

CAMBRIDGE

interchange

FIFTH EDITION

2



Student's Book

With Online Self-Study

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with Jonathan Hull and Susan Proctor

Experience
Better
Learning

Plan of Book 2

Titles/Topics	Speaking	Grammar
 <p>UNIT 1 PAGES 2–7</p> <p>Good memories People; childhood; memories</p>	<p>Introducing yourself; talking about yourself; exchanging personal information; remembering your childhood; asking about someone's childhood</p>	<p>Past tense; <i>used to</i> for habitual actions</p>
 <p>UNIT 2 PAGES 8–13</p> <p>Life in the city Transportation; transportation problems; city services</p> <p>PROGRESS CHECK PAGES 14–15</p>	<p>Talking about transportation and transportation problems; evaluating city services; asking for and giving information</p>	<p>Expressions of quantity with count and noncount nouns: <i>too many, too much, fewer, less, more, not enough</i>; indirect questions from Wh-questions</p>
 <p>UNIT 3 PAGES 16–21</p> <p>Making changes Houses and apartments; lifestyle changes; wishes</p>	<p>Describing positive and negative features; making comparisons; talking about lifestyle changes; expressing wishes</p>	<p>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></p>
 <p>UNIT 4 PAGES 22–27</p> <p>Have you ever tried it? Food; recipes; cooking instructions; cooking methods</p> <p>PROGRESS CHECK PAGES 28–29</p>	<p>Talking about food; expressing likes and dislikes; describing a favorite snack; giving step-by-step instructions</p>	<p>Simple past vs. present perfect; sequence adverbs: <i>first, then, next, after that, finally</i></p>
 <p>UNIT 5 PAGES 30–35</p> <p>Hit the road! Travel; vacations; plans</p>	<p>Describing vacation plans; giving travel advice; planning a vacation</p>	<p>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></p>
 <p>UNIT 6 PAGES 36–41</p> <p>Sure! I'll do it. Complaints; household chores; requests; excuses; apologies</p> <p>PROGRESS CHECK PAGES 42–43</p>	<p>Making requests; agreeing to and refusing requests; complaining; apologizing; giving excuses</p>	<p>Two-part verbs; <i>will</i> for responding to requests; requests with modals and <i>Would you mind . . . ?</i></p>
 <p>UNIT 7 PAGES 44–49</p> <p>What do you use this for? Technology; instructions</p>	<p>Describing technology; giving instructions; giving suggestions</p>	<p>Infinitives and gerunds for uses and purposes; imperatives and infinitives for giving suggestions</p>
 <p>UNIT 8 PAGES 50–55</p> <p>Time to celebrate! Holidays; festivals; customs; celebrations</p> <p>PROGRESS CHECK PAGES 56–57</p>	<p>Describing holidays, festivals, customs, and special events</p>	<p>Relative clauses of time; adverbial clauses of time: <i>when, after, before</i></p>

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

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 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

1

Good memories

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

1 SNAPSHOT

MyNeighbors

Isabel Austin
Lakewood

About

- Hometown:** Chicago, Illinois, U.S.A.
- Employer:** Lancaster Medical Center
- Interests:** I like to go to the movies and play video games. I also enjoy meeting people and cooking for friends.
- Email:** isabelaustin@cambridge.org

MyNeighbors

Nicolás Rodríguez
Lakewood

About

- Hometown:** Buenos Aires, Argentina
- Employer:** Lakewood Recreation Center
- Interests:** I love skiing, swimming, camping – anything outdoors. Right now, I'm learning to skateboard.
- Email:** nico_rodriguez@cup.org

*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?

I **was** born in Argentina.

Were you born in Buenos Aires?

Yes, I **was**.

No, I **wasn't**. I **was** born in Córdoba.

When **did** you **move** to Los Angeles?

I **moved** here 10 years ago. I **didn't speak** English.

Did you **take** English classes in Argentina?

Yes, I **did**. I **took** classes for a year.

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

PETS

PLACES

amusement park

HOBBIES

POSSESSIONS

CHILDHOOD
MEMORIES

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 used to have a white cat named Snowball.

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

B: No, we didn't use to play during the week. We used to study a lot.

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

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

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

B: I didn't use to 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.