

CAMBRIDGE

interchange

FIFTH EDITION

2



Student's Book

With Online Self-Study

Jack C. Richards

with Jonathan Hull and Susan Proctor

Experience

Better

Learning

CAMBRIDGE

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Informed by teachers

Teachers from all over the world helped develop *Interchange Fifth Edition*. They looked at everything – from the color of the designs to the topics in the conversations – in order to make sure that this course will work in the classroom.

We heard from 1,500 teachers in:

- Surveys
- Focus Groups
- In-Depth Reviews

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Jader Franceschi, **Actúa Idiomas**, Bento Gonçalves, Rio Grande do Sul, Brazil

Juliana Dos Santos Voltan Costa, **Actus Idiomas**, São Paulo, Brazil

Ella Osorio, **Angelo State University**, San Angelo, TX, US

Mary Hunter, **Angelo State University**, San Angelo, TX, US

Mario César González, **Angloamericano de Monterrey, SC**, Monterrey, Mexico

Samantha Shipman, **Auburn High School**, Auburn, AL, US

Linda, **Bernick Language School**, Radford, VA, US

Dave Lowrance, **Bethesda University of California**, Yorba Linda, CA, US

Tajbakhsh Hosseini, **Bezmialem Vakif University**, Istanbul, Turkey

Dilek Gercek, **Bil English**, Izmir, Turkey

Erkan Kolat, **Biruni University, ELT**, Istanbul, Turkey

Nika Gutkowska, **Bluedata International**, New York, NY, US

Daniel Alcocer Gómez, **Cecati 92**, Guadalupe, Nuevo León, Mexico

Samantha Webb, **Central Middle School**, Milton-Freewater, OR, US

Verónica Salgado, **Centro Anglo Americano**, Cuernavaca, Mexico

Ana Rivadeneira Martínez and Georgia P. de Machuca, **Centro de Educación Continua – Universidad Politécnica del Ecuador**, Quito, Ecuador

Anderson Francisco Guimerães Maia, **Centro Cultural Brasil Estados Unidos**, Belém, Brazil

Rosana Mariano, **Centro Paula Souza**, São Paulo, Brazil

Carlos de la Paz Arroyo, Teresa Noemí Parra Alarcón, Gilberto

Bastida Gaytan, Manuel Esquivel Román, and Rosa Cepeda Tapia, **Centro Universitario Angloamericano**, Cuernavaca, Morelos, Mexico

Antonio Almeida, **CETEC**, Morelos, Mexico

Cynthia Ferreira, **Cynthia Ferreira Languages Services**, Toronto, ON, Canada

Phil Thomas and Sérgio Sanchez, **CLS Canadian Language School**, São Paulo, Brazil

Celia Concannon, **Cochise College**, Nogales, AZ, US

Maria do Carmo Rocha and CAOP English team, **Colégio Arquidiocesano Ouro Preto – Unidade Cônego Paulo Dilascio**, Ouro Preto, Brazil

Kim Rodriguez, **College of Charleston North**, Charleston, SC, US

Jesús Leza Alvarado, **Coparmex English Institute**, Monterrey, Mexico

John Partain, **Cortazar**, Guanajuato, Mexico

Alexander Palencia Navas, **Cursos de Lenguas, Universidad del Atlántico**, Barranquilla, Colombia

Kenneth Johan Gerardo Steenhuisen Cera, Melfi Osvaldo Guzman Triana, and Carlos Alberto Algarín Jimenez, **Cursos de Lenguas Extranjeras Universidad del Atlántico**, Barranquilla, Colombia

Jane P Kerford, **East Los Angeles College**, Pasadena, CA, US

Daniela, **East Village**, Campinas, São Paulo, Brazil

Rosalva Camacho Orduño, **Easy English for Groups S.A. de C.V.**, Monterrey, Nuevo León, Mexico

Adonis Gimenez Fusetti, **Easy Way Idiomas**, Ibiúna, Brazil

Eileen Thompson, **Edison Community College**, Piqua, OH, US

Ahminne Handeri O.L Froede, **Englishhouse escola de idiomas**, Teófilo Otoni, Brazil

Ana Luz Delgado-Izazola, **Escuela Nacional Preparatoria 5, UNAM**, Mexico City, Mexico

Nancy Alarcón Mendoza, **Facultad de Estudios Superiores Zaragoza, UNAM**, Mexico City, Mexico

Marcilio N. Barros, **Fast English USA**, Campinas, São Paulo, Brazil

Greta Douthat, **FCI Ashland**, Ashland, KY, US

Carlos Lizárraga González, **Grupo Educativo Anglo Americano, S.C.**, Mexico City, Mexico

Hugo Fernando Alcántar Valle, **Instituto Politécnico Nacional, Escuela Superior de Comercio y Administración- Unidad Santotomás, Celex Esca Santo Tomás**, Mexico City, Mexico

Sueli Nascimento, **Instituto Superior de Educação do Rio de Janeiro**, Rio de Janeiro, Brazil

Elsa F Monteverde, **International Academic Services**, Miami, FL, US

Laura Anand, **Irvine Adult School**, Irvine, CA, US

Prof. Marli T. Fernandes (principal) and Prof. Dr. Jefferson J. Fernandes (pedagogue), **Jefferson Idiomas**, São Paulo, Brazil

Herman Bartelen, **Kanda Gaigo Gakuin**, Tokyo, Japan

Cassia Silva, **Key Languages**, Key Biscayne, FL, US

Sister Mary Hope, **Kyoto Notre Dame Joshi Gakuin**, Kyoto, Japan

Nate Freedman, **LAL Language Centres**, Boston, MA, US

Richard Janzen, **Langley Secondary School**, Abbotsford, BC, Canada

Christina Abel Gabardo, **Language House**, Campo Largo, Brazil

Ivonne Castro, **Learn English International**, Cali, Colombia

Julio Cesar Maciel Rodrigues, **Liberty Centro de Línguas**, São Paulo, Brazil

Ann Gibson, **Maynard High School**, Maynard, MA, US

Martin Darling, **Meiji Gakuin Daigaku**, Tokyo, Japan

Dax Thomas, **Meiji Gakuin Daigaku**, Yokohama, Kanagawa, Japan

Derya Budak, **Mevlana University**, Konya, Turkey

B Sullivan, **Miami Valley Career Technical Center International Program**, Dayton, OH, US

Julio Velazquez, **Milo Language Center**, Weston, FL, US

Daiane Siqueira da Silva, Luiz Carlos Buontempo, Marlete Avelina de Oliveira Cunha, Marcos Paulo Segatti, Morgana Eveline de Oliveira, Nadia Lia Gino Alo, and Paul Hyde Budgen, **New Interchange-Escola de Idiomas**, São Paulo, Brazil

Patrícia França Furtado da Costa, Juiz de Fora, Brazil

Patricia Servín

Chris Pollard, **North West Regional College SK**, North Battleford, SK, Canada

Olga Amy, **Notre Dame High School**, Red Deer, Canada

Amy Garrett, **Ouachita Baptist University**, Arkadelphia, AR, US

Mervin Curry, **Palm Beach State College**, Boca Raton, FL, US

Julie Barros, **Quality English Studio**, Guarulhos, São Paulo, Brazil

Teodoro González Saldaña and Jesús Monserrrrta Mata Franco, **Race Idiomas**, Mexico City, Mexico

Autumn Westphal and Noga La`or, **Rennert International**, New York, NY, US

Antonio Gallo and Javy Palau, **Rigby Idiomas**, Monterrey, Mexico

Tatiane Gabriela Sperb do Nascimento, **Right Way**, Igrejinha, Brazil

Mustafa Akgül, **Selahaddin Eyyubi Universitesi**, Diyarbakır, Turkey

James Drury M. Fonseca, **Senac Idiomas Fortaleza**, Fortaleza, Ceara, Brazil

Manoel Fialho S Neto, **Senac – PE**, Recife, Brazil

Jane Imber, **Small World**, Lawrence, KS, US

Tony Torres, **South Texas College**, McAllen, TX, US

Janet Rose, **Tennessee Foreign Language Institute**, College Grove, TN, US

Todd Enslen, **Tohoku University**, Sendai, Miyagi, Japan

Daniel Murray, **Torrance Adult School**, Torrance, CA, US

Juan Manuel Pulido Mendoza, **Universidad del Atlántico**, Barranquilla, Colombia

Juan Carlos Vargas Millán, **Universidad Libre Seccional Cali**, Cali (Valle del Cauca), Colombia

Carmen Cecilia Llanos Ospina, **Universidad Libre Seccional Cali**, Cali, Colombia

Jorge Noriega Zenteno, **Universidad Politécnica del Valle de México**, Estado de México, Mexico

Aimee Natasha Holguin S., **Universidad Politécnica del Valle de México UPVM**, Tultitlán Estado de México, Mexico

Christian Selene Bernal Barraza, **UPVM Universidad Politécnica del Valle de México**, Ecatepec, Mexico

Lizeth Ramos Acosta, **Universidad Santiago de Cali**, Cali, Colombia

Silvana Dushku, **University of Illinois Champaign**, IL, US

Deirdre McMurtry, **University of Nebraska – Omaha**, Omaha, NE, US

Jason E Mower, **University of Utah**, Salt Lake City, UT, US

Paul Chugg, **Vanguard Taylor Language Institute**, Edmonton, Alberta, Canada

Henry Mulak, **Varsity Tutors**, Los Angeles, CA, US

Shirlei Strucker Calgaro and Hugo Guilherme Karrer, **VIP Centro de Idiomas**, Panambi, Rio Grande do Sul, Brazil

Eleanor Kelly, **Waseda Daigaku Extension Centre**, Tokyo, Japan

Sherry Ashworth, **Wichita State University**, Wichita, KS, US

Laine Bourdene, **William Carey University**, Hattiesburg, MS, US

Serap Aydın, Istanbul, Turkey

Liliana Covino, Guarulhos, Brazil

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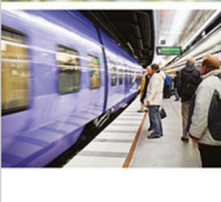
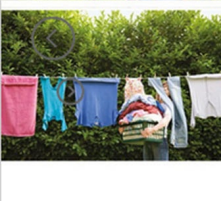
Juliana Moraes Pazzini, Toronto, ON, Canada

Marlon Sanches, Montreal, Canada

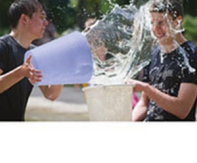
Additional content contributed by Kenna Bourke, Inara Couto, Nic Harris, Greg Manin, Ashleigh Martinez, Laura McKenzie, Paul McIntyre, Clara Prado, Lynne Robertson, Mari Vargo, Theo Walker, and Maria Lucia Zaorob.



Plan of Book 2

	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
	PROGRESS CHECK PAGES 14–15		
	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>
	PROGRESS CHECK PAGES 28–29		
	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>
	PROGRESS CHECK PAGES 42–43		
	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>
	PROGRESS CHECK PAGES 56–57		

Pronunciation/Listening	Writing/Reading	Interchange Activity
Reduced form of <i>used to</i> 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

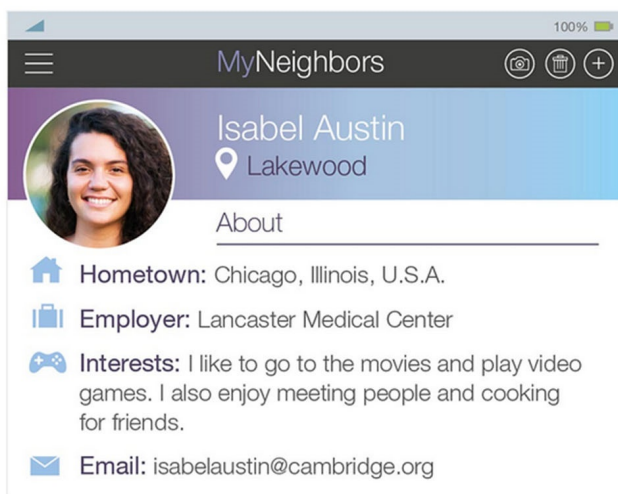
	Titles/Topics	Speaking	Grammar
	UNIT 9 PAGES 58–63 Only time will tell. Life in the past, present, and future; changes and contrasts; consequences	Talking about change; comparing time periods; describing possible consequences	Time contrasts; conditional sentences with <i>if</i> clauses
	UNIT 10 PAGES 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 <i>have</i> 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 <i>had</i> and <i>would</i> 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

Good memories

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

1 SNAPSHOT

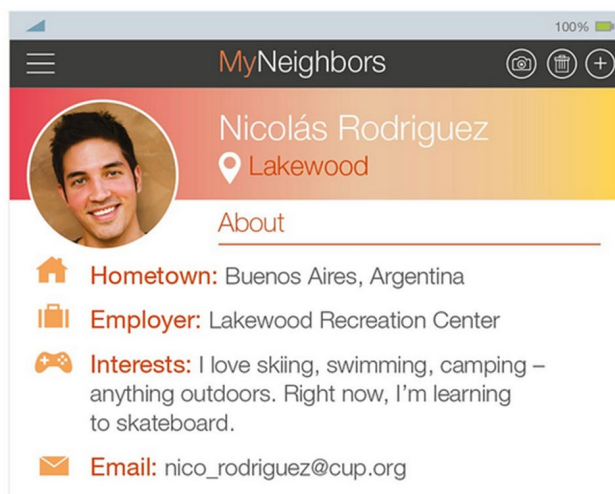


MyNeighbors

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?	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.

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

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.

- | | |
|--|---|
| ☐ Where were your grandparents born? | ☐ When did you first study English? |
| ☐ Where did they grow up? | ☐ Can you speak other languages? |
| ☐ Did you see them a lot when you were young? | ☐ What were your best subjects in middle school? |
| ☐ Who's your favorite relative? | ☐ 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.

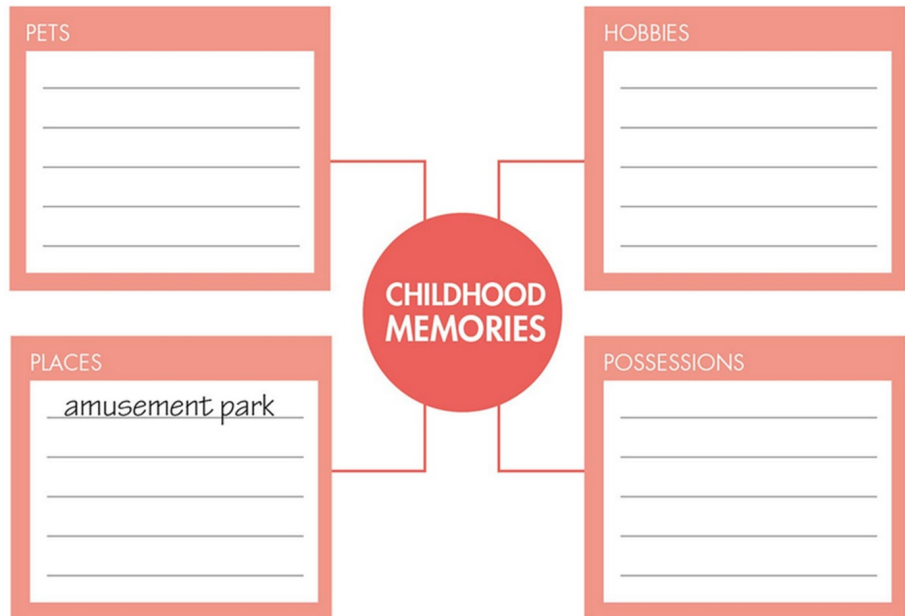
B GROUP WORK Tell the group what you learned about your partner. Then answer any questions.

"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 used to have a white cat named Snowball.

2. **A:** Did you use to 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 listen to?

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

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

B: I used 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.

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?

Life in the city

- ▶ Discuss transportation and public services
- ▶ Ask questions about visiting cities

1 WORD POWER Compound nouns

- A** Match the words in columns A and B to make compound nouns.
(More than one combination may be possible.)

subway + station = subway station

A

bicycle
bus
green
parking
recycling
street
subway
taxi
traffic
train

B

center
garage
jam
lane
light
space
stand
station
stop
system



traffic jam



green space

- B PAIR WORK** Which of these things can you find where you live?

A: There are a lot of bus lanes.

B: Yes. But there isn't a subway system.

2 PERSPECTIVES City services

- A** Listen to these opinions about city services. Match them to the correct pictures.



YOUR VOICE COUNTS!

_____ 1. The streets are dark and dangerous.
I don't think there are enough police officers.
And we need more streetlights.

_____ 2. There's too much pollution from cars,
motorcycles, and old buses. In cities with less
pollution, people are healthier.

_____ 3. There should be fewer cars, but I think
that the biggest problem is parking. There just
isn't enough parking.



- B PAIR WORK** Does your city or town have similar problems?
What do you think is the biggest problem?

3 GRAMMAR FOCUS

▶ Expressions of quantity

With count nouns

There are **too many** cars.
 There should be **fewer** cars.
 We need **more** streetlights.
 There aren't **enough** police officers.

With noncount nouns

There is **too much** pollution.
 There should be **less** pollution.
 We need **more** public transportation.
 There isn't **enough** parking.

GRAMMAR PLUS see page 133

A Complete these statements about city problems. Then compare with a partner. (More than one answer may be possible.)

- We need _____ public schools.
- There are _____ accidents.
- There are _____ public parks.
- There is _____ noise all the time.
- There is _____ recycling in our city.
- The government should build _____ affordable housing.
- The city needs _____ bicycle lanes.
- There are _____ free Wi-Fi hotspots.

B PAIR WORK Write sentences about the city or town you are living in. Then compare with another pair.

- The city should provide more . . .
- We have too many . . .
- There's too much . . .
- There isn't enough . . .
- There should be fewer . . .
- We don't have enough . . .
- There should be less . . .
- We need more . . .



4 LISTENING It'll take forever.

A Listen to a city resident talk to her new neighbor about the city. Check (✓) True or False for each statement.

	True	False	
1. Jacob already started his new job downtown.	☐	☒	He starts his new job tomorrow.
2. The city needs more buses.	☐	☐	
3. There aren't enough tourists in the city.	☐	☐	
4. Not many people ride bikes in the city.	☐	☐	
5. Sophia offers to lend Jacob her bike.	☐	☐	

B Listen again. For the false statements, write the correct information.

C PAIR WORK What things can a city do to improve the problems that Sophia mentions? Does your city have similar problems?

5 DISCUSSION Rate your city.

A GROUP WORK Which of these services are available in your city or town?

Discuss what is good and bad about each one.

_____ recycling system _____ parks and green spaces _____ affordable housing
 _____ transportation system _____ Wi-Fi service _____ recreational and sports facilities

B GROUP WORK How would you rate the services where you live?

Give each item a rating from 1 to 5.

1 = terrible 2 = needs improvement 3 = average 4 = good 5 = excellent

A: I'd give the parks a 4. There are enough parks, but they aren't always clean.

B: I think a rating of 4 is too high. There aren't enough green spaces in many areas of the city . . .

6 WRITING A social media post

A Read this post about traffic in the city on a social networking page.

B Use your statements from Exercise 3, part B, and any new ideas to write a post about a local issue.

C GROUP WORK Take turns reading your messages. Do you have any of the same concerns?

Posted by Michelle K

Today at 5:30



I'm tired of this city. There's too much traffic, and it's getting worse. It used to take me 15 minutes to get to class. Today it took me more than 30 minutes during rush hour! There should be more subway lines. I think people want to use public transportation, but we need more . . .

comment

7 SNAPSHOT



Common Tourist Questions

☐ What's the best way to see the city?	☐ Where can I buy a SIM card for my phone?
☐ How much do taxis cost?	☐ Where's a good place to meet friends?
☐ Which hotel is closest to the airport?	☐ Where can I get a city guide?
☐ Where should I go shopping?	☐ What museums should I see?
☐ What festivals or events are taking place?	☐ What are some family-friendly activities?

Check (✓) the questions you can answer about your city.

What other questions could a visitor ask about your city?

Talk to your classmates. Find answers to the questions you didn't check.

8 CONVERSATION Do you know where . . . ?

A Listen and practice.

Rachel: Excuse me. Do you know where the nearest ATM is?

Clerk: There's one down the street, across from the café.

Rachel: Great. And do you know where I can catch a bus downtown?

Clerk: Sure. Just look for the signs for "Public Transportation."

Rachel: OK. And can you tell me how often they run?

Clerk: They run every 10 minutes or so.

Rachel: And just one more thing. Could you tell me where the restrooms are?

Clerk: Right inside. Do you see where that sign is?

Rachel: Oh. Thanks a lot.



B Listen to the rest of the conversation. Check (✓) the information that Rachel asks for.

☐ the cost of the bus fare

☐ the location of a taxi stand

☐ the cost of a city guide

☐ the location of a bookstore

9 GRAMMAR FOCUS

▶ Indirect questions from Wh-questions

Wh-questions with **be**

Where is the nearest ATM?

Where are the restrooms?

Wh-questions with **do**

How often do the buses run?

What time does the bookstore open?

Wh-questions with **can**

Where can I catch the bus?

Indirect questions

Could you tell me **where the nearest ATM is**?

Do you know **where the restrooms are**?

Indirect questions

Can you tell me **how often the buses run**?

Do you know **what time the bookstore opens**?

Indirect questions

Do you know **where I can catch the bus**?

GRAMMAR PLUS see page 133

A Write indirect questions using these Wh-questions. Then compare with a partner.

1. Where can I rent a car?

2. How much does a city tour cost?

3. How early do the stores open?

4. Where's the nearest Wi-Fi hotspot?

5. How much does a taxi to the airport cost?

6. What time does the post office open?

7. Where's an inexpensive hotel in this area?

8. How late do the nightclubs stay open?

B PAIR WORK Take turns asking and answering the questions you wrote in part A.

A: Do you know where I can rent a car?

B: You can rent one at the airport.

10 PRONUNCIATION Syllable stress

- A** Listen and practice. Notice which syllable has the main stress in these two-syllable words.

  subway   garage
 traffic police

- B** Listen to the stress in these words. Write them in the correct columns. Then compare with a partner.

buses	improve	 	 
bookstore	provide	_____	_____
event	public	_____	_____
hotel	taxis	_____	_____

11 SPEAKING The best of our town

- A** Complete the chart with indirect questions.

			Name:
1. Where's the best area to stay?			
"Do you know where the best area to stay is	?"		
2. What's the best way to see the city?			
"	?"		
3. How late do the buses run?			
"	?"		
4. How much do people tip in a restaurant?			
"	?"		
5. What's a good restaurant to try the local food?			
"	?"		
6. What are the most popular attractions?			
"	?"		
7. Where can I hear live music?			
"	?"		

- B PAIR WORK** Use the indirect questions in the chart to interview a classmate about the city or town where you live. Take notes.

A: Do you know where the best area to stay is?

B: It depends. You can stay near . . .

- C CLASS ACTIVITY** Share your answers with the class. Who knows the most about your city or town?

12 INTERCHANGE 2 Top travel destinations

Discuss ways to attract tourists to a city. Go to Interchange 2 on page 115.