

Pronunciation/Listening	Writing/Reading	Interchange Activity
<p>Linked sounds</p> <p>Listening for names and countries</p> <p><i>Self-study:</i> Listening for personal information</p>	<p>Writing questions requesting personal information</p> <p>"What's in a Name?": Reading about popular names</p>	<p>"Getting to know you": Collecting personal information about classmates</p>
<p>Syllable stress</p> <p>Listening to descriptions of jobs and daily schedules</p> <p><i>Self-study:</i> Listening to a description of a weekly schedule</p>	<p>Writing a biography of a classmate</p> <p>"Why Do You Need a Job?": Reading about people who need jobs</p>	<p>"Common ground": Finding similarities in classmates' daily schedules</p>
<p>Sentence stress</p> <p>Listening to people shopping; listening for items, prices, and opinions</p> <p><i>Self-study:</i> Listening to people discussing clothing options</p>	<p>Writing a comparison of prices in different countries</p> <p>"The World's Online Marketplace"—eBay!": Reading about online shopping</p>	<p>"Flea market": Buying and selling things</p>
<p>Intonation in questions</p> <p>Identifying musical styles; listening for likes and dislikes</p> <p><i>Self-study:</i> Listening to people making invitations</p>	<p>Writing a text message</p> <p>"Christina Aguilera": Reading about a famous entertainer</p>	<p>"What's the question?": Writing and asking questions</p>
<p>Intonation in statements</p> <p>Listening for family relationships</p> <p><i>Self-study:</i> Listening to an interview with a new student</p>	<p>Writing an e-mail about family</p> <p>"The Changing Family": Reading about an American family</p>	<p>"Family facts": Finding out information about classmates' families</p>
<p>Intonation with direct address</p> <p>Listening to people talking about free-time activities; listening to descriptions of sports participation</p> <p><i>Self-study:</i> Listening to a quiz about health and fitness</p>	<p>Writing about favorite activities</p> <p>"Health and Fitness Quiz": Reading about and taking a quiz</p>	<p>"Do you dance?": Finding out about classmates' abilities</p>
<p>Reduction of <i>did you</i></p> <p>Listening to descriptions and opinions of past events and vacations</p> <p><i>Self-study:</i> Listening to a police officer interviewing a possible thief</p>	<p>Writing a postcard</p> <p>"Vacation Postcards": Reading about different kinds of vacations</p>	<p>"Vacation disasters": Describing a terrible vacation</p>
<p>Reduction of <i>there is/there are</i></p> <p>Listening for locations and descriptions of places</p> <p><i>Self-study:</i> Listening for locations in a neighborhood</p>	<p>Writing a roommate wanted ad</p> <p>"The World in One Neighborhood": Reading about a New York City neighborhood</p>	<p>"Neighborhood committee": Making a neighborhood a better place</p>

## Titles/Topics

## Speaking

## Grammar

<b>UNIT 9</b> PAGES 58-63		
<b>What does she look like?</b> Appearance and dress; clothing and clothing styles; people	Asking about and describing people's appearance; identifying people	Questions for describing people: <i>What ... look like, how old, how tall, how long, and what color</i> ; modifiers with participles and prepositions
<b>UNIT 10</b> PAGES 64-69		
<b>Have you ever ridden a camel?</b> Past experiences; unusual activities	Describing past experiences; exchanging information about past experiences and events	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>
<b>PROGRESS CHECK</b> PAGES 70-71		
<b>UNIT 11</b> PAGES 72-77		
<b>It's a very exciting place!</b> Cities; hometowns; countries	Asking about and describing cities; asking for and giving suggestions; talking about travel and tourism	Adverbs before adjectives; conjunctions: <i>and, but, though, and however</i> ; modal verbs <i>can</i> and <i>should</i>
<b>UNIT 12</b> PAGES 78-83		
<b>It really works!</b> Health problems; medication and remedies; products in a pharmacy	Talking about health problems; asking for and giving advice; making requests; asking for and giving suggestions	Infinitive complements; modal verb <i>should</i> for suggestions; modal verbs <i>can, could, and may</i> for requests
<b>PROGRESS CHECK</b> PAGES 84-85		
<b>UNIT 13</b> PAGES 86-91		
<b>May I take your order?</b> Food and restaurants	Expressing likes and dislikes; agreeing and disagreeing; ordering a meal	<i>So, too, neither, and either</i> ; modal verbs <i>would</i> and <i>will</i> for requests
<b>UNIT 14</b> PAGES 92-97		
<b>The biggest and the best!</b> World geography and facts; countries	Describing countries; making comparisons; expressing opinions; talking about distances and measurements	Comparative and superlative forms of adjectives; questions: <i>how far, how big, how high, how deep, how long, how hot, and how cold</i>
<b>PROGRESS CHECK</b> PAGES 98-99		
<b>UNIT 15</b> PAGES 100-105		
<b>I'm going to a soccer match.</b> Invitations and excuses; leisure-time activities; telephone messages	Talking about plans; making invitations; accepting and refusing invitations; giving reasons; taking and leaving messages	Future with present continuous and <i>be going to</i> ; messages with <i>tell</i> and <i>ask</i>
<b>UNIT 16</b> PAGES 106-111		
<b>A change for the better!</b> Life changes; plans and hopes for the future	Exchanging personal information; describing changes; talking about plans for the future	Describing changes with the present tense, the past tense, the present perfect, and the comparative; verb + infinitive
<b>PROGRESS CHECK</b> PAGES 112-113		
<b>SELF-STUDY</b>		

Pronunciation/Listening	Writing/Reading	Interchange Activity
<p>Contrastive stress</p> <p>Listening to descriptions of people; identifying people</p> <p><i>Self-study:</i> Listening to descriptions of people; identifying styles</p>	<p>Writing an e-mail describing people</p> <p>"Hip-Hop Style": Reading about clothing styles</p>	<p>"Find the differences": Comparing two pictures of a party</p>
<p>Linked sounds</p> <p>Listening to descriptions of events</p> <p><i>Self-study:</i> Listening to a job interview; listening to descriptions of experiences</p>	<p>Writing a letter to an old friend</p> <p>"Taking the Risk": Reading about unusual or dangerous sports</p>	<p>"Lifestyle survey": Finding out about a classmate's lifestyle</p>
<p><i>Can't and shouldn't</i></p> <p>Listening to descriptions of cities and hometowns; listening for incorrect information</p> <p><i>Self-study:</i> Listening to descriptions of vacation destinations</p>	<p>Writing a magazine article</p> <p>"Greetings from . . .": Reading about famous cities</p>	<p>"City guide": Creating a guide to fun places in a city</p>
<p>Reduction of <i>to</i></p> <p>Listening to health problems and advice</p> <p><i>Self-study:</i> Listening to advice for a camping trip</p>	<p>Writing a letter to an advice columnist</p> <p>"Rain Forest Remedies?": Reading about natural products as medicine</p>	<p>"Help!": Playing a board game</p>
<p>Stress in responses</p> <p>Listening to restaurant orders</p> <p><i>Self-study:</i> Listening to people talking about restaurant orders</p>	<p>Writing a restaurant review</p> <p>"To Tip or Not to Tip": Reading about tipping customs</p>	<p>"Plan a menu": Creating a menu of dishes</p>
<p>Questions of choice</p> <p>Listening to a TV game show</p> <p><i>Self-study:</i> Listening to people discussing Chiang Mai</p>	<p>Writing an article about a country</p> <p>"Things You Can Do to Help the Environment": Reading about the environment</p>	<p>"How much do you know?": Taking a general knowledge quiz</p>
<p>Reduction of <i>could you</i> and <i>would you</i></p> <p>Listening to telephone messages</p> <p><i>Self-study:</i> Listening to telephone messages; identifying errors</p>	<p>Writing unusual favors</p> <p>"Cell Phone Etiquette": Reading about cell phone manners</p>	<p>"Weekend plans": Finding out about classmates' weekend plans</p>
<p>Vowel sounds /əʊ/ and /ʌ/</p> <p>Listening to descriptions of changes</p> <p><i>Self-study:</i> Listening to people at a class reunion</p>	<p>Writing a proposal for a class party</p> <p>"Setting Personal Goals": Reading about goals and priorities</p>	<p>"My possible future": Planning a possible future</p>

# 1 Please call me Beth.

## 1 CONVERSATION *Where are you from?*

Listen and practice.

David: Hello, I'm David Garza. I'm a new club member.

Beth: Hi. My name is Elizabeth Silva, but please call me Beth.

David: OK. Where are you from, Beth?

Beth: Brazil. How about you?

David: I'm from Mexico.

Beth: Oh, I love Mexico! It's really beautiful.

David: Thanks. So is Brazil!

Beth: Oh, good. Sun Hee is here.

David: Who's Sun Hee?

Beth: She's my classmate. We're in the same math class.

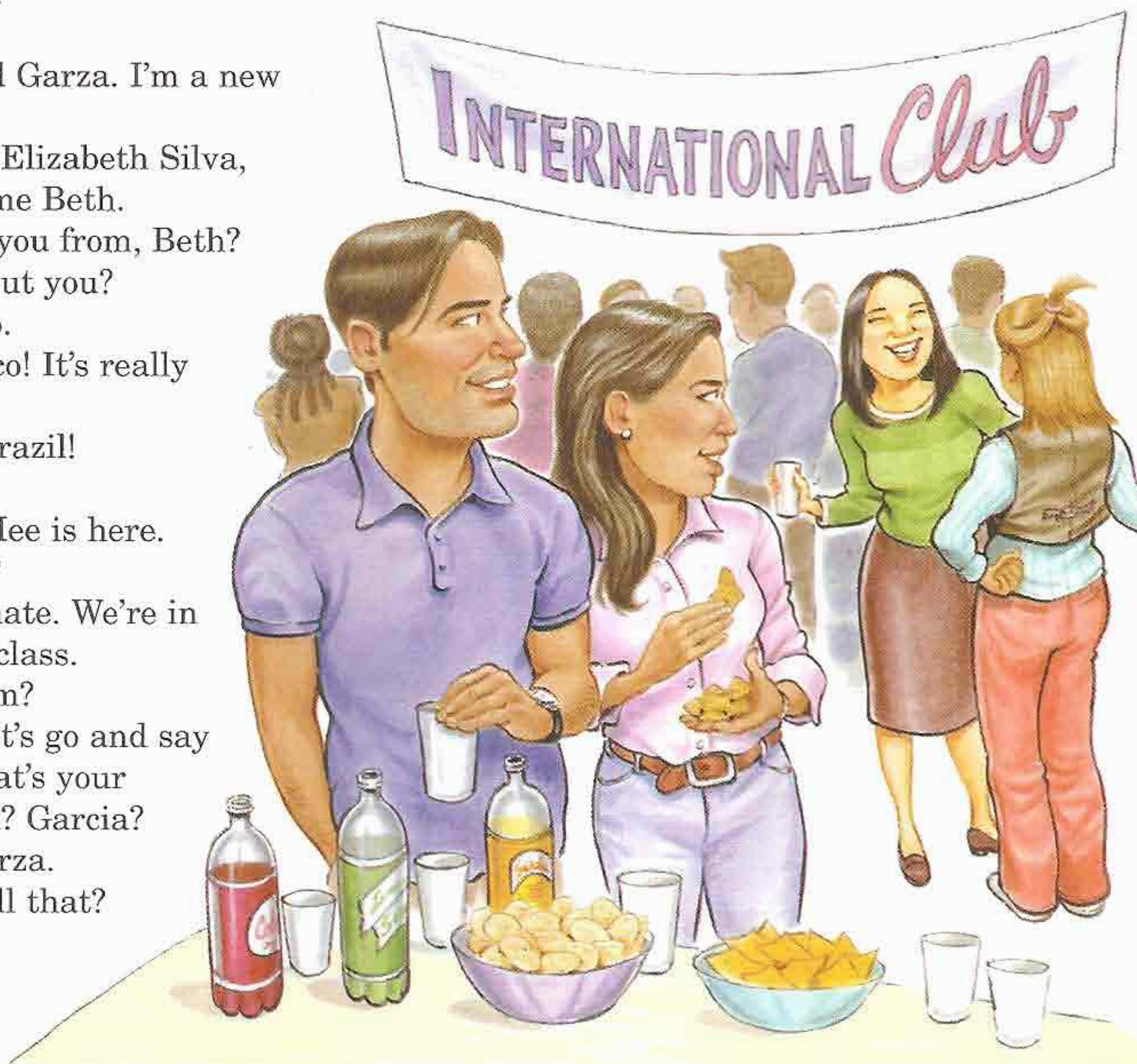
David: Where's she from?

Beth: South Korea. Let's go and say hello. Sorry, what's your last name again? Garcia?

David: Actually, it's Garza.

Beth: How do you spell that?

David: G-A-R-Z-A.



## 2 SPEAKING *Checking information*

**A** Match the questions with the responses. Listen and check. Then practice with a partner. Give your own information.

1. I'm sorry. What's your name again? .....
2. What do people call you? .....
3. How do you spell your last name? .....

- a. S-I-L-V-A.
- b. It's Elizabeth Silva.
- c. Everyone calls me Beth.


**B Group work** Introduce yourself with your full name. Use the expressions above. Make a list of names for your group.

A: Hi! I'm Yuriko Noguchi.

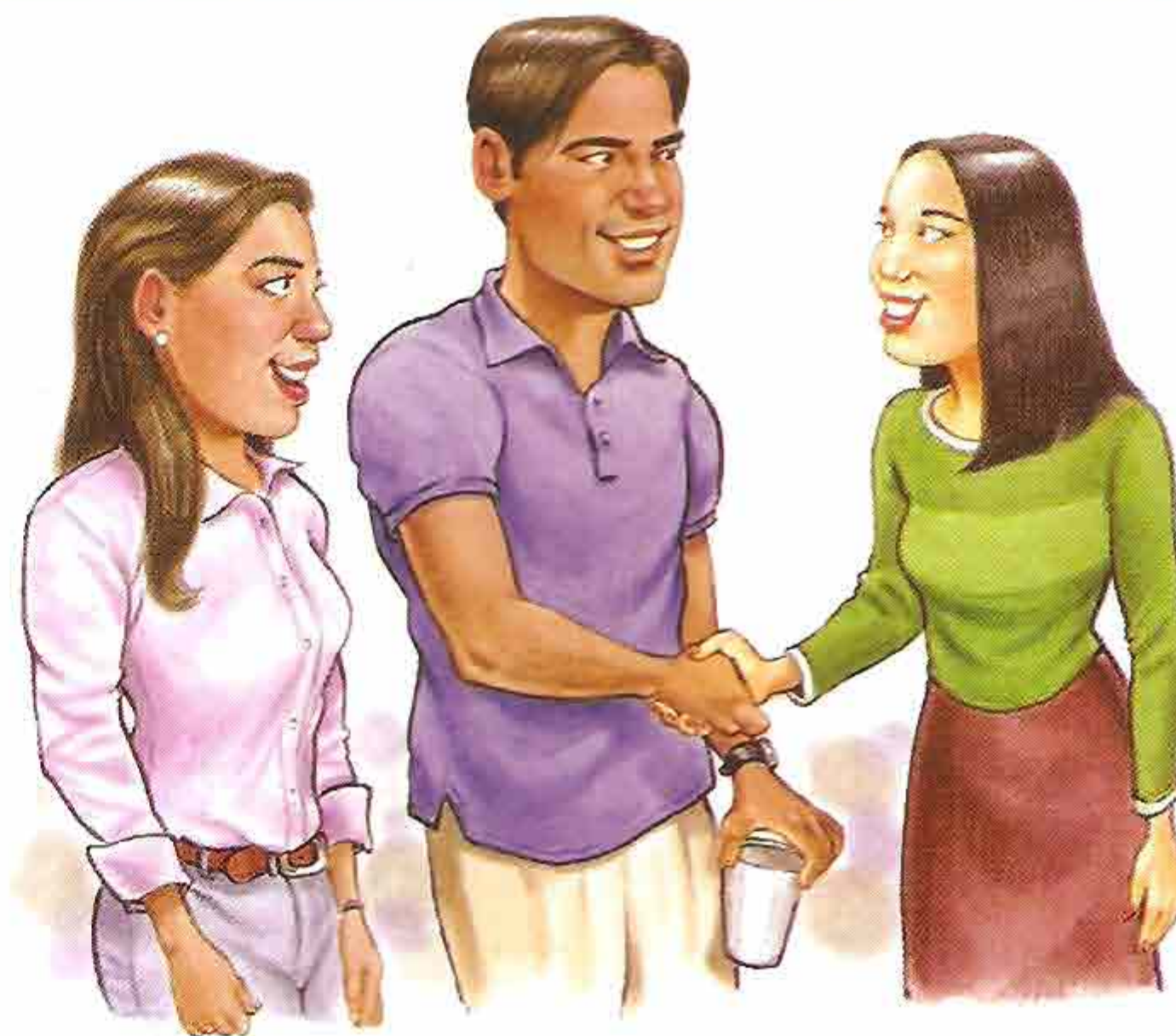
B: I'm sorry. What's your last name again? . . .


## 3

**CONVERSATION** *What's Seoul like?*

**A**  Listen and practice.


Beth: Sun Hee, this is David Garza. He's a new club member from Mexico.  
 Sun Hee: Nice to meet you, David. I'm Sun Hee Park.  
 David: Hi. So, you're from South Korea?  
 Sun Hee: That's right. I'm from Seoul.  
 David: That's cool. What's Seoul like?  
 Sun Hee: It's really nice. It's big and very exciting.



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

## 4

**PRONUNCIATION** *Linked sounds*

 Listen and practice. Final consonant sounds are often linked to the vowels that follow them.

I'm a new club member.      Sun Hee is over there.      My name is Elizabeth Silva.

## 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 new club member.  
 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

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

1. My name *is* David Garza. I'm from Mexico. *My* family is in Mexico City. My brother *is* a university student. *His* name is Carlos.
2. *My* name is Sun Hee Park. I'm 20 years old. My sister *is* a student here, too. *My* parents are in South Korea right now.
3. I'm Elizabeth, but everyone calls me Beth. *My* last name is Silva. *I'm* a student at City College. My parents *are* on vacation this week. *They're* in Los Angeles.

## Wh-questions with be

**What's** your name?

**Where's** your friend?

**Who's** Sun Hee?

**What are** your classmates **like**?

**Where are** you and Luisa from?

**How are** your classes?

My name's Beth.

He's in class.

She's my classmate.

They're very nice.

We're from Brazil.

They're really interesting.

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

1. A: *Who's* that?

B: Oh, that's Miss West.

2. A: *Where's* she from?

B: She's from Miami.

3. A: *What's* her first name?

B: It's Celia.

4. A: *Who are* the two students over there?

B: Their names are Jeremy and Karen.

5. A: *Where are* they from?

B: They're from Vancouver, Canada.

6. A: *How are* they like?

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 Ming from?*

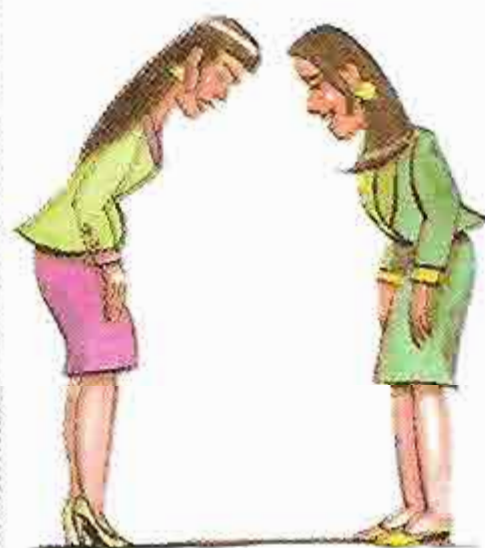
6

## SNAPSHOT

### Greetings from Around the World



**a handshake**  
*the United States*



**a bow**



**a kiss on the cheek**



**a hug**



**a pat on the back**

Sources: A World of Difference Institute; [www.brazilbrazil.com](http://www.brazilbrazil.com)

Which greetings are typical in your country?

Can you write the name of a country for each greeting?

What are other ways to greet people?

## 7

**CONVERSATION** *How's it going?*

Listen and practice.

Sun Hee: Hey, David. How's it going?

David: Fine, thanks. How are you?

Sun Hee: Pretty good. So, are your classes interesting this semester?

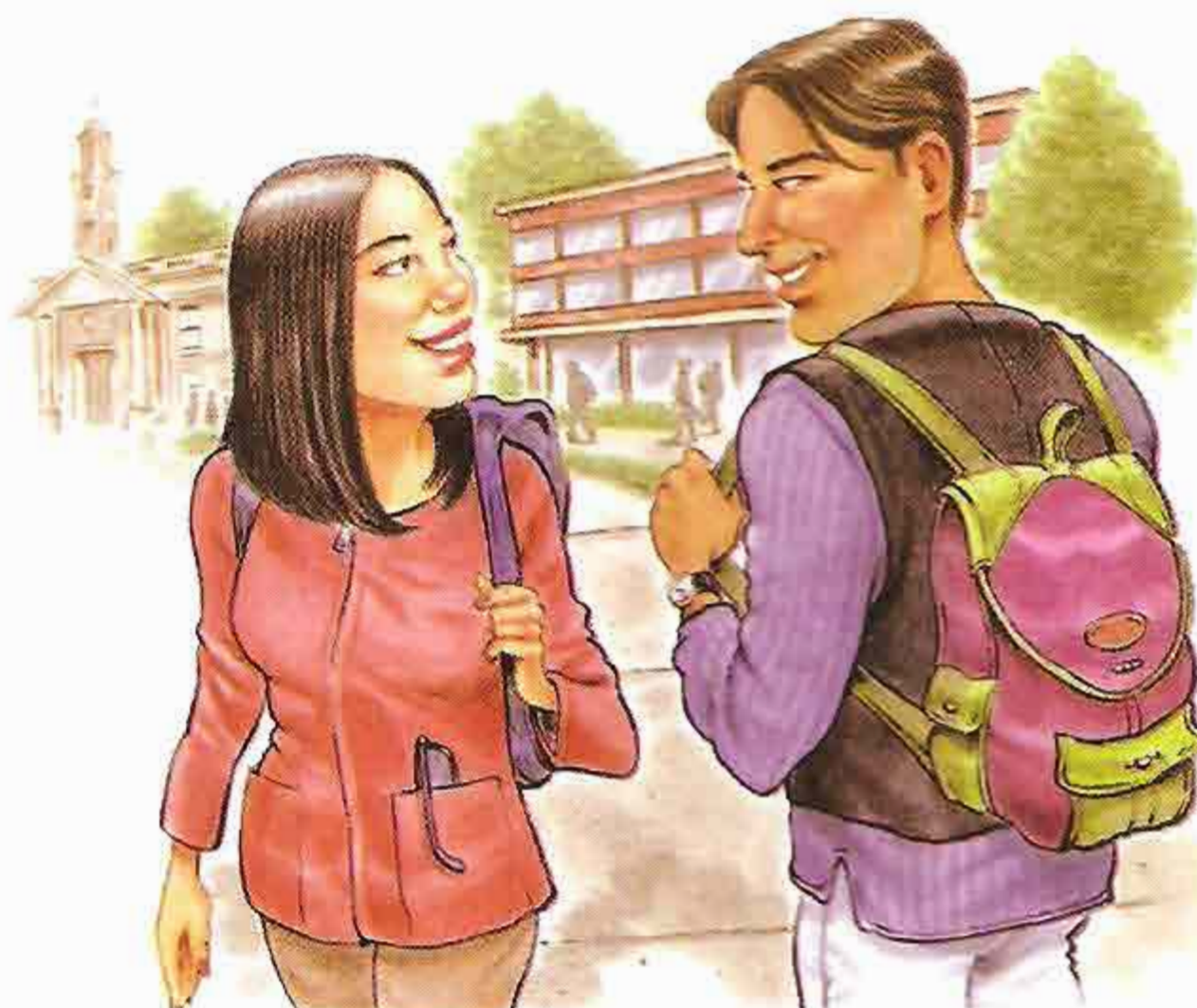
David: Yes, they are. I really love chemistry.

Sun Hee: Chemistry? Are you and Beth in the same class?

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

Sun Hee: Listen, I'm on my way to the cafeteria now. Are you free?

David: Sure. Let's go.



## 8

**GRAMMAR FOCUS****Yes/No questions and short answers with be**

Are you free?

Yes, I **am**.

No, I'm **not**.

Is David from Mexico?

Yes, he **is**.

No, he's **not**. / No, he **isn't**.

Is Beth's class in the morning?

Yes, it **is**.

No, it's **not**. / No, it **isn't**.

Are you and Beth 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**.

**A** Complete these conversations. Then practice with a partner.

1. A: ...../s..... Ms. Gray from the United States?

B: Yes, she ..... from Chicago.

3. A: ..... you and Monique from France?

B: Yes, we ..... from Paris.

2. A: ..... English class at 10:00?

B: No, it ..... at 11:00.

4. A: ..... Mr. and Mrs. Tavares American?

B: No, they ..... Brazilian.

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

1. Are you from the United States? .....

2. Is your teacher from Canada? .....

3. Is your English class in the morning? .....

4. Are you and your best friend the same age? .....

**C Group work** Write five questions about your classmates. Then take turns asking and answering your questions.

Are Cindy and Brian from Los Angeles?

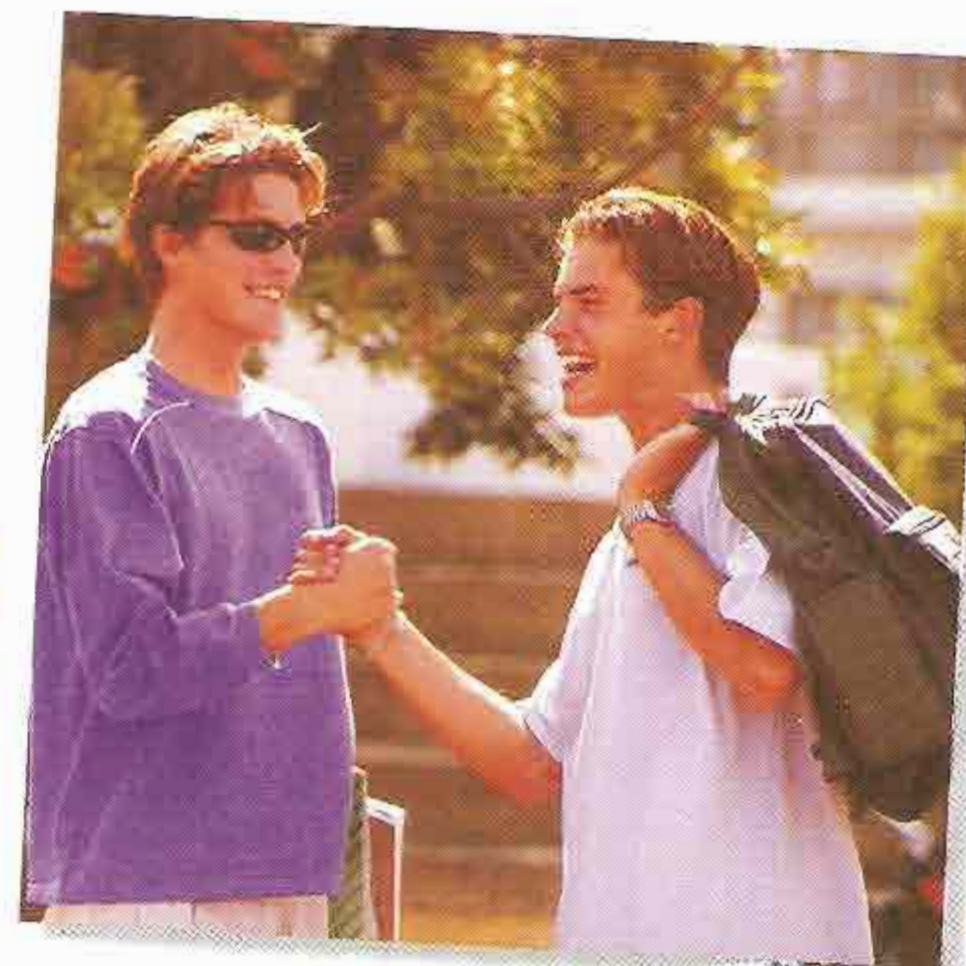
## 9

**WORD POWER** *Hello and good-bye*

**A** Do you know these expressions? Which ones are “hellos” and which ones are “good-byes”? Complete the chart. Add expressions of your own.

- |                  |                   |
|------------------|-------------------|
| ✓ Bye.           | ✓ Hey.            |
| Good morning.    | Hi.               |
| Good night.      | How are you?      |
| Good-bye.        | How's it going?   |
| Have a good day. | See you later.    |
| Hello.           | See you tomorrow. |

Hello	Good-bye
Hey.....	Bye.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....



**B** Match the greetings with the best response.

- |                      |                         |
|----------------------|-------------------------|
| 1. Have a good day.  | a. Good morning.        |
| 2. Hi. How are you?  | b. Thank you. You too.  |
| 3. See you tomorrow. | c. OK. See you.         |
| 4. Good morning.     | d. Pretty good, thanks. |

**C Pair work** Practice saying hello. Then practice saying good-bye.

A: Hi, Aki. How's it going?

B: Pretty good, thanks. How are you?

## 10

**LISTENING** *What's your last name again?*

Listen to the conversations. Complete the information about each person.

First name	Last name	Where from?
1. Joe.....	.....	the United States
2. ....	Vera.....	.....
3. Min Ho.....	.....	.....

## 11

**INTERCHANGE 1** *Getting to know you*

Find out about your classmates. Go to Interchange 1 at the back of the book.

## What's in a Name?

Look at the names in the article. Do you know any people with these names? What are they like?



Your name is very important. When you think of yourself, you probably think of your name first. It is an important part of your identity.

Right now, the two most popular names for babies in the United States are “Jacob” for boys and “Emily” for girls. Why are these names popular? And why are some names unpopular?

Names can become popular because of famous actors, TV or book characters, or athletes. Popular names suggest very positive things. Unpopular names suggest negative things. Surprisingly, people generally agree on the way they feel about names. Here are some common opinions about names from a recent survey.

### Boys' names

**George:** average, boring

**Jacob:** creative, friendly

**Michael:** good-looking, athletic

**Stanley:** nerdy, serious

### Girls' names

**Betty:** old-fashioned, average

**Emily:** independent, adventurous

**Jane:** plain, ordinary

**Nicole:** beautiful, intelligent

So why do parents give their children unpopular names? The biggest reason is tradition. Many people are named after a family member. Of course, opinions can change over time. A name that is unpopular now might become popular in the future. That's good news for all the Georges and Bettys out there!

**A** Read the article. Then check (✓) the statements that are true.

- ☐ 1. Your name is part of your identity.
- ☐ 2. People often feel the same way about a particular name.
- ☐ 3. Boys' names are more popular than girls' names.
- ☐ 4. People are often named after family members.
- ☐ 5. Opinions about names can change.

**B** According to the article, which names suggest positive things? Which suggest negative things? Complete the chart.

Positive names		Negative names	
.....	.....	.....	.....
.....	.....	.....	.....

**C Pair work** What names are popular in your country? Why are they popular?