

interchange

English for
international
communication

Jack C. Richards
with Jonathan Hull
and Susan Proctor

1

**Student's
Book**

CAMBRIDGE
UNIVERSITY PRESS

Published by the Press Syndicate of the University of Cambridge
The Pitt Building, Trumpington Street, Cambridge CB2 1RP
40 West 20th Street, New York, NY 10011-4211, USA
10 Stamford Road, Oakleigh, Melbourne 3166, Australia

© Cambridge University Press 1990

First published 1990
Sixteenth printing 1995

Printed in the United States of America

Library of Congress Cataloging-in-Publication Data

Richards, Jack C.

Interchange: English for international communication: student's book
one/Jack C. Richards with Jonathan Hull and Susan Proctor.

p. cm.

Summary: Textbook for studying English as a foreign language
providing activities and exercises to develop the skills of listening,
speaking, reading, and writing.

ISBN 0-521-35988-0

1. English language—Textbooks for foreign speakers. [1. English
language—Textbooks for foreign speakers.] I. Hull, Jonathan. II.
Proctor, Susan. III. Title.

PE 1128.R457 1990

428.2'4-dc20

89-22101

CIP

AC

British Library Cataloging in Publication Data

Interchange: English for international communication.

Student's book 1.

1. English language. Usage

I. Title II. Hull, Jonathan III. Proctor Susan

428

ISBN 0-521-35988-0

ISBN 0 521 35988 0 Student's Book One

ISBN 0 521 35989 9 Teacher's Manual One

ISBN 0 521 35990 2 Workbook One

ISBN 0 521 35203 7 Class Cassette Set One

ISBN 0 521 35204 5 Student Cassette One

ISBN 0 521 42217 5 Lab Cassette Set One

ISBN 0 521 42218 3 Lab Guide One

ISBN 0 521 44906 5 Video One (NTSC)

ISBN 0 521 45635 5 Video One (PAL)

ISBN 0 521 45634 7 Video One (SECAM)

ISBN 0 521 44908 1 Video Activity Book One

ISBN 0 521 44907 3 Video Teacher's Guide One

Book design: Peter Ducker

Layouts: Circa 86, Inc.

Illustrators:

Kevin Callahan

Bill Thomson

Sam Viviano

Acknowledgments

Illustrators

Kevin Callahan 36; 41; 42; 58; 60 (*top*); 66 (*center*); 68 (*bottom*); 77 (*bottom*); 78 (*top*); 83; 84 (*top*)

Bill Thomson 2 (*top*); 6 (*bottom*); 7; 8; 12; 18; 20; 25; 29; 30; 33; 37; 52; 54; 56; 60 (*bottom*); 62 (*bottom*); 66 (*top*); 74; 77 (*top*); 84 (*bottom*); 86; 87; 91; 92; 94; 96; 98; 101; 118

Sam Viviano 3; 10; 15; 27; 34; 38; 40; 50; 57; 63; 65; 67; 75 (*top and bottom*); 79; 80; 90; 99; 102; 104; 115; 117

Kam Yu/Reno Art Works 16 (*bottom*); 17

Drawing G on page 37 by Steven Petruccio

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Authors' Acknowledgments

A great number of people assisted us in writing **Interchange**. We owe particular thanks to the following:

Our **reviewers**, who gave helpful comments on preliminary versions of the course:

Jeffrey Bright, Lúcia de Aragão, Chuck Sandy, Mark Sawyer, Barbara Strodt-Lopez, and Rita Wong.

The **students** and **teachers** in the following schools where the course was pilot tested:

Adult ESL Administrative Resource Centre, Toronto Board of Education, Toronto, Canada; **Adult Learning Skills Program**, Truman College, Chicago, IL, USA; **Alianza Cultural Uruguay-Estados Unidos**, Montevideo, Uruguay; **American Language Center**, Casablanca, Morocco; **American Language Institute**, New York University, New York, NY, USA; **American Language Center**, University of California at Los Angeles, CA, USA; **American Language Institute**, American College in Paris, France; **Associação Alumni**, São Paulo, Brazil; **Centro Boliviano Americano**, La Paz, Bolivia; **Eastdale Collegiate**, Toronto, Canada; **IES**, Okayama, Japan; **Impact Institute**, Santiago, Chile; **Interac**, Tokyo, Japan; **La Guardia Community College**, Astoria, NY, USA; **International House**, Budapest, Hungary; **Kanda Gaigo Gakuin**, Tokyo, Japan; **Kyoto YMCA English Conversation School**, Kyoto, Japan; **New Day School**, Sendai, Japan; **Nihonbashi Women's Junior College**, Chiba, Japan; **Nunoiike Language School**, Nagoya, Japan; **Ontario Welcome House**, Toronto, Canada; **Overseas Training Center**, Osaka, Japan; **Seneca College**, Toronto, Canada; **Tokyo Foreign Language College**, Tokyo, Japan; and **University of Pittsburgh E.L.I.**, Tokyo, Japan.

And our **editors** and **advisors** at Cambridge University Press, who guided us through the complex process of writing classroom materials:

Peter Donovan, Adrian du Plessis, Barbara Curialle Gerr, Sandra Graham, Joan Gregory, Colin Hayes, Steven Maginn, Ellen Shaw, and Erica Townsend.

Introduction

Interchange is a multi-level course in English as a second or foreign language for young adults and adults. The course covers the skills of listening, speaking, reading, and writing, with particular emphasis on listening and speaking. The primary goal of the course is to teach communicative competence – that is, the ability to communicate in English according to the situation, purpose, and roles of the participants. The language used in *Interchange* is American English; however, *Interchange* reflects the fact that English is the world's major language of international communication and is not limited to any one country, region, or culture. Level One is for beginners and takes students from beginner or false beginner to low-intermediate level.

COURSE LENGTH


Interchange is a self-contained course covering all four language skills. Each level covers between 60 and 90 hours of class instruction time. Depending on how the book is used, however, more or less time may be utilized. The Teacher's Manual gives detailed suggestions for optional activities to extend each unit. Where less time is available, the course can be taught in approximately 60 hours by reducing the amount of time spent on *Interchange* Activities, reading, writing, optional activities, and the Workbook.

COURSE COMPONENTS

Student's Book The Student's Book contains fifteen units, with a review unit after every three units. There are five review units in all. Following Unit 15 is a set of communication activities called *Interchange* Activities, one for each unit of the book. Unit Summaries, at the end of the Student's Book, contain lists of the key vocabulary and expressions used in each unit as well as grammar summaries.

Teacher's Manual A separate Teacher's Manual contains detailed suggestions on how to teach the course, lesson-by-lesson notes, an extensive set of optional follow-up activities, complete answer keys to the Student's Book and Workbook exercises, tests for use in class and test answer keys, and transcripts of those listening activities not printed in the Student's Book and in the five tests. The tests can be photocopied and distributed to students after each review unit is completed.

Workbook The Workbook contains stimulating and varied exercises that provide additional practice on the teaching points presented in the Student's Book. A variety of exercise types is used to develop students' skills in grammar, reading, writing, spelling, vocabulary, and pronunciation. The Workbook can be used both for classwork and for homework.

Class Cassettes A set of two cassettes for class use accompanies the Student's Book. The cassettes contain recordings of the conversations, grammar focus summaries, pronunciation exercises, and listening activities, as well as recordings of the listening exercises used in the tests. A variety of native-speaker voices and accents is used, as well as some nonnative speakers of English. Exercises that are recorded on the cassettes are indicated with the symbol .

Student Cassette A cassette is also available for students to use for self-study. The Student Cassette contains selected recordings of conversations, grammar, and pronunciation exercises from the Student's Book.

Lab Cassettes A set of four Lab Cassettes contains practice exercises that supplement each unit of the Student's Book. The Lab Cassettes can be used in the language laboratory, in the classroom, or at home by the student who wants extra practice outside of class. They provide further practice with grammar patterns, functions, vocabulary, pronunciation, and listening comprehension. The accompanying Lab Guide contains transcripts of the Lab Cassettes.

Video The video is designed to review and extend the topics and language presented in the Student's Book. It contains 15 entertaining, dramatized sequences based on the language and vocabulary in the Student's Book. There are also 5 authentic documentary sequences. The accompanying Video Activity Book provides comprehension and conversation activities, as well as language practice. The Video Teacher's Guide provides thorough instructional support, a complete answer key, and photocopiable transcripts of all sequences.

APPROACH AND METHODOLOGY

Interchange teaches students to use English for everyday situations and purposes related to work, school, social life, and leisure. The underlying

philosophy of the course is that learning a second language is more rewarding, meaningful, and effective when the language is used for authentic communication. Information-sharing activities provide a maximum amount of student-generated communication. Throughout *Interchange*, students have the opportunity to personalize the language they learn and make use of their own life experiences and world knowledge.

The course has the following key features:

Integrated Syllabus *Interchange* has an integrated, multi-skills syllabus that links grammar and communicative functions. The course recognizes grammar as an essential component of second language proficiency. However, it presents grammar communicatively, with controlled accuracy-based activities leading to fluency-based communicative practice. The syllabus also contains the four skills of listening, speaking, reading, and writing, as well as pronunciation and vocabulary.

Adult and International Content *Interchange* deals with contemporary topics that are of high interest and relevance to both students and teachers. Each unit includes real-world information on a variety of topics.

Enjoyable and Useful Learning Activities A wide variety of interesting and enjoyable activities forms the basis for each unit. The course makes extensive use of pair work, small group activities, role plays, and information-sharing activities. Practice exercises allow for a maximum amount of individual student practice and enable learners to personalize and apply the language they learn. Throughout the course, natural and useful language is presented that can be used in real-life situations.

WHAT EACH UNIT CONTAINS

Each unit in *Interchange* contains the following kinds of exercises:

Snapshot The Snapshots contain interesting information about the world, introduce the topic of the unit or part of the unit, and also develop vocabulary. Either the teacher can present these exercises in class as reading or discussion activities, or students can read them by themselves in class or for homework, using their dictionaries if necessary.

Conversation The Conversations introduce the new grammar of each unit in a communicative context and also present functions and conversational expressions. The teacher can either present the conversations with the Class Cassettes or read the dialogs aloud.

Pronunciation These exercises focus on important features of spoken English, including stress, rhythm, intonation, reductions, and sound contrasts.

Grammar Focus The new grammar of each unit is presented in color panels and is followed by practice activities that move from controlled to freer practice. These activities always give students a chance to use the grammar they have learned for real communication.

Listening The listening activities develop a wide variety of listening skills, including listening for gist, listening for details, and inferring meaning from context. These exercises often require completing an authentic task while listening, such as taking telephone messages. The recordings on the Class Cassettes contain both scripted and unscripted conversations with natural pauses, hesitations, and interruptions that occur in real speech.

Word Power The Word Power activities develop students' vocabulary through a variety of interesting tasks, such as word maps.

Writing The writing exercises include practical writing tasks that extend and reinforce the teaching points in the unit and help develop students' composition skills. The Teacher's Manual shows how to use these exercises to focus on the process of writing.

Reading The reading passages develop a variety of reading skills, including guessing words from context, skimming, scanning, and making inferences. Various text types adapted from authentic sources are used.

Interchange Activities The Interchange Activities are pair work and group work tasks, information-sharing tasks, and role plays that encourage real communication. These exercises are a central part of the course and allow students to extend and personalize what they have learned in each unit.

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Plan of Book 1

	Topics	Functions	Grammar/Pronunciation
UNIT 1	Topics Greetings; names; occupations; countries; nationalities; spelling	Functions Introducing oneself; asking for personal information; greeting people; saying goodbye	Grammar Present tense statements with <i>be</i> ; Wh- and Yes/No questions with <i>be</i>
UNIT 2	Topics Greetings; occupations and workplaces; numbers; names; addresses	Functions Greeting people; describing occupations; describing work	Grammar Wh-questions with <i>do</i> ; prepositions: <i>for, at, in, to</i> ; present tense statements Pronunciation Word stress
UNIT 3	Topics Money; prices; expenses; shopping	Functions Asking about prices; selling and buying things	Grammar Possessive pronouns; demonstrative adjectives and pronouns (singular, plural); Wh-questions with <i>be</i> Pronunciation Plural <i>s</i>
Review of Units 1–3			
UNIT 4	Topics Music, movies, and TV programs; entertainers; invitations; dates and times	Functions Describing likes and dislikes; making invitations	Grammar Object pronouns; Yes/No questions with <i>do</i> ; <i>there is</i> ; prepositions: <i>at, on</i> Pronunciation Question intonation
UNIT 5	Topics Families; interesting people	Functions Asking about and describing families; describing people; making small talk; ending a conversation	Grammar Wh- and Yes/No questions with <i>do/does</i> (3rd person) Pronunciation Third-person <i>s</i>
UNIT 6	Topics Leisure and recreation; sports and exercise	Functions Describing routines and activities; talking about frequency; asking about and describing exercises	Grammar Adverbs of frequency Pronunciation Reduced form of <i>do</i>
Review of Units 4–6			
UNIT 7	Topics Greetings; weekend activities; vacations	Functions Talking about past events; asking for information; narrating	Grammar Past tense; Wh- and Yes/No questions in past tense Pronunciation Past tense <i>-ed</i>
UNIT 8	Topics Cities and places; neighborhoods; houses and apartments	Functions Asking about and describing locations of places; asking about and describing a neighborhood	Grammar <i>There is, there are; one, any, some</i> Pronunciation Vowel contrast /ey/ and /ɛ/

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

Listening Recognizing names and spelling; listening for personal information

Reading English today

Interchange Press conference

UNIT
1

Listening Listening to greetings; identifying occupations from descriptions

Writing Descriptions of occupations

Reading Education and salary; job advertisements

Interchange Describing people by their zodiac signs

UNIT
2

Listening Comparing prices in different cities; listening for items and prices

Reading The cost of living; shopping advertisements

Interchange Swap meet

UNIT
3

Review of Units 1–3

Listening Listening to likes and dislikes; listening to announcements about movies

Writing Writing about events; giving dates and times

Reading Music sales in North America; opinions about TV

Interchange Asking for and giving information about events

UNIT
4

Listening Listening to information about families; listening to people playing “Twenty Questions”

Writing Writing about a family

Reading Families; impolite topics

Interchange Collecting some personal information from classmates

UNIT
5

Listening Listening to people talk about leisure activities; listening to questions

Writing Writing about daily routines

Reading Daily activities; physical fitness

Interchange Survey on leisure activities

UNIT
6

Review of Units 4–6

Listening Listening to past events; listening to descriptions of vacations

Writing Writing about a vacation

Reading How people spend their weekend; vacation postcards

Interchange Narrating a story based on photographs

UNIT
7

Listening Listening for locations of places; listening to people talking about housing

Writing Writing an ad for a house for rent

Reading Housing in the U.S.; rental ads

Interchange Finding out about a new neighborhood

UNIT
8

	Topics	Functions	Grammar/Pronunciation
UNIT 9	Topics People; dress and appearances; clothes; colors	Functions Describing people's dress and appearance; describing what people are doing	Grammar Present continuous Pronunciation Sentence stress

Review of Units 7–9

UNIT 10	Topics Past experiences; unusual events	Functions Asking about and describing past experiences; describing events; telling a story	Grammar Present perfect; past participles; connecting words: <i>first, after that, next, then, finally</i> Pronunciation Linking sounds
UNIT 11	Topics Cities; hometowns; countries	Functions Asking about and describing a city and country; giving suggestions; describing vacations	Grammar Adjectives and adverbs; modal <i>should</i>
UNIT 12	Topics Parts of the body; health; illnesses; medications; remedies	Functions Describing minor illness; advising someone about a health problem; buying things in a drugstore	Grammar Imperatives; modal verbs: <i>can, could, may, would</i> Pronunciation Consonant contrast /ə/ and /t/

Review of Units 10–12

UNIT 13	Topics Food and restaurants	Functions Making restaurant reservations; ordering a meal; expressing thanks; saying goodbye	Grammar Countable and uncountable nouns; modal verbs <i>would, will</i> Pronunciation Reduced forms of <i>would</i> and <i>will</i>
UNIT 14	Topics Comparing cities and places; world geography	Functions Describing similarities and differences; describing cities and countries	Grammar Comparisons with adjectives Pronunciation Intonation: questions of choice
UNIT 15	Topics Messages; invitations; leisure activities; excuses	Functions Giving and receiving messages; inviting someone out; accepting and declining invitations	Grammar Requests with <i>tell, ask</i> ; present continuous with future meaning Pronunciation Reduced forms of <i>could you</i> and <i>would you</i>

Review of Units 13–15

Interchange Activities

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

Listening Listening to sounds and identifying what people are doing; listening to a description of a missing person

Writing Writing a description of someone

Reading Fashion firsts; dating customs

Interchange Describing people in a picture

UNIT
9

Review of Units 7–9

Listening Listening to descriptions of events; listening for order of events

Writing Writing a story in the past tense

Reading Car facts; article about catching a thief

Interchange Narrating a story based on pictures

UNIT
10

Listening Listening to descriptions of hometowns; listening for correct and incorrect information

Writing Describing a country

Reading City living; famous cities

Interchange Planning a “perfect” vacation

UNIT
11

Listening Listening to complaints and advice; listening to questions

Writing Writing about a home remedy

Reading Facts about colds; home remedies

Interchange Taking an exercise class in English

UNIT
12

Review of Units 10–12

Listening Listening to someone making restaurant reservations; listening to restaurant orders

Writing Writing a restaurant review

Reading Food facts; when and how much to tip

Interchange Ordering a meal in a restaurant

UNIT
13

Listening Listening to a radio quiz show; listening for correct and incorrect information about places

Writing Writing a comparison of two cities

Reading World geography; nations of the world

Interchange A quiz that tests general knowledge

UNIT
14

Listening Listening to and receiving telephone messages; identifying invitations

Writing Writing invitations and excuses

Reading Free time; how to make an invitation

Interchange Giving and receiving phone messages

UNIT
15

Review of Units 13–15**Interchange Activities**

interchange

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1

**Student's
Book**



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1 Please call me Dave

1 CONVERSATION: Introductions

1 Listen to people introduce themselves.

Hello. My name is David Johnson.
Please call me Dave.
I am from Toronto, Canada.

Hello. I am Mrs. Kato.
I'm from Kyushu, Japan.

Hi! My name is Antonio Tavares.
I am from Rio de Janeiro, Brazil.
Please call me Tony.



2 *Class activity* Now take turns and introduce yourself.

Useful expressions

Sorry. What is your first name again?
Excuse me. How do you say your name again?
What is your last name, please?

2 NAMES IN ENGLISH

1 Use a title with a full name or with a family name. Use a full name, first name, or short name without a title.

"I am Susan Miller." (not "I am Miller.")

"I am Susan." (or) "I am Sue."

"Hello, Mrs. Miller." (not "Hello, Mrs. Sue Miller." or "Hello, Mrs. Sue.")

"Hello, Ms. Miller. Hello, Mr. Jones."

2 Now listen to people greet Mr. Kenji Ota, Mrs. Francine Dupont, and Ms. Susan Taylor. Do they use names and titles correctly (C) or incorrectly (I)?



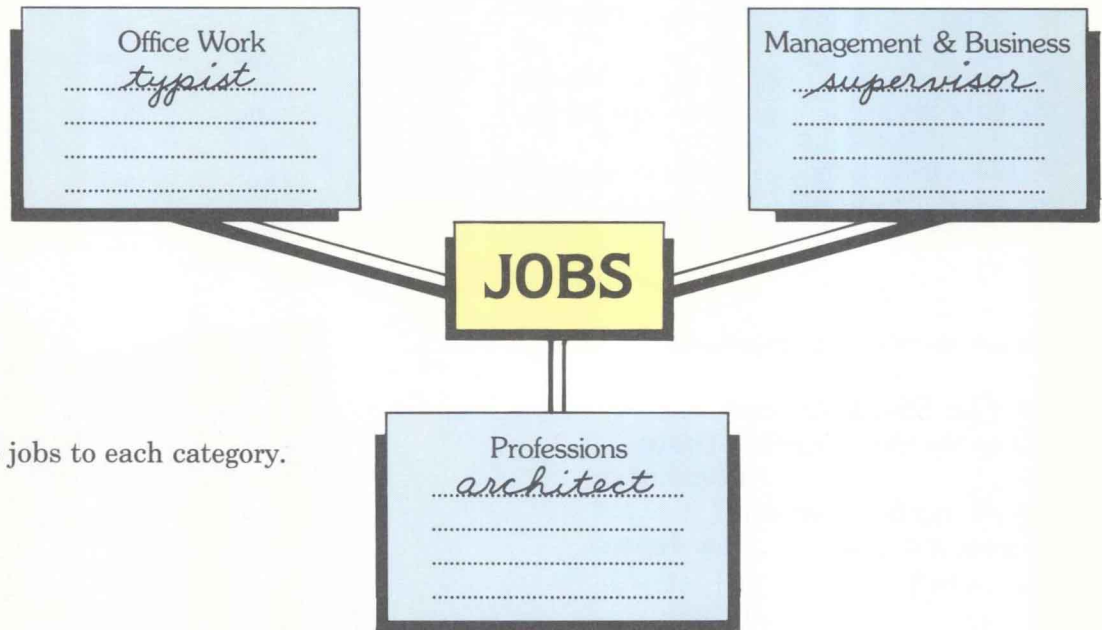
"I'm Ludwig Carlos Phillip Augustine Louis Arthur Fredric von Hoopsburg, but everybody just calls me 'Your Majesty!'"

a) b) c) d) e) f)

3 WORD POWER: Jobs

1 *Pair work* Look at this word map. Fill in the blanks with words from the list below.

- ✓ architect
- bank president
- clerk
- company director
- doctor
- engineer
- lawyer
- receptionist
- sales manager
- secretary
- ✓ supervisor
- ✓ typist

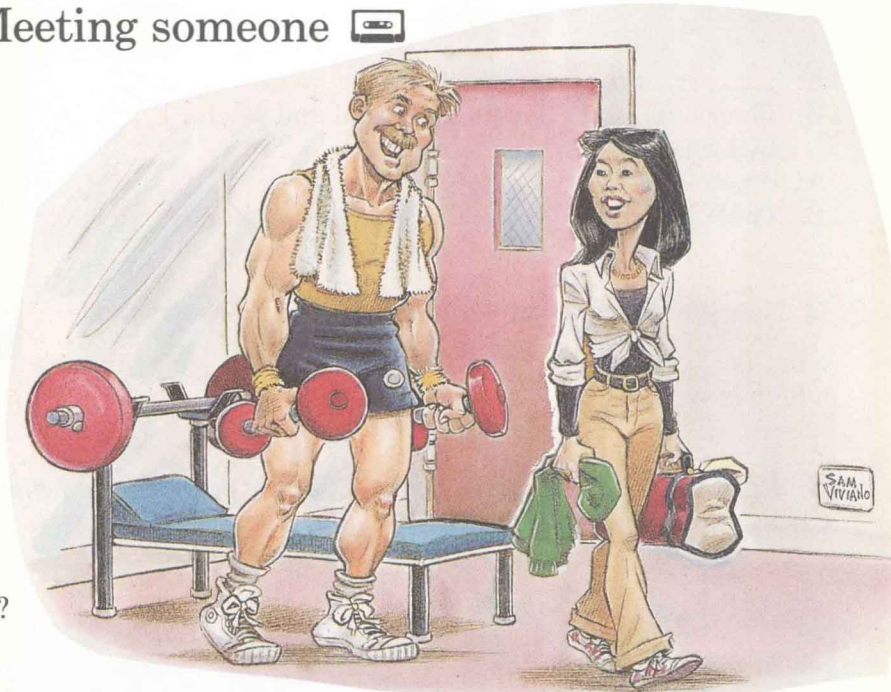


2 Now add two more jobs to each category.

4 CONVERSATION: Meeting someone

1 Listen and practice.

- Noriko: Hi! My name is Noriko Sato.
I am from Osaka, Japan. What is your name?
- Chuck: I'm Chuck O'Brien.
- Noriko: And where are you from, Chuck?
- Chuck: I'm from Austin, Texas.
- Noriko: Oh, really? Nice to meet you.
- Chuck: Nice to meet you, too.
- Noriko: By the way, what do you do?
- Chuck: I'm a sales manager.
And how about you?
- Noriko: I'm a dance instructor.
- Chuck: Hey, Noriko, can I join your class?



2 *Class activity* Now go around the class and meet four classmates.

Useful expressions

- I am a homemaker.
- I am not working right now.
- I am retired.

5 GRAMMAR FOCUS: Wh-questions with *be*

What is your name? My name is **Chuck**.
 Where are you from? I **am** from **Texas**.
 What is her name? Her name is **Noriko**.
 Where is she from? She **is** from **Japan**.
 What are their names? Their names **are** **Ken and Pat**.
 Where are they from? They **are** from **Ireland**.

Personal pronouns

I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

1 Complete these conversations.

A: What is name?
 B: His name Seiji Ozawa.
 a conductor.
 A: Where he from?
 B: from Japan.
 A: is name?
 B: name Catherine Deneuve.
 She an actress.
 A: is from?
 B: She from France.
 A: are names?
 B: Their names are Barbra Streisand and Michael Jackson. are singers.
 A: Where are from?
 B: They the United States.



2 Now practice the conversations. Use these contractions.

what is = **what's** he is = **he's** they are = **they're**
 where is = **where's** she is = **she's**

3 Pair work Take turns and talk about these famous people. Choose names from the box.



Sylvester Stallone
 Yoko Ono
 Charles and Diana,
 Prince and Princess
 of Wales
 Dolly Parton
 Bishop Desmond Tutu

6 COUNTRIES AND NATIONALITIES

1 *Pair work* Complete this chart.

Country	Nationality	Country	Nationality
Australia	<i>Australian</i>	Italy	.....
.....	Brazilian	.....	Japanese
Britain	.....	Mexico	.....
.....	Canadian	.....	Portuguese
China	.....	Spain	.....
.....	German	.....	American

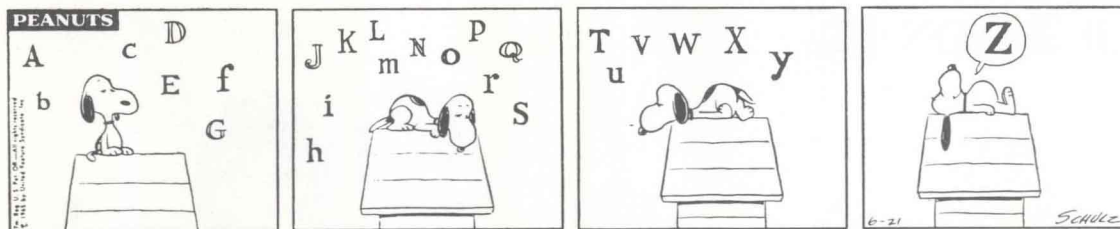
2 Add five more countries and nationalities.

3 Now take turns and ask questions like this:

A: What's someone from Spain called?

B: Spanish.

7 SPELLING



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1 Listen to people talk to a bank clerk. How do they spell their names?
Check (✓) the correct answer.

- a) Lewis Louis c) Roger Rodger
b) Helen Ellen d) Catherine Kathryn

2 *Group work* **Spelling Contest** Make a list of ten words in this unit. Then students from two groups take turns like this:

A: How do you spell Portuguese?

B: P-o-r-t-u-g-u-e-s-e.

A: That's right! (or) No, that's wrong. It's ...

Which group spells the most words correctly?

8] SNAPSHOT

English today

English is a first language in 12 countries.
Number of speakers: 350 million

People use English as a second language in 33 countries.

Number of speakers: 400 million

People study English as a foreign language in 56 countries.

The 10 most frequent words in English: *the, of, and, a, to, in, is, you, that, it*

The 10 most studied foreign languages: English, French, Spanish, Italian, Russian, Arabic, German, Chinese, Japanese, Turkish



Write *first*, *second*, or *foreign*. Then compare with a partner.

In India, English is a language.

In Brazil, English is a language.

In New Zealand, English is a language.

In France, English is a language.

In my country, English is a language.

9] CONVERSATION

1 Listen.

Giovanni: Hello.

Vera: Hi.

Giovanni: Excuse me. Are you from Italy?

Vera: No, I'm from Brazil.

Giovanni: Oh? What city are you from?

Vera: I'm from São Paulo.

Giovanni: Oh, really? By the way, my name's Giovanni.

Vera: Hi, I'm Vera.

Giovanni: Are you on vacation here?

Vera: No, I'm not. I'm studying English.



2 Now listen to the rest of the conversation. Who says these things?

Write **V** for Vera and **G** for Giovanni.

..... I'm not married.

..... I'm not free tonight.

..... I'm staying with friends.

..... How about tomorrow?

..... I'm here with my sister.