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# interchange

FIFTH EDITION

# 2

Student's Book



Jack C. Richards

with Jonathan Hull and Susan Proctor

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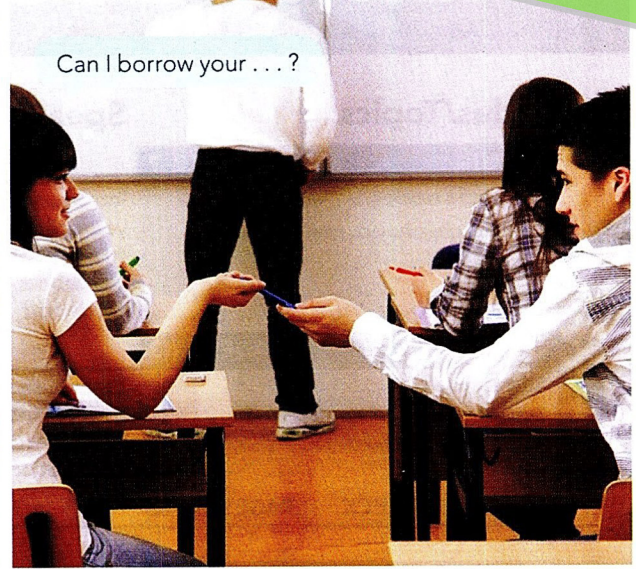
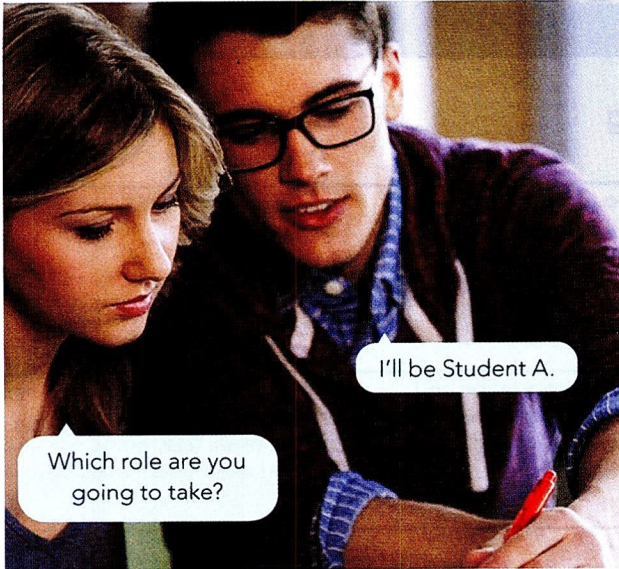
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# Classroom Language Student questions



# Plan of Book 2

Titles/Topics	Speaking	Grammar
 <p><b>UNIT 1</b> PAGES 2–7 <b>Good memories</b> 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><b>UNIT 2</b> PAGES 8–13 <b>Life in the city</b> Transportation; transportation problems; city services</p> <p><b>PROGRESS CHECK</b> 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><b>UNIT 3</b> PAGES 16–21 <b>Making changes</b> 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><b>UNIT 4</b> PAGES 22–27 <b>Have you ever tried it?</b> Food; recipes; cooking instructions; cooking methods</p> <p><b>PROGRESS CHECK</b> 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><b>UNIT 5</b> PAGES 30–35 <b>Hit the road!</b> 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><b>UNIT 6</b> PAGES 36–41 <b>Sure! I'll do it.</b> Complaints; household chores; requests; excuses; apologies</p> <p><b>PROGRESS CHECK</b> 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><b>UNIT 7</b> PAGES 44–49 <b>What do you use this for?</b> 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><b>UNIT 8</b> PAGES 50–55 <b>Time to celebrate!</b> Holidays; festivals; customs; celebrations</p> <p><b>PROGRESS CHECK</b> 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>

**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

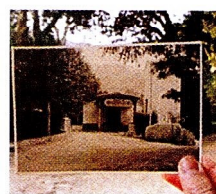
Writing an entry on a travel website about a cultural custom  
"Out with the Old, In with the New": Reading about interesting New Year's customs

"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 *if* 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 *because*

**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 *by* (simple past); passive without *by* (simple present)



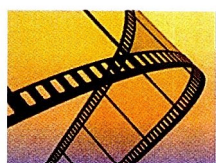
**UNIT 12** PAGES 78–83

**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: *might, may, could, must, maybe, perhaps, probably, definitely*; 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 *if* 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 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**

# 3

## Making changes

- ▶ Compare houses and apartments
- ▶ Discuss life changes

### 1 WORD POWER Homes

A These words are used to describe houses and apartments. Which are positive (P)? Which are negative (N)?

bright	_____	dingy	_____	private	_____
comfortable	_____	expensive	_____	quiet	_____
convenient	_____	huge	_____	run-down	_____
cramped	_____	inconvenient	_____	safe	_____
dangerous	_____	modern	_____	small	_____
dark	_____	noisy	_____	spacious	_____



cramped

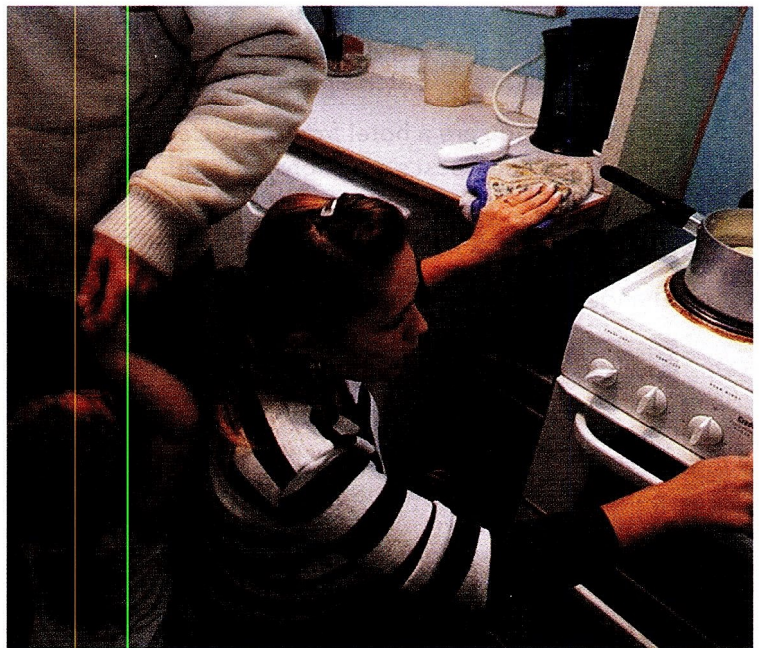
B **PAIR WORK** Tell your partner two positive and two negative features of your house or apartment.

"I live in a nice neighborhood. It's safe and very convenient. However, the apartment is a little cramped and kind of expensive."

### 2 PERSPECTIVES How's your new apartment?

A Listen to a family talk about their new apartment. Which opinions are about the building or the neighborhood? Which are about the apartment?

1. I don't like living in an apartment. We don't have as much privacy as we had in our old place.
2. I just can't sleep at night. The neighbors make too much noise. The building isn't as quiet as our old one.
3. The new apartment is too dark and too hot. There aren't enough windows.
4. Our new apartment isn't big enough for our family. We don't have a big kitchen anymore, so cooking is difficult.
5. The location is just as convenient as the old one, but there aren't as many good restaurants around.



B **PAIR WORK** Look at the opinions again. Talk about similar problems you have.

- A: My next-door neighbors make too much noise. They have parties every Saturday.  
 B: My brother has the same problem. His neighbor's band practices all weekend!



### 3 GRAMMAR FOCUS

#### ▶ Evaluations and comparisons

##### Evaluations with adjectives

Our apartment isn't big **enough** for our family.

This apartment is **too** hot.

##### Comparisons with adjectives

The building isn't **as** quiet **as** our old one.

The location is **just as** convenient **as** the old one.

##### Evaluations with nouns

There aren't **enough** windows.

The neighbors make **too much** noise.


##### Comparisons with nouns

We don't have **as many** bedrooms **as** we used to.

We don't have **as much** privacy **as** we had.

GRAMMAR PLUS see page 134

**A** Imagine you are looking for a house or an apartment to rent. Read the two ads. Then rewrite the opinions using the words in parentheses. Compare with a partner.



**Spacious, modern house**

3 bedrooms, 1 bathroom; in quiet suburb 20 miles from downtown; 2-car garage; \$1500 per month.



**Comfortable apartment**

2 bedrooms, 1 bathroom; downtown, near subway; 1 parking space; built in 1920; \$900 per month.

- The house is 20 miles from downtown. (too)
- It's not convenient enough. (too)
- It has only one bathroom. (not enough)
- The rent is very high. (too)
- The apartment is too old. (not enough)
- There are only two bedrooms. (not enough)
- It's not spacious enough. (too)
- There's only one parking space. (not enough)

It's too far from downtown.

**B** Write comparisons of the house and the apartment using these words and **as . . . as**. Then compare with a partner.

- |           |                |
|-----------|----------------|
| big       | noisy          |
| bedrooms  | expensive      |
| bathrooms | modern         |
| spacious  | convenient     |
| private   | parking spaces |

The apartment isn't as big as the house.

The apartment doesn't have as many bedrooms as the house.

**C GROUP WORK** Which would you prefer to rent: the house or the apartment? Why?

**A:** I'd choose the apartment. The house isn't close enough to public transportation.

**B:** I'd rent the house because the apartment is too small.

## 4 PRONUNCIATION Unpronounced vowels

**A** Listen and practice. The vowel immediately after a stressed syllable is sometimes not pronounced.

• •	• • •
aver <u>a</u> ge	comf <u>o</u> rtable
diff <u>e</u> rent	int <u>e</u> resting
separ <u>a</u> te	veget <u>a</u> ble

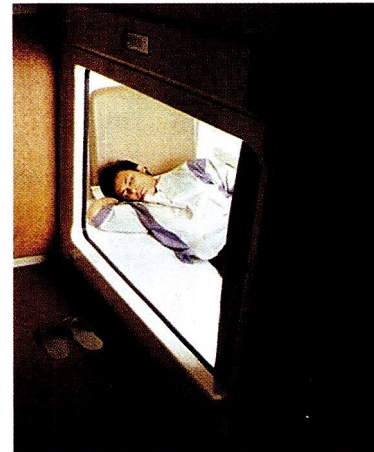
**B** Write four sentences using some of the words in part A. Then read them with a partner. Pay attention to unpronounced vowels.

Today, the average house is much smaller than 50 years ago.

## 5 LISTENING A home away from home

**A** Listen to Josh describe a "capsule hotel." Check (✓) True or False for each statement.

	True	False	
1. Tokyo sometimes feels too noisy.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sometimes it feels too big.
2. A capsule hotel is not as convenient as a regular hotel.	<input type="checkbox"/>	<input type="checkbox"/>	
3. Inside every capsule there is a TV, a radio, and an alarm clock.	<input type="checkbox"/>	<input type="checkbox"/>	
4. The capsule is a good option if you're busy and tired.	<input type="checkbox"/>	<input type="checkbox"/>	
5. Josh would recommend a capsule hotel to anyone.	<input type="checkbox"/>	<input type="checkbox"/>	



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

**C GROUP WORK** Where else do you think a capsule hotel would be popular? Why?

## 6 WRITING My new home

**A** Imagine you've just moved to this apartment. Write an email to a friend comparing your old home to your new one.

Reply Forward

Hi Chloe,  
 How's everything? I have some great news. We just moved to a new apartment! Do you remember our old apartment? It was too small, and I didn't have enough space for my things. My new bedroom is spacious, and I have a separate area to study in. The apartment also has a balcony. It isn't very big, but now we can have breakfast outdoors on Sundays. The . . .



**B PAIR WORK** Read each other's emails. How are your descriptions similar? different?

**7** SNAPSHOT

# MAKE A WISH

Have a healthier lifestyle
  Go back to school

Start my own business
  Improve my personality

Enjoy life more
  Move to a new home

Add more hours to the day
  Make new friends

Do volunteer work
  Spend more time with my family

Check (✓) some of the things you would like to do. Then tell a partner why. Which of these wishes would be easy to achieve? Which would be difficult or impossible? What other things would you like to change about your life? Why?

**8** CONVERSATION I wish I could.

**A** Listen and practice.

**Harry:** So, are you still living with your parents, Dylan?

**Dylan:** Yes, I am. But sometimes I wish I had my own apartment.

**Harry:** Why? Don't you like living at home?

**Dylan:** It's OK, but my parents are always asking me to come home early. I wish they'd stop worrying about me.

**Harry:** Yeah, parents are like that!

**Dylan:** Plus, they don't like my friends, and they won't stop criticizing them. I wish life weren't so difficult.

**Harry:** So, why don't you move out?

**Dylan:** Hey, I wish I could, but where else can I get free room and board?

**B** Listen to the rest of the conversation. What changes would Harry like to make in his life?



## 9 GRAMMAR FOCUS

### ▶ Wish

Use **wish + past tense** to refer to present wishes.

I **live** with my parents.

I wish I **didn't live** with my parents.

I wish I **had** my own apartment.

I **can't move** out.

I wish I **could move** out.

Life **is** difficult.

I wish it **were\*** easier.

I wish it **weren't** so difficult.

My parents **won't stop** worrying about me.

I wish they **would stop** worrying about me.

\*For the verb **be**, **were** is used with all pronouns after **wish**.

GRAMMAR PLUS see page 134

**A** Read these other comments that Dylan makes. Then rewrite the sentences using *wish*. (More than one answer is possible.)

1. My mother doesn't like my girlfriend.

I wish she liked my girlfriend.

2. My girlfriend is too short to be a model.

She wishes she were taller.

3. My classes are really boring.

\_\_\_\_\_

4. I'm not on vacation right now.

\_\_\_\_\_

5. My family can't afford a bigger house.

\_\_\_\_\_

6. The neighbors won't stop making noise.

\_\_\_\_\_

7. Harry doesn't like his job.

\_\_\_\_\_

**B PAIR WORK** Think of five things you wish you could change. Then discuss them with your partner.

**A:** What do you wish you could change?

**B:** Well, I don't have much free time. I wish I had time to . . .

## 10 SPEAKING Make it happen.

**A** If you could wish for three things, what would they be? Write down your wishes.

**B GROUP WORK** How can you make your wishes come true? Get suggestions from your classmates.

**A:** I wish I had more money.

**B:** Why don't you look for another job?

**A:** I don't have enough experience. I wish I had a diploma.

**C:** You can go back to school or take an online course.



## 11 INTERCHANGE 3 A dream come true

Find out more about your classmates' wishes. Go to Interchange 3 on page 116.

## 12 READING

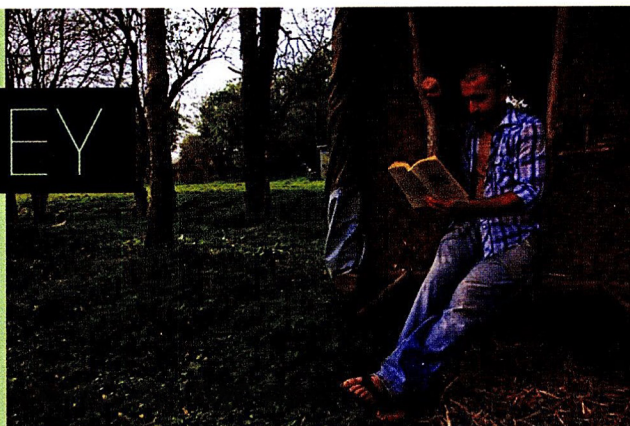
A Skim the article. Which of these sentences is true?

Boyle decided that a life without money was impossible to live.

Boyle wanted to give people the chance to live a different lifestyle.

### THE MAN WITH \_\_\_\_\_

# NO MONEY



A Can you imagine your life without any money? Not even a cent, a real, or a peso? One man decided to try it out.

B Mark Boyle was a successful manager of an organic food company in Ireland. He had a good life. But he worried about the damage humans were doing to the environment. He also believed people bought more things than they needed. Boyle wished we grew our own food and made our own furniture, so we wouldn't waste as much as we do today. So one day, he left his job and started an experiment – could he live for a year without buying anything?

C He sold his houseboat and moved into an old mobile home. He got it for free from a website where people give away things they don't want. It wasn't as comfortable as his old place at first, but he soon made it feel like home. He parked it on a farm near Bristol, England. Instead of paying rent, he worked on the farm. He burned wood from the forest to heat his home, so he didn't pay electricity or gas bills.

D Boyle didn't go shopping, either. He grew his own fruit and vegetables. He also looked for food in the trash cans of supermarkets and cooked it on a wood stove. He made his own toothpaste from fish bones and seeds. To wash his clothes, he used a special type of nut to make soap. Boyle even built his own toilet and used old newspapers from the farm for toilet paper.

E He began using money again after eighteen months. He says his life change made him feel healthier, happier, and closer to nature. He wrote two books about his experience and used the money to start "The Free House," a farm in Ireland where people can live without money.

B Read the article. Then circle the correct word or words.

1. Before the experiment, Mark Boyle was **good at / unhappy with** his job.
2. Boyle thought that people **spent too much / discussed money too often**.
3. Boyle worked on a farm **to earn money to pay rent / so he didn't have to pay rent**.
4. Boyle made cleaning products from things he found in **trash cans / the forest**.
5. Boyle generally felt **worse / better** after living without money.

C Match the sentences to the paragraphs they describe. Write the letter.

- \_\_\_ 1. Describes a big change that happened in the person's life
- \_\_\_ 2. Describes the way the person's everyday habits changed
- \_\_\_ 3. Asks a question to make the reader think about the topic
- \_\_\_ 4. Gives general information about the past of the main person in the story
- \_\_\_ 5. Explains how the person felt about the whole experiment

D **PAIR WORK** Discuss Boyle's experience. Would you like to try it?

Do you think people today spend too much money on things they don't need?

