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FIFTH EDITION

1

Student's Book



Jack C. Richards

with Jonathan Hull and Susan Proctor

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interchange

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Classroom Language Student questions



Plan of Book 1

Titles/Topics

Speaking

Grammar

UNIT 1 PAGES 2-7

Where are you from?

Introductions and greetings; names, countries, and nationalities

Introducing oneself; introducing someone; checking information; exchanging personal information; saying hello and good-bye; talking about school subjects

Wh-questions and statements with *be*; questions with *what, where, who, and how*; yes/no questions and short answers with *be*; subject pronouns; possessive adjectives

UNIT 2 PAGES 8-13

What do you do?

Jobs, workplaces, and school; daily schedules; clock time

Describing work and school; asking for and giving opinions; describing daily schedules

Simple present Wh-questions and statements; question: *when*; time expressions: *at, in, on, around, early, late, until, before, and after*

PROGRESS CHECK PAGES 14-15

UNIT 3 PAGES 16-21

How much are these?

Shopping and prices; clothing and personal items; colors and materials

Talking about prices; giving opinions; discussing preferences; making comparisons; buying and selling things

Demonstratives: *this, that, these, those, one and ones*; questions: *how much and which*; comparisons with adjectives

UNIT 4 PAGES 22-27

Do you play the guitar?

Music, movies, and TV programs; entertainers; invitations and excuses; dates and times

Talking about likes and dislikes; giving opinions; making invitations and excuses

Yes/no and Wh-questions with *do*; question: *what kind*; object pronouns; modal verb *would*; verb + *to* + verb

PROGRESS CHECK PAGES 28-29

UNIT 5 PAGES 30-35

What an interesting family!

Family members; typical families

Talking about families and family members; exchanging information about the present; describing family life

Present continuous yes/no and Wh-questions, statements, and short answers; quantifiers: *all, nearly all, most, many, a lot of, some, not many, and few*; pronoun: *no one*

UNIT 6 PAGES 36-41

How often do you run?

Sports, fitness activities, and exercise; routines

Asking about and describing routines and exercise; talking about frequency; discussing sports and athletes; talking about abilities

Adverbs of frequency: *always, almost always, usually, often, sometimes, hardly ever, almost never, and never*; questions: *how often, how long, how well, and how good*; short answers

PROGRESS CHECK PAGES 42-43

UNIT 7 PAGES 44-49

We went dancing!

Free-time and weekend activities

Talking about past events; giving opinions about past experiences; talking about vacations

Simple past yes/no and Wh-questions, statements, and short answers with regular and irregular verbs; past of *be*

UNIT 8 PAGES 50-55

How's the neighborhood?

Stores and places in a city; neighborhoods; houses and apartments

Asking about and describing locations of places; asking about and describing neighborhoods; asking about quantities

There is/there are, one, any, and some; prepositions of place; quantifiers; questions: *how many and how much*; count and noncount nouns

PROGRESS CHECK PAGES 56-57

Pronunciation/Listening

Writing/Reading

Interchange Activity

Linked sounds
Listening for names, countries, and school subjects

Writing questions requesting personal information
"Is Your Name Trendy?": Reading about popular names

"Getting to know you": Collecting personal information about classmates
PAGE 114

Syllable stress
Listening to descriptions of jobs and daily routines

Writing a biography of a classmate
"My Parents Don't Understand My Job!": Reading about four jobs

"What we have in common": Finding similarities in classmates' daily schedules
PAGE 115

Sentence stress
Listening to people shopping; listening for items, colors, and prices

Writing about favorite clothes
"Online Shopping: The Crazy Things People Buy": Reading about unusual online items

"Flea market": Buying and selling things
PAGES 116–117

Intonation in questions
Listening for likes and dislikes

Writing text messages
"The World's Most Powerful Female Musician": Reading about a famous musician

"Are you free this weekend?": Making plans; inviting and giving excuses
PAGE 118

Intonation in statements
Listening for family relationships

Writing an email about family
"Do Families Spend a Lot of Time Together?": Reading about four families

"Is that true?": Finding out information about classmates' families
PAGE 119

Intonation with direct address
Listening to people talking about free-time activities; listening to descriptions of sports participation

Writing about weekly activities
"Fit and Healthy? Take the Quiz!": Reading about health and taking a quiz

"What's your talent?": Finding out about classmates' abilities
PAGE 120

Reduction of *did you*
Listening to descriptions and opinions of past events and vacations

Writing a blog post
"Awesome Vacations": Reading about different kinds of vacations

"Memories": Playing a board game
PAGE 121

Reduction of *there is/there are*
Listening for locations and descriptions of places

Writing about neighborhoods
"Hip Neighborhoods of the World": Reading about popular neighborhoods

"Where are we?": describing and guessing locations
PAGE 122

Titles/Topics

Speaking

Grammar

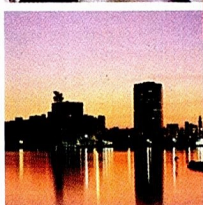


UNIT 9 PAGES 58–63

What does she look like?
Appearance and dress; clothing and clothing styles; people

Asking about and describing people's appearance; identifying people

Questions for describing people: *What...look like, how old, how tall, how long, and what color*; modifiers with participles and prepositions



UNIT 10 PAGES 64–69

Have you ever been there?
Past experiences; unusual activities

Describing past experiences; exchanging information about past experiences and events

Present perfect yes/no and Wh-questions, statements, and short answers with regular and irregular past participles; *already* and *yet*; present perfect vs. simple past; *for* and *since*

PROGRESS CHECK PAGES 70–71



UNIT 11 PAGES 72–77

It's a really nice city.
Cities; hometowns; countries

Asking about and describing cities; asking for and giving suggestions; talking about travel

Adverbs before adjectives; conjunctions: *and, but, though, and however*; modal verbs *can* and *should*



UNIT 12 PAGES 78–83

It's important to get rest.
Health problems; medication and remedies; products in a pharmacy

Talking about health problems; asking for and giving advice; making requests; asking for and giving suggestions

Adjective + infinitive; noun + infinitive; modal verbs *could* and *should* for suggestions; modal verbs *can, could, and may* for requests

PROGRESS CHECK PAGES 84–85

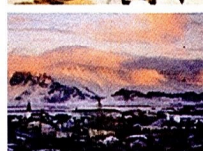


UNIT 13 PAGES 86–91

What would you like?
Food and restaurants

Expressing likes and dislikes; agreeing and disagreeing; ordering a meal

So, too, neither, and either; modal verbs *would* and *will* for requests



UNIT 14 PAGES 92–97

It's the coldest city!
World geography and facts; countries

Describing countries; making comparisons; expressing opinions; talking about distances and measurements

Comparative and superlative forms of adjectives; questions: *how far, how big, how high, how deep, how long, how hot, and how cold*

PROGRESS CHECK PAGES 98–99



UNIT 15 PAGES 100–105

What are you doing later?
Invitations and excuses; free-time activities; telephone messages

Talking about plans; making invitations; accepting and refusing invitations; giving reasons; taking and leaving messages

Future with present continuous and *be going to*; messages with *tell* and *ask*



UNIT 16 PAGES 106–111

How have you changed?
Life changes; plans and hopes for the future

Exchanging personal information; describing changes; talking about plans for the future

Describing changes with the present tense, the past tense, the present perfect, and the comparative; verb + infinitive

PROGRESS CHECK PAGES 112–113

GRAMMAR PLUS PAGES 132–151

Pronunciation/Listening

Writing/Reading

Interchange Activity

Contrastive stress
Listening to descriptions of people;
identifying people

Writing an email describing a person
"The Age of Selfies": Reading about the
history of selfies

"Find the differences": Comparing
two pictures of a party
PAGES 123–124

Linked sounds
Listening to descriptions of events

Writing an email to an old friend
"Unique Experiences": Reading about
four peoples' unusual experiences

"Fun survey": Finding out about a
classmate's lifestyle
PAGE 125

Can't and shouldn't
Listening to descriptions of cities,
towns, and countries

Writing about hometowns
"A Big 'Hello!' From . . . ": Reading about
interesting cities

"Welcome to our city!": Creating
a guide to fun places in a city
PAGE 126

Reduction of *to*
Listening to health problems and
advice

Writing a blog post
"Toothache? Visit the Rain Forest!":
Reading about a plant used as medicine

"What should I do?": Give
suggestions for situations
PAGE 127

Stress in responses
Listening to restaurant orders

Writing a restaurant review
"To Tip or Not to Tip?": Reading about
tipping customs

"Planning a food festival":
Creating a menu
PAGE 128

Questions of choice
Listening to a TV quiz show

Writing an article about a place
"Earth's Cleanest Places": Reading about
three very clean places

"How much do you know?":
Taking a general knowledge quiz
PAGE 129

Reduction of *could you* and
would you
Listening to telephone messages

Writing text message requests
"Cell Phone Trouble!": Reading about
cell phone problems

"Weekend plans": Finding out
about classmates' weekend plans
PAGE 130

Vowel sounds /ou/ and /ʌ/
Listening to descriptions of changes

Writing a plan for a class trip
"A Goal Accomplished": Reading about a
person's goals

"Our possible future": Planning a
possible future
PAGE 131

2

What do you do?

- ▶ Ask and answer questions about jobs
- ▶ Describe routines and daily schedules

1 SNAPSHOT

Six Popular Part-time Jobs in the United States



babysitter



fitness instructor



office assistant



sales associate



social media assistant



tutor

Which jobs are easy? difficult? exciting? boring? Why?
 Are these good jobs for students? What are some other part-time jobs?

2 WORD POWER Jobs

A Complete the word map with jobs from the list.

- ✓ accountant
- ✓ cashier
- chef
- ✓ dancer
- ✓ flight attendant
- musician
- pilot
- receptionist
- server
- singer
- tour guide
- web designer

OFFICE WORK

accountant

TRAVEL INDUSTRY

flight attendant

FOOD SERVICE

cashier

ENTERTAINMENT BUSINESS

dancer

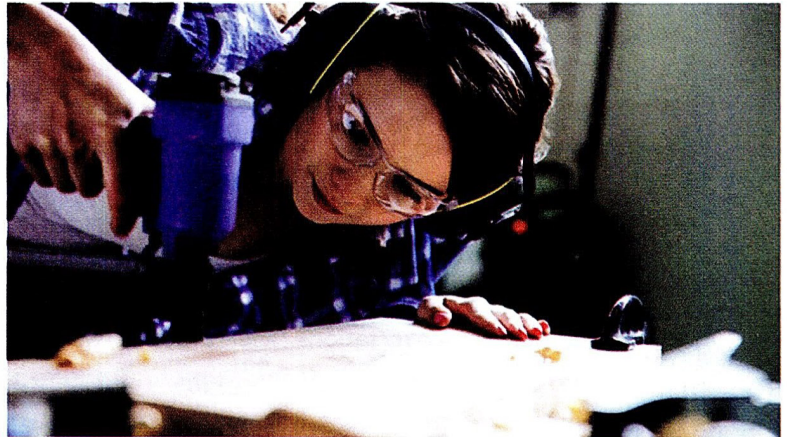


B Add two more jobs to each category. Then compare with a partner.

3 SPEAKING Work and workplaces

GROUP WORK Form teams. One team member sits with his or her back to the board. Choose a job from page 8 or from the box. Write the job on the board. Your team member asks yes/no questions and tries to guess the job.

More jobs	
carpenter	nurse
cook	office manager
dentist	police officer
doctor	reporter
engineer	restaurant host
firefighter	salesperson
front desk clerk	security guard
graphic designer	taxi driver
lawyer	teacher
mechanic	vendor



A: Does the person work in a hospital?
B: No, he or she doesn't.

A: Does he or she work in a restaurant?
C: Yes, that's right!

4 CONVERSATION I'm on my feet all day.

A Listen and practice.

- Amy** What do you do, Derek?
- Derek** I work part-time as a server.
- Amy** Oh, really? What restaurant do you work at?
- Derek** I work at Stella's Café downtown.
- Amy** That's cool. How do you like it?
- Derek** It's OK. I'm on my feet all day, so I'm always tired. What do you do?
- Amy** I'm a dancer.
- Derek** A dancer! How exciting!
- Amy** Yeah, it's great! I work with incredible people.
- Derek** That sounds really nice. But is it difficult?
- Amy** A little. I'm on my feet all day, too, but I love it.



B Listen to the rest of the conversation. Who does Amy travel with? Who does she meet in other cities?

5 GRAMMAR FOCUS

Simple present Wh-questions and statements

What do you do?	I'm a student. I have a part-time job, too.	I/You	He/She
Where do you work?	I work at a restaurant.	work	works
Where do you go to school?	I go to the University of Texas.	take	takes
What does Amy do?	She's a dancer.	study	studies
Where does she work?	She works at a dance company.	teach	teaches
	She travels , too.	do	does
How does she like it?	She loves it.	go	goes
		have	has

GRAMMAR PLUS see page 133

A Complete these conversations. Then practice with a partner.

- A:** What do you do ?

B: I'm a full-time student. I study the piano.

A: And do you to school?

B: I to the Brooklyn School of Music.

A: Wow! do you like your classes?

B: I them a lot.
- A:** What Tanya do?

B: She's a teacher. She an art class at a school in Denver.

A: And what about Ryan? Where he work?

B: He for a big computer company in San Francisco.

A: does he do, exactly?

B: He's a web designer. He fantastic websites.
- A:** What Bruce and Ivy do?

B: They at an Italian restaurant. It's really good.

A: That's nice. is Ivy's job?

B: Well, she manages the finances and Bruce in the kitchen.
- A:** Where Ali work?

B: He at the university. He a part-time job.

A: Really? What he do?

B: He office work.

A: How he like it?

B: Not much, but he some extra money to spend!

B PAIR WORK Ask your partner questions like these about work and school. Take notes to use in Exercise 6.

- What do you do?
- Do you go to school or do you have a job?
- How do you like . . . ?
- Do you study another language?
- What's your favorite . . . ?
- What does your best friend do?

C CLASS WORK Tell the class about your partner.

"Regina goes to Chicago University, and she has a part-time job, too. She likes . . ."



6 WRITING A biography

A Use your notes from Exercise 5 to write a biography of your partner. Don't use your partner's name. Use *he* or *she* instead.

My partner is a chef. She works in a very nice restaurant near our school. She cooks Italian food and bakes desserts. She likes her English classes a lot. Her favorite activities are speaking and vocabulary practice. She studies another language, too . . .

B CLASS ACTIVITY Pass your biographies around the class. Guess who each biography is about.



7 CONVERSATION I work in the afternoon.

A Listen and practice.



KRISTINA I need to go to National Bank downtown, please. I'm late for a meeting.



TAXI DRIVER No problem. What time is your meeting?



KRISTINA In 10 minutes! I don't usually work in the morning.



TAXI DRIVER Really? What time do you usually go to work?



KRISTINA I work in the afternoon. I start at one.



TAXI DRIVER That's pretty late. Do you like to work in the afternoon?



KRISTINA Yes, I do. I work better in the afternoon. I finish at seven or eight, then I go home and eat dinner at around 10:30.



TAXI DRIVER Wow, you have dinner late! I go to bed every night at 8:00.



KRISTINA Really? That seems so early!



B Listen to the rest of the conversation. What time does the taxi driver start work? What time does he finish?

8 PRONUNCIATION Syllable stress

A Listen and practice. Notice which syllable has the main stress.

• •
dancer

• • •
salesperson

• • •
accountant

B Which stress pattern do these words have? Add them to the columns in part A. Then listen and check.

carpenter musician firefighter reporter server tutor

9 GRAMMAR FOCUS

▶ Time expressions

I get up	at 7:00	in the morning	on weekdays.
I leave work	early	in the afternoon	on Thursdays.
I go to bed	around eleven	in the evening	on weeknights.
I get home	late	at night	on weekends.
I stay up	until midnight	on Fridays.	
I exercise	before noon	on Saturdays.	
I wake up	after noon	on Sundays.	

Expressing clock time

7:00
seven
seven o'clock
7:00 A.M. = 7:00 in the morning
7:00 P.M. = 7:00 in the evening

GRAMMAR PLUS see page 133

A Choose the correct word.

- I get up **at** / **until** six **at** / **on** weekdays.
- I have lunch **at** / **early** 11:30 **in** / **on** Mondays.
- I have a snack **in** / **around** 10:00 **in** / **at** night.
- In** / **On** Fridays, I leave school **early** / **before**.
- I stay up **before** / **until** 1:00 A.M. **in** / **on** weekends.
- I sleep **around** / **until** noon **in** / **on** Sundays.
- I have dinner **at** / **in** 7:00 **at** / **on** weeknights.
- I read a book **after** / **before** I go to sleep.
- In** / **On** weekends, I go to bed **in** / **at** 1:00 A.M.
- In** / **On** Thursdays, I leave work **at** / **in** 9:00 P.M.
- I work **late** / **until** on Wednesdays.
- I study **around** / **until** 11:00 **after** / **early** dinner.

B Rewrite the sentences in part A so that they are true for you. Then compare with a partner.

C PAIR WORK Take turns asking and answering these questions.

- Which days do you get up early? late?
- What's something you do in the morning?
- What's something you do before English class?
- What's something you do on Saturday evenings?
- Which days do you stay up late?
- Which days do you go to bed early?
- What do you do after dinner on weeknights?
- What do you do after lunch on weekends?

10 LISTENING What hours do you work?

- ▶ A Listen to Aaron, Madison, and Kayla talk about their daily schedules. Complete the chart.

	Aaron	Madison	Kayla
Job	carpenter		
Gets up at . . .		7:00 a.m.	
Gets home at . . .			
Goes to bed at . . .			

B CLASS ACTIVITY Who do you think has the best daily schedule? Why?

11 INTERCHANGE 2 What we have in common

Find out about your classmates' schedules. Go to Interchange 2 on page 115.

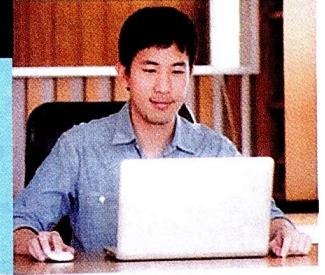
12 READING

A Read the title and skim the blog posts. What are these people's jobs? Why do you think their jobs are hard to understand?

MY PARENTS DON'T UNDERSTAND MY JOB!

DANNY BANGKOK, THAILAND

Do you know what a social media manager is? Right, of course you do, but my mom doesn't. Every week, I try to explain my job to her. I work for a company that makes cars. My job is to tell the world how great our cars are. How do I do that? I get up early and write posts for social media. On weekdays, I go online around 7:00 a.m. and sometimes I work until 9:00 at night. The problem is . . . my mom doesn't use social media.

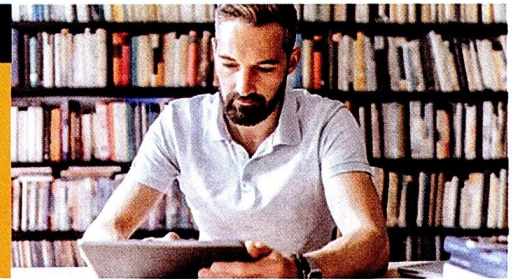


CARLA BUENOS AIRES, ARGENTINA

It's so funny! I explain my job to my dad, but he just looks very confused. I'm a fashion designer. I always get up early on weekdays because I love my job. I have an office, and most days I draw pictures of cool new clothes, like dresses, jeans, and T-shirts. I also go to stores to look at fabrics to use for my clothes. My dad thinks I'm crazy! He just goes to a store and buys stuff to wear. He doesn't know someone has to design it first.

NICO ATHENS, GREECE

So, I'm a sociologist. I study people. Well, I study how people behave. I also study why we behave the way they do. My mom and dad don't understand why I do that. My mom says, "Nico, people are people! They just do normal things!" I don't agree. There are many reasons why people do the things they do, and I love to learn about that.



LISA LOS ANGELES, UNITED STATES

I'm a software engineer, but my dad doesn't know what that means. I tell him that software is the technology inside his computer, his phone, and his tablet. I make apps for smartphones. One app helps people exercise more. It's very cool because it tracks everything you do during the day. You put your phone in your pocket, and the app does the rest. The app tracks your walk to school, your bike ride on the weekend, and more.

B Read the article. Who does the following things? Check (✓) the correct boxes.

Who does something . . .	Danny	Carla	Nico	Lisa
1. . . . to help people get fit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. . . . to understand other people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. . . . to make things you can wear?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. . . . to tell other people about their company?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C PAIR WORK Which of the four jobs do you think is the most interesting? the most useful? the hardest to explain? What other things are hard to explain? Think about different jobs, hobbies, or classes at school.

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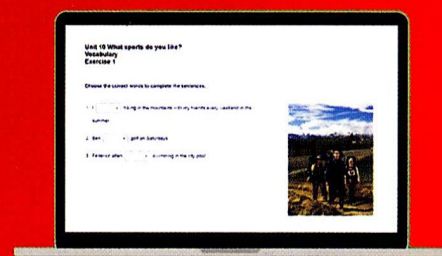
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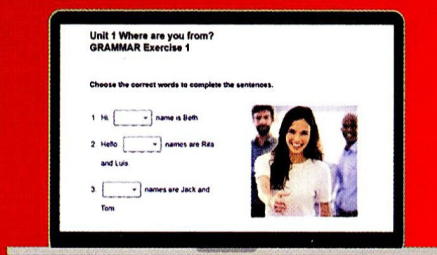
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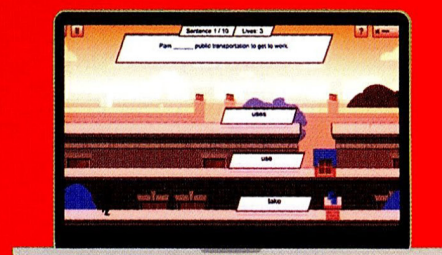
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	Intro	Level 1	Level 2	Level 3	Passages 1	Passages 2
CEFR level:	A1	A2	B1	B2	B2	C1

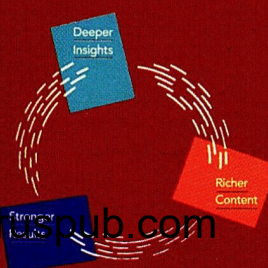
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