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2



Student's Book

With Online Self-Study

Jack C. Richards

with Jonathan Hull and Susan Proctor

Experience

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Titles/Topics	Speaking	Grammar
	UNIT 1 PAGES 2-7 Good memories People; childhood; memories	Introducing yourself; talking about yourself; exchanging personal information; remembering your childhood; asking about someone's childhood Past tense; <i>used to</i> for habitual actions
	UNIT 2 PAGES 8-13 Life in the city Transportation; transportation problems; city services	Talking about transportation and transportation problems; evaluating city services; asking for and giving information Expressions of quantity with count and noncount nouns: <i>too many, too much, fewer, less, more, not enough</i> ; indirect questions from Wh-questions
	UNIT 3 PAGES 16-21 Making changes Houses and apartments; lifestyle changes; wishes	Describing positive and negative features; making comparisons; talking about lifestyle changes; expressing wishes Evaluations and comparisons with adjectives: <i>not . . . enough, too, (not) as . . . as</i> ; evaluations and comparisons with nouns: <i>not enough . . . , too much/many . . . , (not) as much/many . . . as; wish</i>
	UNIT 4 PAGES 22-27 Have you ever tried it? Food; recipes; cooking instructions; cooking methods	Talking about food; expressing likes and dislikes; describing a favorite snack; giving step-by-step instructions Simple past vs. present perfect; sequence adverbs: <i>first, then, next, after that, finally</i>
	UNIT 5 PAGES 30-35 Hit the road! Travel; vacations; plans	Describing vacation plans; giving travel advice; planning a vacation Future with <i>be going to</i> and <i>will</i> ; modals for necessity and suggestion: <i>must, need to, (don't) have to, ought to, -d better, should (not)</i>
	UNIT 6 PAGES 36-41 Sure! I'll do it. Complaints; household chores; requests; excuses; apologies	Making requests; agreeing to and refusing requests; complaining; apologizing; giving excuses Two-part verbs; <i>will</i> for responding to requests; requests with modals and <i>Would you mind . . . ?</i>
	UNIT 7 PAGES 44-49 What do you use this for? Technology; instructions	Describing technology; giving instructions; giving suggestions Infinitives and gerunds for uses and purposes; imperatives and infinitives for giving suggestions
	UNIT 8 PAGES 50-55 Time to celebrate! Holidays; festivals; customs; celebrations	Describing holidays, festivals, customs, and special events Relative clauses of time; adverbial clauses of time: <i>when, after, before</i>

Pronunciation/Listening Writing/Reading Interchange Activity

Reduced form of *used to*
Listening to people talk about their past

Writing a paragraph about your childhood
"A Life in Paintings: The Frida Kahlo Story": Reading about the life of this Mexican painter

"We have a lot in common.": Finding out about a classmate's childhood
PAGE 114

Syllable stress
Listening to a description of a transportation system

Writing an online post on a community message board about a local issue
"The World's Happiest Cities": Reading about the happiest cities in the world

"Top travel destinations": Suggesting ways to attract tourists to a city
PAGE 115

Unpronounced vowels
Listening to people talk about capsule hotels

Writing an email comparing two living spaces
"The Man with No Money": Reading about living without money

"A dream come true": Finding out about a classmate's wishes
PAGE 116

Consonant clusters
Listening to descriptions of foods

Writing a recipe
"Pizza: The World's Favorite Food?": Reading about the history of pizza

"Oh, really?": Surveying classmates about their experiences
PAGE 117

Linked sounds with /w/ and /y/
Listening to travel advice

Writing an email with travel suggestions
"Adventure Vacations": Reading about unusual vacations

"Fun trips": Deciding on a trip
PAGES 118, 120

Stress in two-part verbs
Listening to the results of a survey about family life

Writing a message making a request
"Hotel Madness: The Crazy Things People Say!": Reading about unusual hotel requests

"I'm terribly sorry.": Apologizing and making amends
PAGE 119

Syllable stress
Listening to a radio program; listening to people give suggestions for using technology

Writing a message asking for specific favors
"The Sharing Economy – Good for Everybody?": Reading about the sharing economy

"Free advice": Giving advice to classmates
PAGE 121

Stress and rhythm
Listening to a description of Carnival in Brazil

Writing an entry on a travel website about a cultural custom
"Out with the Old, In with the New": Reading about interesting New Year's customs

"It's worth celebrating.": Finding out how classmates celebrate special events
PAGE 122

Titles/Topics	Speaking	Grammar
	UNIT 9 PAGES 58–63 Only time will tell. Life in the past, present, and future; changes and contrasts; consequences	Talking about change; comparing time periods; describing possible consequences Time contrasts; conditional sentences with <i>if</i> clauses
	UNIT 10 PAGES 64–69 I like working with people. Abilities and skills; job preferences; personality traits; careers	Describing abilities and skills; talking about job preferences; describing personality traits Gerunds; short responses; clauses with <i>because</i>
	PROGRESS CHECK PAGES 70–71	
	UNIT 11 PAGES 72–77 It's really worth seeing! Landmarks and monuments; world knowledge	Talking about landmarks and monuments; describing countries; discussing facts Passive with <i>by</i> (simple past); passive without <i>by</i> (simple present)
	UNIT 12 PAGES 78–83 It's a long story. Storytelling; unexpected recent past events	Describing recent past events and experiences; discussing someone's activities lately Past continuous vs. simple past; present perfect continuous
	PROGRESS CHECK PAGES 84–85	
	UNIT 13 PAGES 86–91 That's entertainment! Entertainment; movies and books; reactions and opinions	Describing movies and books; talking about actors and actresses; asking for and giving reactions and opinions Participles as adjectives; relative pronouns for people and things
	UNIT 14 PAGES 92–97 Now I get it! Nonverbal communication; gestures and meaning; signs; drawing conclusions	Interpreting body language; explaining gestures and meanings; describing acceptable and prohibited behavior in different situations; asking about signs and their meaning Modals and adverbs: <i>might, may, could, must, maybe, perhaps, probably, definitely</i> ; permission, obligation, and prohibition
	PROGRESS CHECK PAGES 98–99	
	UNIT 15 PAGES 100–105 I wouldn't have done that. Money; hopes; predicaments; speculations	Speculating about past and future events; describing a predicament; giving advice and suggestions Unreal conditional sentences with <i>if</i> clauses; past modals
	UNIT 16 PAGES 106–111 Making excuses Requests; excuses; invitations	Reporting what people said; making polite requests; making invitations and excuses Reported speech: requests and statements
	PROGRESS CHECK PAGES 112–113 GRAMMAR PLUS PAGES 132–151	

Pronunciation/Listening

Writing/Reading

Interchange Activity

Intonation in statements with time phrases
Listening to people talk about changes

Writing a paragraph describing a person's past, present, and possible future
"Aquaviva: Fighting for a Future": Reading about a town's attempt to attract new residents

"Cause and effect": Agreeing and disagreeing with classmates
PAGE 123

Unreleased and released /t/ and /d/
Listening to people talk about their job preferences

Writing a an online cover letter for a job application
"Global Work Solutions": Reading about understanding cultural differences in an international company

"You're hired.": Interviewing for a job
PAGE 124

The letter o
Listening to descriptions of monuments; listening for information about a country

Writing an introduction to an online city guide
Reading about unusual museums

"True or false?": Sharing information about famous works
PAGE 125

Contrastive stress in responses
Listening to stories about unexpected experiences

Writing a description of a recent experience
"Breaking Down the Sound of Silence": Reading about an unusual rock band

"It's my life.": Playing a board game to share past experiences
PAGE 126

Emphatic stress
Listening for opinions; listening to a movie review

Writing a movie review
"The Real Art of Acting": Reading about unpleasant experiences actors put themselves through

"It was hilarious!": Asking classmates' opinions about movies, TV shows, and celebrities
PAGE 127

Pitch
Listening to people talk about the meaning of signs

Writing a list of rules
"Understanding Idioms": Reading about idioms and their meaning

"Casual observers": Interpreting body language
PAGE 128

Reduction of *have*
Listening to people talk about predicaments; listening to a call-in radio show

Writing a blog post asking for advice
"TOPTIPS.COM": Reading an online advice forum

"Tough choices": Deciding what to do in a difficult situation
PAGE 130

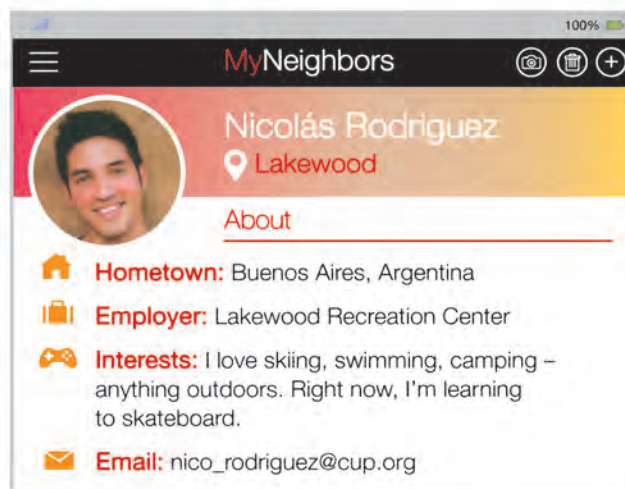
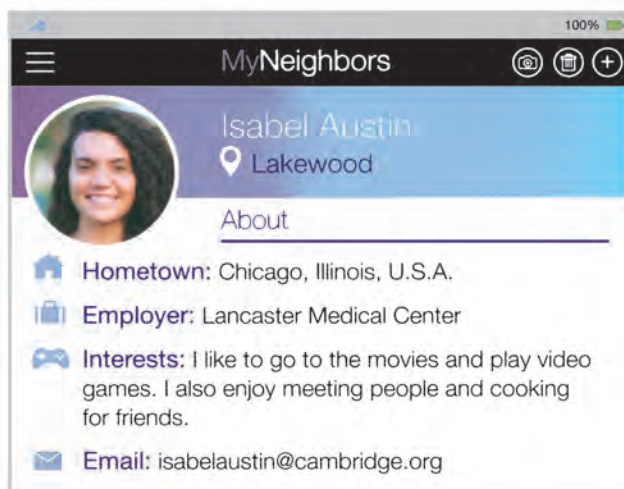
Reduction of *had* and *would*
Listening for excuses

Writing a report about people's responses to a survey
"A Good Excuse for a Day Off Work": Reading about taking a sick day

"Just a bunch of excuses": Discussing calendar conflicts and making up excuses
PAGES 129, 131

- ▶ Ask questions to get to know people
- ▶ Discuss childhoods

1 SNAPSHOT



Nicolás and Isabel are neighbors. Do you think they could be friends?

What social media sites do you belong to? Which one is your favorite?

Create your own online profile and share it with your classmates. What things do you have in common?

2 CONVERSATION Where did you learn to skateboard?

A Listen and practice.

- Isabel:** Oh, I'm really sorry. Are you OK?
Nico: I'm fine. But I'm not very good at this.
Isabel: Neither am I . . . Hey, I like your shirt. Are you from Argentina?
Nico: Yes, I am, originally. I was born there.
Isabel: Did you grow up there?
Nico: Yes, I did, but my family moved here 10 years ago, when I was in middle school.
Isabel: And where did you learn to skateboard?
Nico: Here in the park. I only started about a month ago.
Isabel: Well, it's my *first* time. Can you give me some lessons?
Nico: Sure. Just follow me.
Isabel: By the way, my name is Isabel.
Nico: And I'm Nico. Nice to meet you.



B Listen to the rest of the conversation. What are two more things you learn about Isabel?

3 GRAMMAR FOCUS

Past tense

Where **were** you born? When **did** you **move** to Los Angeles?
I **was** born in Argentina. I **moved** here 10 years ago. I **didn't speak** English.
Were you born in Buenos Aires? **Did** you **take** English classes in Argentina?
Yes, I **was**. Yes, I **did**. I **took** classes for a year.
No, I **wasn't**. I **was** born in Córdoba. No, I **didn't**. My aunt **taught** me at home.

GRAMMAR PLUS see page 132

A Complete these conversations. Then practice with a partner.

1. **A:** Your English is very good. When _____ you begin to study English?
B: I _____ in middle school.
A: What _____ you think of English class at first?
B: I _____ it was a little difficult, but fun.
2. **A:** Where _____ you born?
B: I _____ born in Mexico.
A: _____ you grow up there?
B: No, I _____. I _____ up in Canada.
3. **A:** Where _____ you meet your best friend?
B: We _____ in high school.
A: Do you still see each other?
B: Yes, but not very often. She _____ to South Korea two years ago.
4. **A:** _____ you have a favorite teacher when you _____ a child?
B: Yes, I _____. I _____ a very good teacher named Mr. Potter.
A: What _____ he teach?
B: He _____ math.

B PAIR WORK Take turns asking the questions in part A. Give your own information when answering.

4 LISTENING Why did you move?

- A** Listen to interviews with two immigrants to the United States. Why did they move to the U.S.A.?
- B** Listen again and complete the chart.

	Enrique	Jessica
1. What were the most difficult changes?		
2. What do they miss the most?		

C GROUP WORK Enrique and Jessica talk about difficult changes. What could be some positive things about moving to a city like New York?

5 SPEAKING Tell me about yourself.

A PAIR WORK Check (✓) six questions below and add your own questions.
Then interview a classmate you don't know very well. Ask follow-up questions.

- | | |
|--|---|
| <input type="checkbox"/> Where were your grandparents born? | <input type="checkbox"/> When did you first study English? |
| <input type="checkbox"/> Where did they grow up? | <input type="checkbox"/> Can you speak other languages? |
| <input type="checkbox"/> Did you see them a lot when you were young? | <input type="checkbox"/> What were your best subjects in middle school? |
| <input type="checkbox"/> Who's your favorite relative? | <input type="checkbox"/> What subjects didn't you like? |

A: Where were your grandparents born?

B: My grandfather was born in Brazil,
but my grandmother was born in Colombia.

A: Really? Where did they first meet?

useful expressions

Oh, that's interesting.

Really? Me, too!

Wow! Tell me more.

B GROUP WORK Tell the group what you learned about your partner. Then answer any questions.

"Vera's grandfather was born in Brazil, but her grandmother was born in . . ."

6 WORD POWER

A Complete the word map. Add two more words of your own to each category.
Then compare with a partner.

✓ amusement park
beach
cat
collect comic books
fish
play video games
playground
stickers
teddy bear
toy cars
turtle
watch cartoons



B PAIR WORK Choose three words from the word map and use them to describe some of your childhood memories.

A: I loved to watch cartoons when I was a kid.

B: Me, too. What was your favorite?

A: I liked anything with superheroes in it. What about you?

7 PERSPECTIVES When I was a kid . . .

A Listen to these statements about changes. Check (✓) those that are true about you.

- ☐ 1. "When I was a kid, I never used to play sports, but now I like to keep fit."
- ☐ 2. "I used to go out with friends a lot, but now I don't have any free time."
- ☐ 3. "When I was younger, I didn't use to collect anything, but now I do."
- ☐ 4. "I didn't use to be a good student, but now I love to study and learn new things."
- ☐ 5. "I never used to follow politics, but now I read the news online every morning."
- ☐ 6. "I used to be really neat and organized, but now I'm very messy."
- ☐ 7. "I used to care a lot about my appearance. Now, I'm too busy to care about how I look."



B PAIR WORK Look at the statements again. Which changes are positive? Which are negative?

"I think the first one is a positive change. It's good to exercise."

8 GRAMMAR FOCUS

Used to

Used to refers to something that you regularly did in the past but don't do anymore.

Did you use to collect things?

Yes, I **used to** collect comic books.

No, I **didn't use to** collect anything, but now I collect old records.

What sports **did you use to** play?

I **used to play** baseball and volleyball.

I **never used to** play sports, but now I play tennis.

GRAMMAR PLUS see page 132

A Complete these questions and answers. Then compare with a partner.

1. **A:** Did you use to have any pets when you were a kid?

B: Yes, I have a white cat named Snowball.

2. **A:** you and your classmates play together after school?

B: No, we play during the week. We study a lot.

3. **A:** What music you listen to?

B: I listen to rock a lot. Actually, I still do.

4. **A:** What hobbies you have when you were little?

B: I have any hobbies, but now I play chess every week.

B How have you changed? Write sentences about yourself using *used to* or *didn't use to*. Then compare with a partner. Who has changed the most?

your hairstyle your taste in music
your hobbies the way you dress

I used to wear my hair much longer.

I didn't use to have a beard.

9 PRONUNCIATION *Used to*

- ▶ **A** Listen and practice. Notice that the pronunciation of **used to** and **use to** is the same.

When I was a child, I **used to** play the guitar.

I **used to** have a nickname.

I didn't **use to** like scary movies.

I didn't **use to** study very hard at school.



- B PAIR WORK** Practice the sentences you wrote in Exercise 8, part B. Pay attention to the pronunciation of **used to** and **use to**.



10 SPEAKING *Memories*

- A PAIR WORK** Add three questions to this list. Then take turns asking and answering the questions. Ask follow-up questions.



1. What's your favorite childhood memory?
2. What sports or games did you use to play when you were younger?
3. Did you use to have a nickname?
4. Where did you use to spend your vacations?
5. Is your taste in food different now?
6. _____
7. _____
8. _____

- B CLASS ACTIVITY** Tell the class two interesting things about your partner.

11 WRITING *We used to have a lot of fun.*

- A** Write a paragraph about things you used to do as a child. Use some of your ideas from Exercise 10.

I grew up in a small town, and my friends and I used to play outside a lot. We used to play all kinds of games. My favorite was hide-and-seek. We also used to ride our bikes to a beautiful lake near our school....

- B GROUP WORK** Share your paragraphs and answer any questions.
Did you and your classmates use to do the same things?
Do kids today do the same things you used to do?

12 INTERCHANGE 1 *We have a lot in common.*

Find out more about your classmates. Go to Interchange 1 on page 114.

A Scan the article. Where was Kahlo from? What happened when she was 18? Who did she marry?



A Life in Paintings:

The Frida Kahlo Story

Mexican painter Frida Kahlo (1907–1954) was both a talented artist and a woman of great courage. Her paintings tell an amazing story of tragedy and hope.

At the age of six, Kahlo developed polio, and she spent nine months in bed. The illness damaged her right leg forever. Most girls didn't use to play sports back then, but Kahlo played soccer and took up boxing. Exercising helped Kahlo get stronger. Kahlo even dreamed of becoming a doctor one day.

At 18, Kahlo was in a terrible bus crash, and her destiny changed. She wore a full body cast for months because her injuries were so bad. But again, Kahlo refused to give up. She entertained herself by painting self-portraits. She said, "I paint myself because I'm often alone, and because I am the subject I know best."

Kahlo suffered from very bad health the rest of her life, but she continued to paint. Other artists began to recognize her talent – an unusual achievement for a woman at the time. In 1929, she married famous Mexican painter Diego Rivera, but their marriage was troubled. Kahlo once said, "There have been two great accidents in my life . . . Diego was by far the worst."

Kahlo became pregnant three times. Unfortunately, because of her injuries from the bus accident and her generally poor health, none of her babies survived childbirth. This sadness almost destroyed Kahlo. Her paintings often show a broken woman, both in heart and body.

When she traveled, Kahlo always attracted attention. She dressed in long traditional Mexican skirts, wore her hair in long braids, and let her thick eyebrows grow naturally. She chose to look different, and people noticed her beauty everywhere she went.

Kahlo died at the age of 47 in the house where she was born. Her life was short, but extraordinary. Her paintings still amaze people with their honesty and originality.



B Read the article. Then circle the following words in the article and match them to the definitions below.

- | | |
|--------------------|--|
| 1. courage _____ | a. ability to control your fear in a difficult situation |
| 2. tragedy _____ | b. accept that something is good or valuable |
| 3. destiny _____ | c. damage to a person's body |
| 4. cast _____ | d. a special hard case that protects a broken bone |
| 5. recognize _____ | e. the things that will happen in the future |
| 6. injury _____ | f. very sad event or situation |

C Answer the questions.

- | | |
|--|---|
| 1. What did Kahlo do to get healthier after her childhood illness? | 4. What did Kahlo compare her marriage to? |
| 2. Why did Kahlo start painting? | 5. Why couldn't Kahlo have children? |
| 3. Why did Kahlo often do self-portraits? | 6. What was unusual about Kahlo's appearance? |

D **GROUP WORK** What was unusual about Kahlo's life?

When do you think it's good to be different from what people expect?

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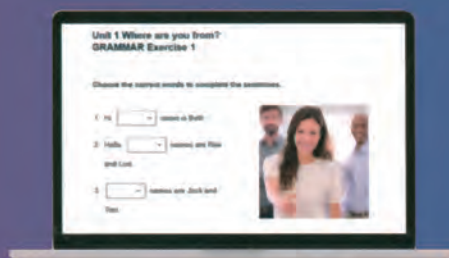
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	Intro	Level 1	Level 2	Level 3	Passages 1	Passages 2
CEFR level:	A1	A2	B1	B2	C1	

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