interchange SIXTH EDITION



Contents

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Overview

A four-level, American English course that has been used by over 50+ million students worldwide. This edition has been developed with insights from thousands of experienced teachers.

Teachers choose Interchange because it works.

Publishing:

- **Intro & Level 1, 2: August 2026**
- **Level 3: January 2027**

Number of hours:

90 hours extendable to 120

Extent:

- **Units per level: 16**
- **Pages per unit: 6**

What Makes Interchange Special?

1

Jack Richards's communicative methodology

2

Flexible units

3

Students speak right from the start

Communicative Methodology

from Jack Richards

- Real-world communication
- Balance of fluency and accuracy
- Clarification of meaning through interaction
- Integrated skills



Flexible Unit Structure



Cycle 1 (Exercises 1–8)
Topic: free-time and weekend activities
Grammar: simple past
Function: describe past daily and free-time activities

Cycle 2 (Exercises 9–14)
Topic: vacations
Grammar: past of be
Function: describe past vacations

Speaking at the core of every lesson

11 Speaking My dream home

A Write a description of your dream home.

What is your dream home?
Where is it?
What rooms does it have?
What things are in the rooms?
Does it have a view?

My dream home is a loft in a big city. There is one large living room with a lot of windows. There are two bedrooms and . . .

B Pair work • Ask your partner about his or her dream home.

A: What is your dream home?
B: My dream home is a loft in a big city.
A: What rooms does it have?
B: Well, there is a big living room and a small kitchen . . .



12 Speaking My personal traditions

A Group work • How do you usually celebrate the dates below? Share your personal traditions with your classmates.

your birthday New Year's Eve your country's national day your favorite holiday

A: On my birthday, I always wear new clothes, and I often have a party. What about you?
B: I usually celebrate my birthday with my family. We have a special meal and some relatives come over.
C: I used to celebrate my birthday at home, but now I usually go out with friends.



B Class activity • Tell the class the most interesting traditions you talked about in your group. Do you share any common traditions? Did you use to celebrate those dates the same way when you were younger?

6 Speaking Entertainment survey

A Group work • Write five questions about entertainment and entertainers. Then ask and answer your questions in groups.

What kinds of . . . do you like?
(music, TV shows, video games)
Do you like . . . ?
(reggae, game shows, action movies)
Who's your favorite . . . ?
(singer, actor, athlete)

B Group work • Complete this information about your group. Ask any additional questions.

Our group favorites

What's your favorite . . . ?
song _____
movie _____
video game _____

What's your favorite kind of . . . ?
music _____
movie _____
TV show _____

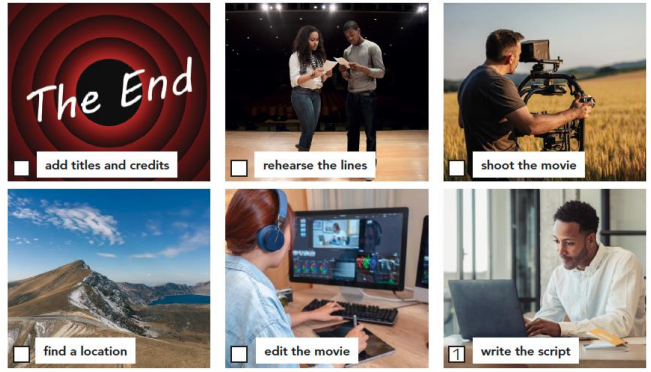
Who's your favorite . . . ?
singer _____
actor _____
athlete _____



C Class activity • Read your group's list to the class. Find out the class favorites.

5 Speaking Tutorials

A Pair work • What do you think is required to make a short movie? Put the pictures in order and describe the steps. More than one order may be possible. Use the vocabulary to help you.



A: Making a short movie requires many steps. First, the script needs to be written.
B: Right! And after that, a location must be found.
A: I agree. Then . . .

B Pair work • Choose one of these topics. Come up with as many steps as you can.

preparing a school party organizing a fundraising campaign developing an app
organizing a trip abroad planning a wedding putting on a school musical

C Group work • Share your information from part B with another pair.

What’s new in the Sixth Edition?

Refreshed content:

More up-to-date topics

- New content and a refreshed design of the flexible unit structure that teachers and students love.



A Fighter for the Forest

Nemonte Nenquimo was born in 1985 in the Amazon rainforest of Ecuador. When she was just twelve years old, she saw the horrible black smoke and heard the terrible noise from the oil corporations. She soon understood that the rainforest she called home was in danger. Nemonte decided to do something to change that.

In 2014, she met Mitch Anderson, an environmental activist, and together, they started the Ceibo Alliance. This organization brought people together from Ecuador, Peru, and Colombia in their fight to protect their environment against the big oil corporations.

Nemonte wanted to stop the government from selling land to these corporations. And she did! In 2019, she won a court case, and now companies cannot work in a large area of the Ecuadorian rainforest.

When Nemonte is not in court, she is out in the real world making life better for local communities. She has started projects to build solar panels and systems to collect rainwater in remote regions. And she has started training programs to teach people to love and protect the natural world.

Many international agencies have recognized Nemonte's work. In 2020, she was one of five people who won the Goldman Environmental Prize. In 2024, her organization, Amazon Frontlines, won the Hilton Humanitarian Prize for protecting the environment. She writes books, as well. In 2024, she and her now husband, Mitch Anderson, published *We Will Be Jaguars*, which is about the need to respect our natural world.



Technology Q&A Pop Culture Movies & TV Games Search

Roommate Requests

Over 2 million apartments are rented in New York City every year. With the city's sky-high rents, millions of New Yorkers share their living spaces with friends, acquaintances, or even strangers to cut down on costs. Some roommates get along well, but sharing an apartment can sometimes be a nightmare, especially when a roommate makes unreasonable requests. NYC renters, what are some crazy things your roommates have said or asked of you?

FashnPashn

"Could you organize your closet? I can't find your red sweater, and I want to wear it tomorrow." This is how I found out she was going into my room and borrowing my clothes. I never told her she could wear my clothes.

NYCLuv

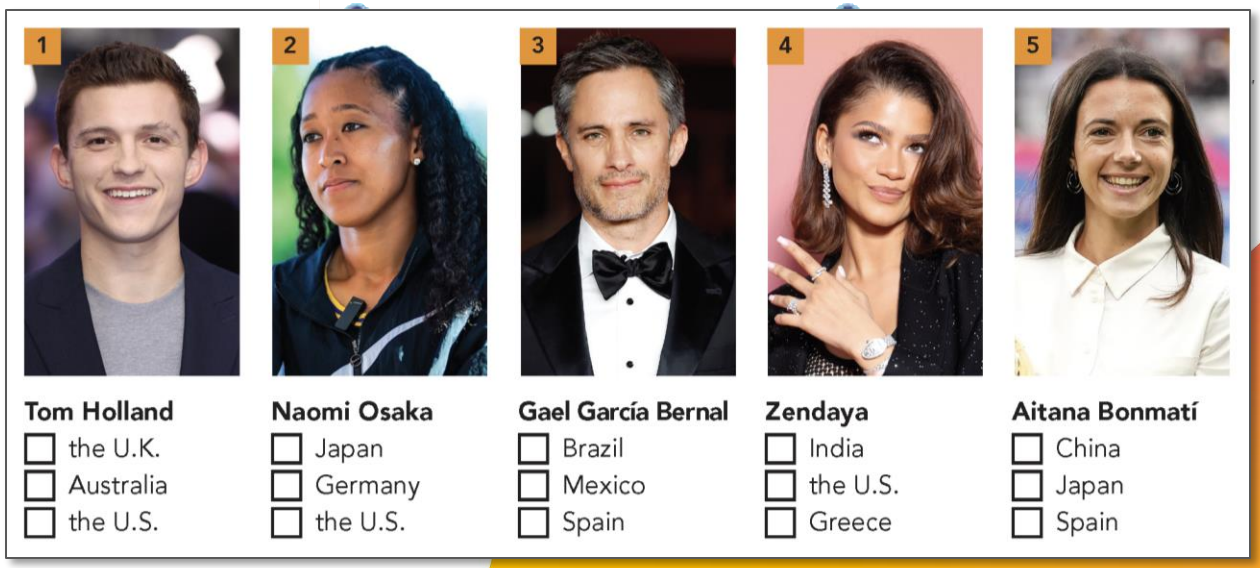
"Would you mind showing my parents around the city? They're in town tomorrow, and I have to work." I've been living with this roommate for one month. I've never met his parents. Oh, and I have to work, too!

compgeek97

"Can you cough more quietly? I can't hear the TV." I was sick in my room with the door closed. She was watching TV in the living room. I don't know how to cough more quietly!

Workngirl

"I think you should pay more rent. You make more money than I do." She had the bigger room! Also, I never talked about how much money I made. She thought I made more money because I worked a lot.



Tom Holland
- ☐ the U.K.
- ☐ Australia
- ☐ the U.S.

Naomi Osaka
- ☐ Japan
- ☐ Germany
- ☐ the U.S.

Gael García Bernal
- ☐ Brazil
- ☐ Mexico
- ☐ Spain

Zendaya
- ☐ India
- ☐ the U.S.
- ☐ Greece

Aitana Bonmatí
- ☐ China
- ☐ Japan
- ☐ Spain

Refreshed content:

New contemporary-looking photos











Diverse & inclusive photos











Cultural references relevant to young adults

Six Popular Part-time Jobs in the United States



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

3 Conversation What kind of music do you like?

04.01

A Listen and practice.

Olivia	I can't wait for the Billie Eilish concert this Friday!
Liam	I think I know her. Does she play the violin?
Olivia	No, I don't think so. She plays the guitar, piano, and the ukulele, and she sings pop songs.
Liam	Does she? I guess I don't listen to pop music a lot.
Olivia	Oh, really? What kind of music do you like?
Liam	I like Latin rap. Bad Bunny is my favorite musician.
Olivia	Doesn't Bad Bunny play the drums?
Liam	No, Olivia. He sings and raps.
Olivia	OK. Well, I think we need to teach each other about music!





04.02

B Listen to the rest of the conversation. Who is Liam's favorite band? Does Olivia like them?

Cultural references relevant to young adults





Alien Bodies Discovered in Peru?

In 2017, a video of "alien" mummies – naturally preserved dead bodies – found in Peru spread across the Internet. Journalist and self-proclaimed UFO expert Jaime Maussan said that he had discovered two small mummies that were "nonhuman." They had three long fingers on each hand, large skulls, and other unusual features. The story was covered by global media and popular online figures. People everywhere were fascinated, and some were convinced by the story. In 2023, Maussan presented his discovery to the Mexican congress.

Later that year, two small mummies similar to those presented by Maussan, along with a three-fingered "alien" hand, were seized by Peruvian customs officials in Lima. Analysis showed that they had been constructed from human and animal bones, paper, and glue. Peruvian archeologist Flavio Estrada concluded, "It's totally a made-up story."

But why would Maussan knowingly present fakes like this to the world? It's possible that he wanted money or fame. He might not have expected scientists to obtain the "aliens" and investigate them so carefully. Or did he actually believe that he had found evidence of a nonhuman life form?

Many think Maussan shouldn't have been allowed to present these "aliens" without proper evidence. A look at Maussan's past reveals that he has presented other creatures to the public that turned out to be fakes, including a "demon fairy" made from a bat, wood, paint, and glue. The authorities could have asked scientists for their opinions earlier to avoid confusion. In addition, the media should have been more careful before spreading the story. Maussan's "aliens" have a lesson for us all: by thinking critically and questioning sensational stories, we can avoid being misled.

Home About **Articles** Community Stories

This Year's Best Cities!

As a busy travel blogger, I visit many different cities. Some I love, others I don't. Here are my thoughts on some of the nicest cities I visited this year.



___ a Porto, Portugal

Porto is a colorful city on the coast. People here enjoy delicious food, long walks by the river, and listening to music in the streets. The "metro" (subway) is modern and easy to use, and the old trams give the city a special charm. Houses in Porto are fascinating! Look out for the bright tiles on their walls. Porto is a great place to relax and enjoy life.



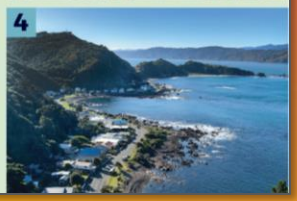
___ b Wellington, New Zealand

Wellington is a small, windy city by the ocean. It rains a lot, but locals still spend a lot of time outside, walking, bird-watching, or simply enjoying the beach. The city has museums, gardens, and a protected space for wildlife. I love visiting the local markets, too. The buses and trains are easy to use, and many people also ride bikes.



___ c Ljubljana, Slovenia

Ljubljana is quiet, green, and beautiful. In the center of the city, there's a river. Many people enjoy walking beside it or sitting at little cafés, chatting. I love that the city feels so safe. Cars are not allowed in the center, so children can play and people can walk without worry. There are great schools here, and many families are proud of the country's educational system. There's also a lot of fun stuff to do. For example, there are festivals, a street food fair, and an awesome old castle on a hill.



___ d Kigali, Rwanda

Kigali is one of the cleanest cities I know! It is built on hills, and the views are amazing. There are many new houses and schools, and more are being built every year. The city is growing fast, and the local people are proud of it. People here work hard, but they always find time for family and friends. They enjoy going to markets, art exhibitions, and dance shows.

More business/workplace scenarios

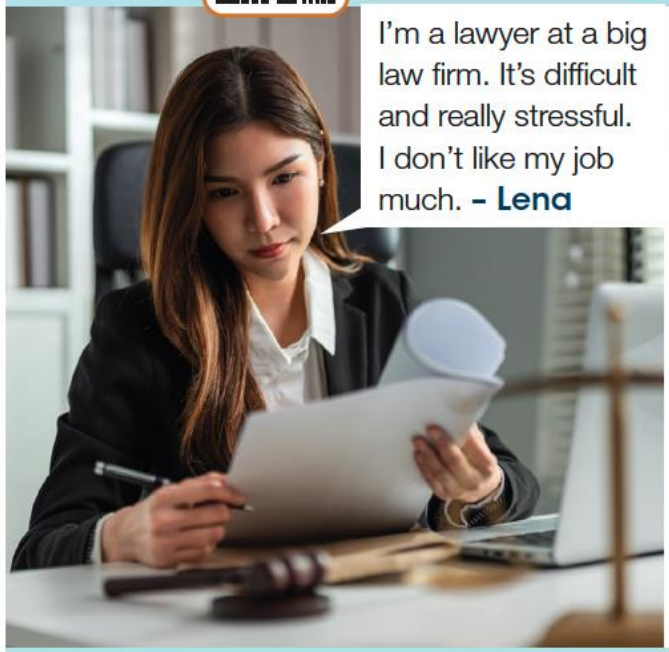


More business/workplace scenarios

6 Snapshot

08.05 Listen and practice.

What's your job like?



I'm a lawyer at a big law firm. It's difficult and really stressful. I don't like my job much. – **Lena**

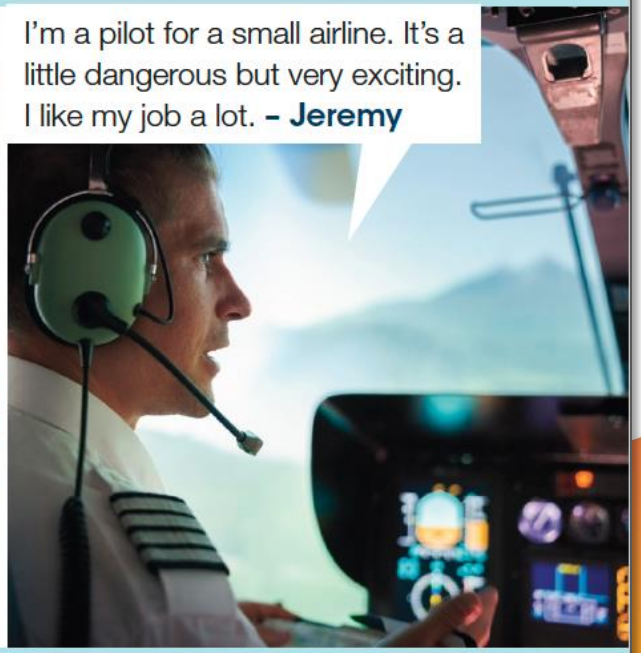


I'm a photographer for a local newspaper. I love my job. It's not easy, but it's fun! – **Melanie**



I'm a software engineer. My job is OK. It's easy and pretty relaxing, but it isn't boring. – **Martin**

I'm a pilot for a small airline. It's a little dangerous but very exciting. I like my job a lot. – **Jeremy**



Who likes his or her job? Who doesn't? Why? Why not?
What jobs do you think are interesting? What jobs are not very interesting?

More business/workplace scenarios

11 Writing An online cover letter for a job application

A Imagine you are applying for one of the jobs in this unit. Write a short cover letter for a job application.

To: jobs@contentfirst.cup.org

Subject: Content Writer Position – ref. 04532

To Whom It May Concern:

I was excited to see the opening for a content writer advertised on your site. I have experience in researching and writing for websites and blogs. I believe I can contribute to your team's efforts to create high-quality content.

I have attached my résumé and some examples of my writing. I would love the chance to discuss how my skills can benefit your team.



B **Pair work** • Exchange papers. If you received this cover letter, would you be interested in hiring the applicant? Why or why not?

Easy audio access:

Scan the QR codes on the page for quick access to the audio.

2 Conversation What did you do last weekend?

07.01

A Listen and practice.



Neil So, what did you do last weekend, Cara?



Cara Oh, I had a great time. My friends and I had pizza on Saturday, and then we all went dancing.



Neil How fun! Did you go to The Treadmill?



Cara No, we didn't. We went to that new place downtown. How about you? Did you go anywhere?



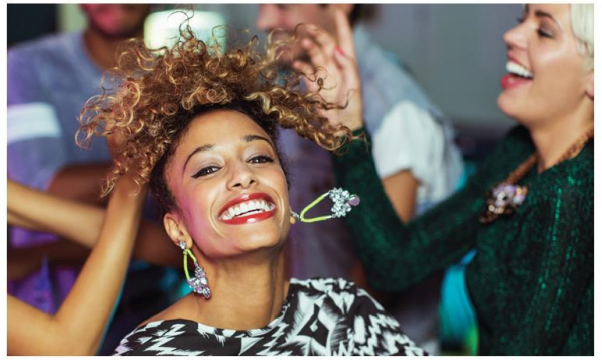
Neil No, I didn't go anywhere all weekend. I just stayed home and studied for today's Spanish test.



Cara Our test is today? I forgot about that!



Neil Don't worry. You always get an A.





07.02

B Listen to the rest of the conversation. What does Cara do on Sunday afternoons?

All NEW Video Program

- **Eight videos** per level
- **Three genres:** dramas, documentaries, and social media-type videos
- **Listening and speaking practice** corresponding Student's Book units.
- **Video projects** inspire additional personalized communication.





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Video Program

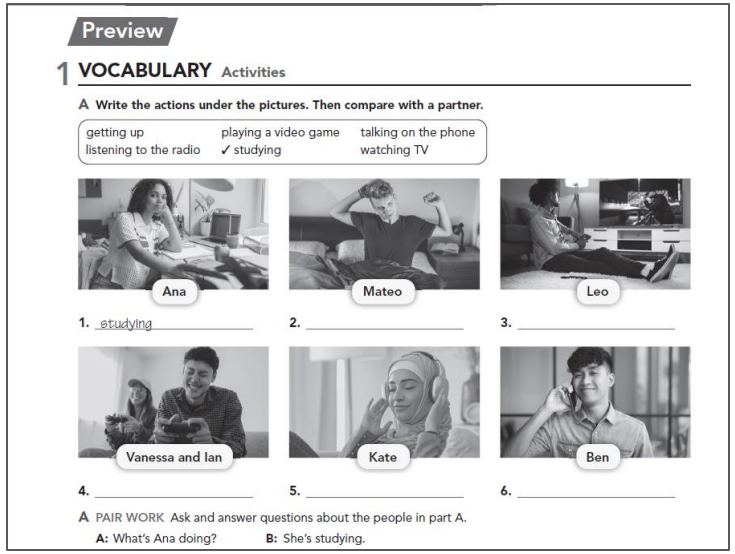
8 videos

- Students watch after completing every two Student' Book units.
- Focus on **natural communication** and **realistic contexts.**



Video Worksheets

The worksheets correspond to each video in the program and are organized into three sections: **Preview**, **Watch the video**, and **Follow-up**.



Preview

1 VOCABULARY Activities

A Write the actions under the pictures. Then compare with a partner.

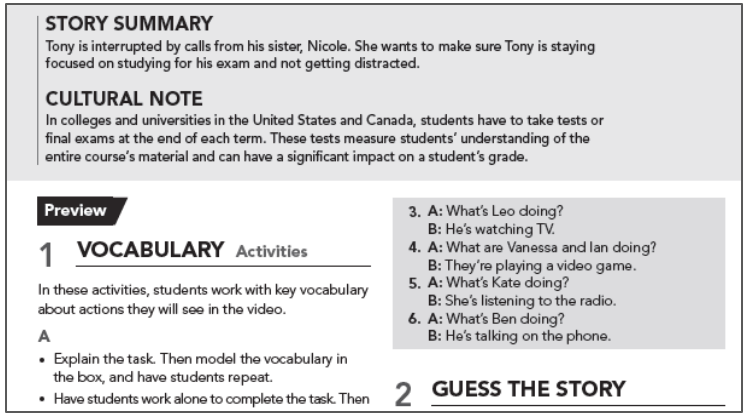
getting up | playing a video game | talking on the phone
listening to the radio | ✓ studying | watching TV

Ana — 1. studying
Mateo — 2. _____
Leo — 3. _____
Vanessa and Ian — 4. _____
Kate — 5. _____
Ben — 6. _____

A PAIR WORK Ask and answer questions about the people in part A.
A: What's Ana doing? B: She's studying.

Teaching Notes

- **Short summaries** of the videos and a **cultural note** allow teachers to provide context for the video scenarios.
- **Step-by-step instructions** and optional teaching ideas to complete the worksheets.



STORY SUMMARY

Tony is interrupted by calls from his sister, Nicole. She wants to make sure Tony is staying focused on studying for his exam and not getting distracted.

CULTURAL NOTE

In colleges and universities in the United States and Canada, students have to take tests or final exams at the end of each term. These tests measure students' understanding of the entire course's material and can have a significant impact on a student's grade.

Preview

1 VOCABULARY Activities

In these activities, students work with key vocabulary about actions they will see in the video.

A

- Explain the task. Then model the vocabulary in the box, and have students repeat.
- Have students work alone to complete the task. Then

3. A: What's Leo doing?
   B: He's watching TV.
4. A: What are Vanessa and Ian doing?
   B: They're playing a video game.
5. A: What's Kate doing?
   B: She's listening to the radio.
6. A: What's Ben doing?
   B: He's talking on the phone.

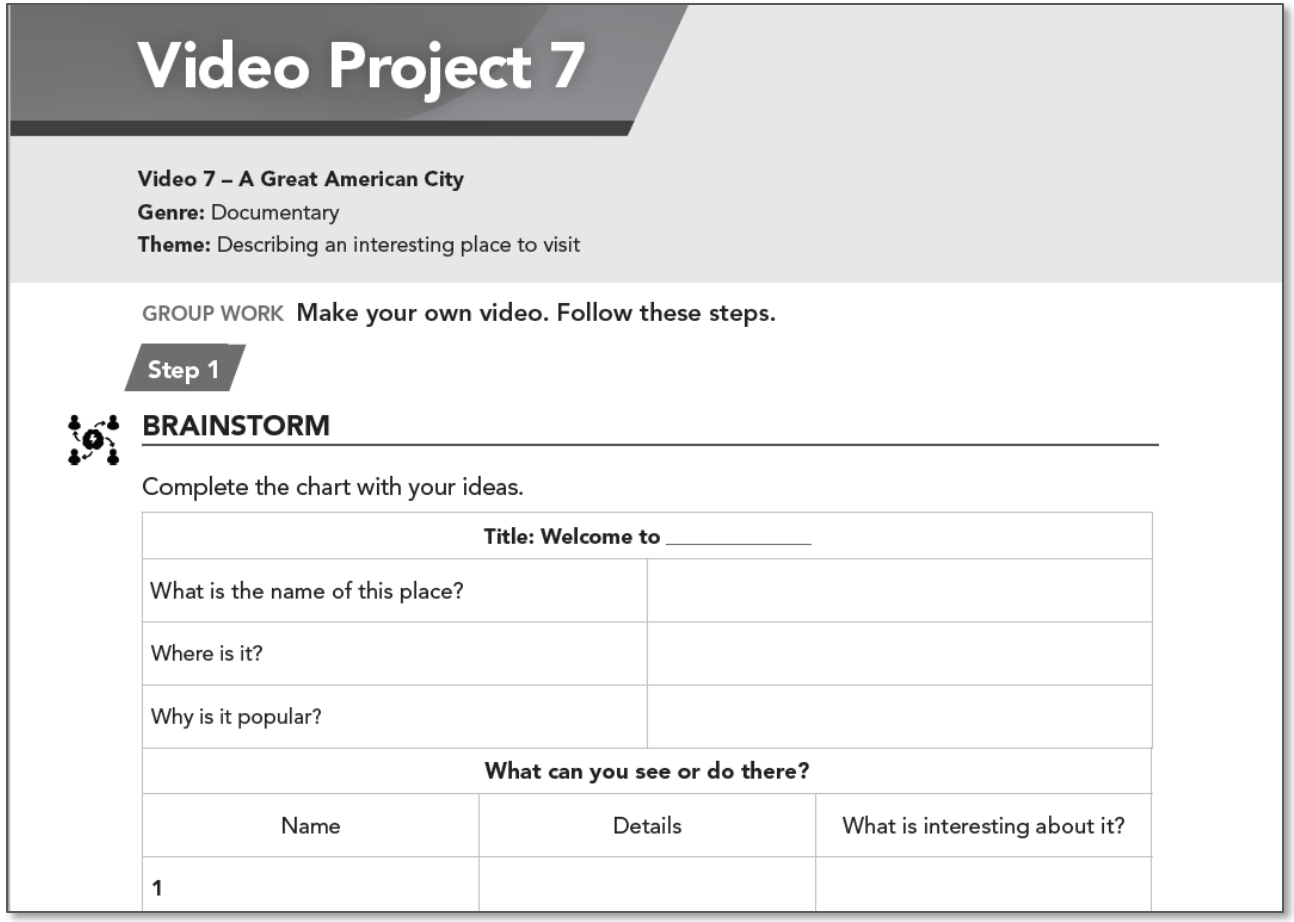
2 GUESS THE STORY

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Video Project Student Worksheets

The worksheets provide students with step-by-step scaffolded support through the brainstorming, writing and planning process

8 Student Projects corresponding to the 8 videos



Video Project 7

Video 7 – A Great American City
Genre: Documentary
Theme: Describing an interesting place to visit

GROUP WORK **Make your own video. Follow these steps.**

Step 1

BRAINSTORM

Complete the chart with your ideas.

Title: Welcome to _____	
What is the name of this place?	
Where is it?	
Why is it popular?	

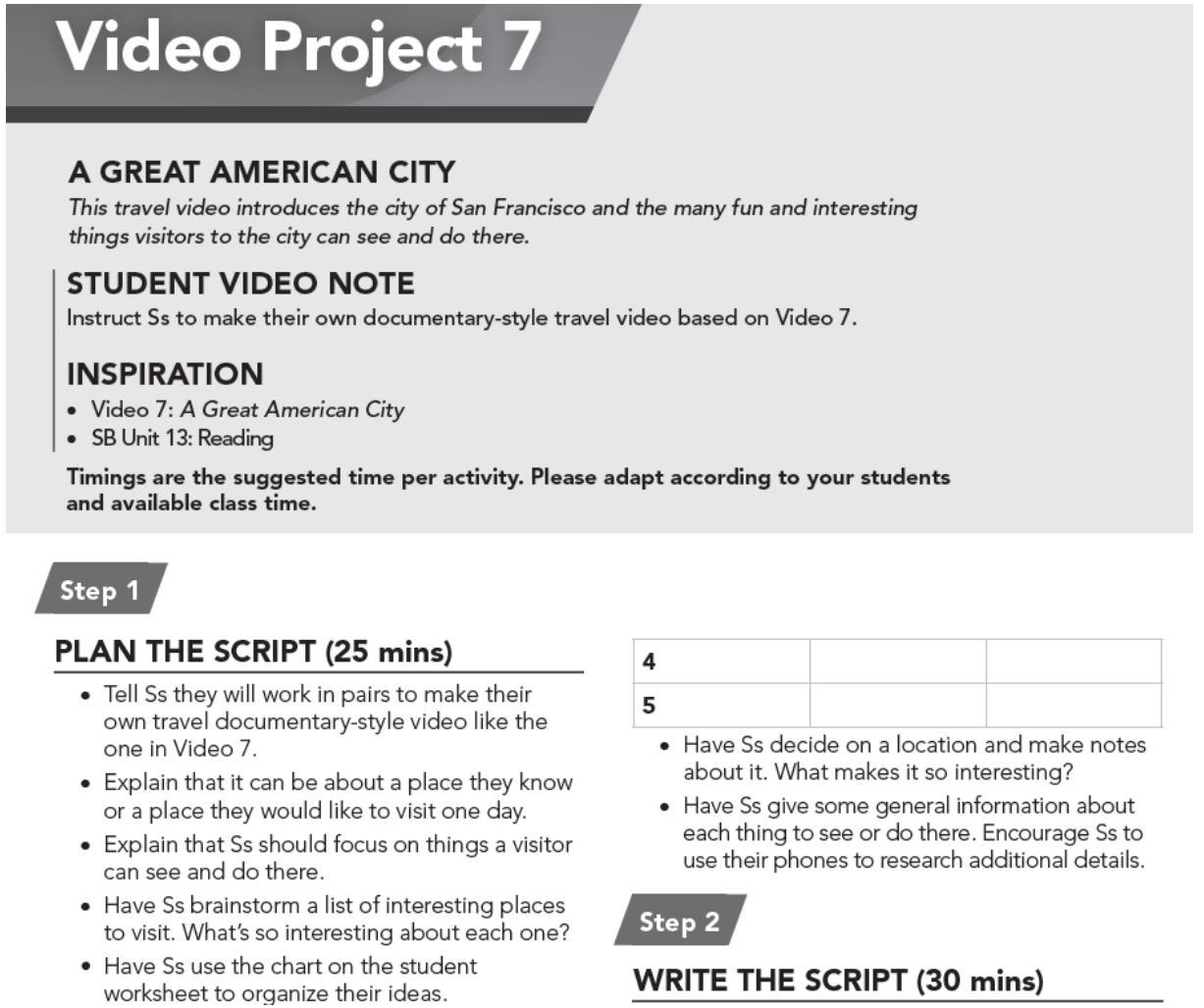
What can you see or do there?

Name	Details	What is interesting about it?
1		

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Video Project Teaching Notes

- Step-by-step instructions to help students work in pairs or groups to make their videos.
- Use in-class time to guide students through the writing and planning processes.



Video Project 7

A GREAT AMERICAN CITY

This travel video introduces the city of San Francisco and the many fun and interesting things visitors to the city can see and do there.

STUDENT VIDEO NOTE

Instruct Ss to make their own documentary-style travel video based on Video 7.

INSPIRATION

- Video 7: *A Great American City*
- SB Unit 13: Reading

Timings are the suggested time per activity. Please adapt according to your students and available class time.

Step 1

PLAN THE SCRIPT (25 mins)

- Tell Ss they will work in pairs to make their own travel documentary-style video like the one in Video 7.
- Explain that it can be about a place they know or a place they would like to visit one day.
- Explain that Ss should focus on things a visitor can see and do there.
- Have Ss brainstorm a list of interesting places to visit. What's so interesting about each one?
- Have Ss use the chart on the student worksheet to organize their ideas.

4		
5		

- Have Ss decide on a location and make notes about it. What makes it so interesting?
- Have Ss give some general information about each thing to see or do there. Encourage Ss to use their phones to research additional details.

Step 2

WRITE THE SCRIPT (30 mins)



Video Activity

Guess the Story

- Who do you think the man is? Why do you think he is making a video?
- Who do you think the woman is? What is she talking about?



Video Activity

Follow-up

- Work with a partner. Discuss the local hotspots in your city. Why do you like them?
- What do you know about their history? When do you go there?



Video Project

Step 1



PLAN THE SCRIPT

Complete the chart with your ideas.

Title: Hot Spots in my Town	
Name of the "hot spot"	
Location	
Things to do or see there	
Interesting facts	
Character 1 (Interviewer)	
Name	
Job	
Things they like	
Character 2 (Interviewee)	
Name	
Job	
Things they like	

Step 1

PLAN THE SCRIPT (15 MINS)

- Tell Ss they will work in pairs to make their own social media-style video like Video 1.
- Explain to Ss that they, like Jacob in the video, will be participating in the hot spots in my town trend and making a video about a place they love.
- Encourage students to be as creative as possible and to use the video as inspiration, rather than copying it.
- Be sure Ss understand the meaning of "hotspot". (*A popular place where people like to go for fun or to relax*).
- Have Ss brainstorm a list of fun and popular places they both know and like to visit.
- Have Ss use the chart on the student worksheet to organize their ideas.
- Have Ss agree on the location to feature in their video.
- Have Ss add a few interesting things that people can see or do in the place they chose.
- Have Ss add an interesting fact about the place. Encourage Ss to use their phones to research additional details.
- Have Ss agree on the characters and their roles. Who are they and what are they like?

Video Project

Step 2

WRITE THE SCRIPT

You can use the video transcript for video 1 to help you. (Video Resource Book 1, page 71)

Step 3

MAKE THE FILMING PLAN

Complete the chart.

Location:	_____ _____	Props:	_____ _____
Equipment:	_____ _____		_____ _____

Step 2

WRITE THE SCRIPT (20 MINS)

- Refer Ss to the video transcript on page 71 of the Video Resource Book for additional support.
- Have Ss work together to write their scripts.
- *Option:* Ss can have the interviewer interview more than one person in the park.
- Go around the room and give help as needed.
- Have Ss choose roles and then rehearse their scripts.

Step 3

MAKE A FILMING PLAN (10 MINS)

- Have Ss plan where and how they will record their videos.
- Encourage Ss to make a list of the props and equipment they will need (make sure students understand the meaning of props and equipment).

Step 4

MAKE THE VIDEO

- Have Ss make their videos. Remind them that they can change their scripts while they work.

Unit Tour

Sample pages: Level 1, Unit 7

Student’s Book

- **16 units** + 8 review units, one after every 2 units
- **6 pages** per unit
- Each unit is divided into **2 cycles**
- **Grammar Plus:** extra grammar practice section at the back of the book, corresponding to each unit
- **Interchange activities:** 1 page at the back of the book for each unit



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7 We went dancing!



- Describe past daily and free-time activities
- Describe past vacations

1 Snapshot

Free-time Activities



☐ check social media ☐ go dancing ☐ listen to music ☐ play video games



☐ read ☐ relax ☐ spend time with friends and family ☐ watch TV

Check (✓) the activities you do in your free time. List three other activities you do in your free time. What are your favorite free-time activities? Are there activities you don't like? Which ones?

2 Conversation What did you do last weekend?

07.01

A Listen and practice.

Neil So, what did you do last weekend, Cara?

Cara Oh, I had a great time. My friends and I had pizza on Saturday, and then we all went dancing.

Neil How fun! Did you go to The Treadmill?

Cara No, we didn't. We went to that new place downtown. How about you? Did you go anywhere?

Neil No, I didn't go anywhere all weekend. I just stayed home and studied for today's Spanish test.

Cara Our test is today? I forgot about that!

Neil Don't worry. You always get an A.





07.02

B Listen to the rest of the conversation. What does Cara do on Sunday afternoons?

Cycle 1 (Exercises 1–8)
Topic: free-time and weekend activities
Grammar: simple past
Function: describe past daily and free-time activities

Snapshot:

- Introduces the unit or cycle topic
- Presents vocabulary for discussing the topic
- Uses real-world information
- Provides personalized guided discussion questions

QR code

Scan the QR code for quick access to the audio.

Conversation

- Features structured listening and speaking practice
- Introduces the meaning and use of Cycle 1 grammar in context
- Uses pictures to set the scene and illustrate new vocabulary
- Provides follow-up listening tasks

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Grammar focus

- Includes audio recordings of the grammar focus boxes
- Offers controlled grammar practice in realistic contexts, such as short conversations
- Facilitates freer, more personalized speaking practice

Pronunciation

- Provides controlled practice in recognizing and producing sounds linked to the cycle grammar
- Promotes extended or personalized pronunciation practice

3 Grammar focus

07.03

Simple past

Did you **work** on Saturday?
Yes, I **did**. I **worked** all day.
No, I **didn't**. I **didn't work** at all.

What **did** Neil **do** on Saturday?
He **stayed** home and **studied** for a test.

Did you **go** anywhere last weekend?
Yes, I **did**. I **went** to the movies.
No, I **didn't**. I **didn't go** anywhere.

How **did** Cara **spend** her weekend?
She **went** to a club and **danced** with some friends.

Grammar plus *see page 138*

A Complete these conversations. Then practice with a partner.

1. **A:** _____ you _____ (stay) home on Sunday?
   B: No, I _____ (call) my friend Anna. We _____ (drive) to a local food truck.
2. **A:** How _____ you _____ (spend) your last birthday?
   B: I _____ (have) a party. Everyone _____ (enjoy) it, but the neighbors next door _____ (not, like) the noise.
3. **A:** What _____ you _____ (do) last night?
   B: I _____ (see) a sci-fi movie at the Cineplex. I _____ (love) it! Amazing special effects!
4. **A:** _____ you _____ (do) anything special over the weekend?
   B: Yes, I _____. I _____ (go) to a thrift store. I _____ (buy) a new jacket. I love it.
5. **A:** _____ you _____ (go) out on Friday night?
   B: No, I _____. I _____ (invite) friends over, and I _____ (cook) lasagna for them.

regular verbs

work ⟶ work**ed**
invite ⟶ invite**d**
study ⟶ stud**ied**
stop ⟶ stop**ped**

irregular verbs

buy ⟶ **bought**
do ⟶ **did**
drive ⟶ **drove**
have ⟶ **had**
go ⟶ **went**
sing ⟶ **sang**
see ⟶ **saw**
spend ⟶ **spent**

B **Pair work** • Take turns asking the questions in part A. Give your own information when answering.

A: Did you stay home on Sunday?
B: No, I didn't. I went for a picnic in the park.

4 Pronunciation Reduction of *did you*

07.04

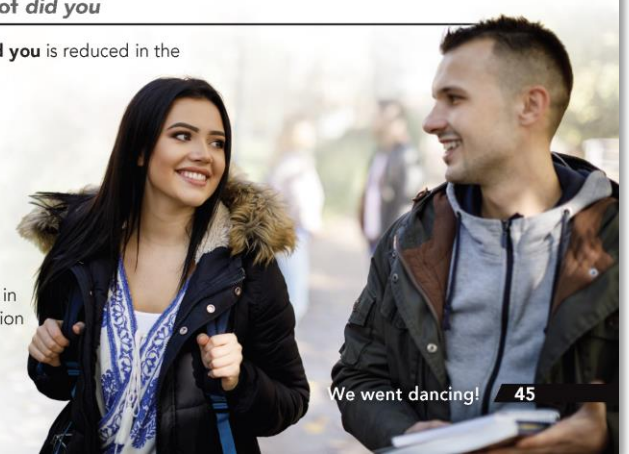
A Listen and practice. Notice how **did you** is reduced in the following questions.

[dɪdʒə]
Did you have a good time?

[wədɪdʒə]
What did you do last night?

[haʊdɪdʒə]
How did you like the movie?

B **Pair work** • Practice the questions in Exercise 3, part A again. Pay attention to the pronunciation of **did you**.



CAMBRIDGE

Word power

- Presents vocabulary related to the unit topic
- Includes practice with collocations and categorizing vocabulary
- Encourages freer, more personalized practice

Listening

- Begins with pre-listening focus tasks or questions
- Develops a variety of listening skills, such as listening for main ideas and details

5 Word power Chores and activities

A **Pair work** • Find two other words or phrases from the list that usually go with each verb. Then add one more word or phrase to each verb.

a lot of fun	dancing	a good time	shopping	a bike ride
the bed	chores	the laundry	a trip	a video

do	*my homework*			
go	*online*			
have	*a party*			
make	*a phone call*			
take	*a day off*			

B **Group work** • Choose the things you did last weekend. Then compare with your partners.

A: I went shopping with my friends. We had a good time. What about you?
B: I didn't have a very good time. I did chores.
C: I did chores, too. But I took a bike ride in the evening, and . . .

6 Discussion Ask some questions!

Group work • Take turns. One student makes a statement about the weekend. Other students ask questions. Each student answers at least three questions.



A: I went shopping on Saturday afternoon.
B: **Where** did you go?
A: To the Mayfair Center.
C: **Who** did you go with?
A: I went with my friends and my sister.
D: **What time** did you go?
A: We went around 3:00.

7 Listening Did you have a good holiday?

07.05

A Listen to Andrew tell Elizabeth what he did yesterday. Check (✓) the things Andrew did.

Activities	Reasons
☐ went to the gym	
☐ played soccer	
☐ saw a movie	
☐ read a book	
☐ went to a baseball game	
☐ spent time with family	

07.06

B Listen again. Look at the activities Andrew didn't do. Why didn't he do them? Write the reason.

Discussion

- Provides communicative tasks that help develop oral fluency
- Includes pair work, group work, and class activities

CAMBRIDGE

8 Interchange 7 Memories

Play a board game. Go to Interchange 7 on page 121.

9 Conversation Lucky you!

07.07

A Listen and practice.

Leah: Hi, Cody. How was your vacation?
Cody: It was excellent! I went to California with my cousin. We had a great time.
Leah: Lucky you! How long were you there?
Cody: About a week.
Leah: Cool! Was the weather OK?
Cody: Not really. It was pretty cloudy. But we went surfing every day. The waves were amazing.
Leah: So, what was the best thing about the trip?
Cody: Well, something incredible happened. . . .



07.08

B Listen to the rest of the conversation. What happened?

10 Grammar focus

07.09

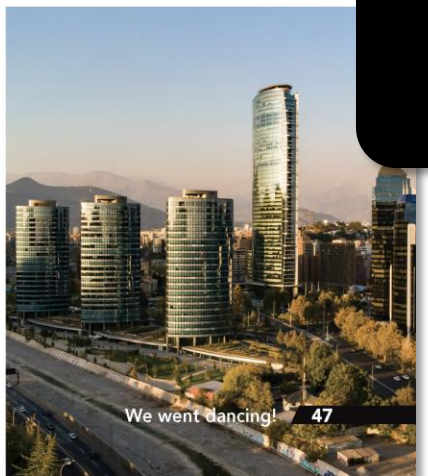
Past of *be*

Were you in California?	Yes, I **was**.	**Contractions**
Was the weather OK?	No, it **wasn't**.	wasn**'t** = was **not**
Were you and your cousin on vacation?	Yes, we **were**.	weren**'t** = were **not**
Were your parents there?	No, they **weren't**.	
How long **were** you away?	I **was** away for a week.	
How **was** your vacation?	It **was** excellent!	

Grammar plus *see page 138*

Complete these conversations. Then practice with a partner.

1. **A:** _____ you in New York last weekend?
   B: No, I _____. I _____ in Chicago.
   A: How _____ it?
   B: It _____ great! But it _____ cold and windy as usual.
2. **A:** How long _____ your parents in Chile?
   B: They _____ there for two weeks.
   A: _____ they in Santiago the whole time?
   B: No, they _____. They also went to Valparaiso.
3. **A:** _____ you away last week?
   B: Yes, I _____ in Madrid.
   A: Really? How long _____ you there?
   B: For almost a week. I _____ there on business.



Conversation

- Provides structured listening and speaking practice
- Introduces the meaning and use of Cycle 2 grammar, useful expressions, and discourse
- Uses pictures to set the scene and illustrate new vocabulary

Cycle 2 (Exercises 9–14)
Topic: vacations
Grammar: past of be
Function: describe past vacations

Grammar focus

- Presents examples from the previous conversation
- Offers controlled grammar practice in realistic contexts, such as short conversations

CAMBRIDGE

Discussion

- Provides communicative tasks that help develop oral fluency
- Includes pair work, group work, and class activities

Listening

- Begins with pre-listening focus tasks or questions
- Develops a variety of listening skills, such as listening for main ideas and details

11 Discussion Past and future vacations

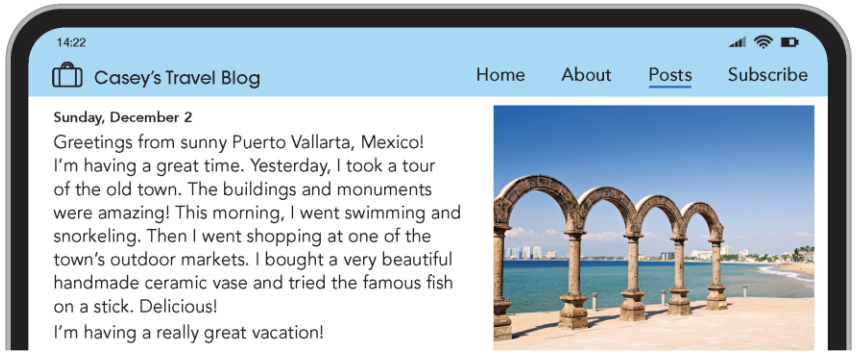
A **Group work** • Ask your classmates about their last vacations.
Ask these questions or use your own ideas.

Where did you spend your last vacation?
How long was your vacation?
Who were you with?
What did you do?
How was the weather?
What would you like to do on your next vacation?

B **Class activity** • Who had an interesting vacation?
Tell the class who and why.

12 Writing A blog post

A Read the blog post.



B **Pair work** • Write a blog post to your partner about your last vacation. Then exchange posts.
Do you have any questions about your partner's vacation?

13 Listening I was on vacation.

07.10

A Listen to Daniel and Amanda talk about their vacations.
Did they have a good time? Check (✓) Yes or No.

	Yes	No
Daniel	☐	☐
Amanda	☐	☐

07.11

B Listen again. Complete the chart with information about their vacations.

	Daniel's vacation	Amanda's vacation
Place		
Who with		
Activities		

Writing

- Provides a model writing sample
- Develops skills in writing different texts, such as blogs and email messages
- Reinforces the vocabulary and grammar in the cycle or unit

CAMBRIDGE

Reading

- Presents a variety of text types
- Introduces the text with a pre-reading task
- Develops a variety of reading skills, such as reading for main ideas, reading for details, and inferencing
- Promotes discussion that involves personalization and analysis

14 Reading

A Look at the pictures. What do you think each person did on his or her vacation?



B Read the online posts. Then write the number of the post where each sentence could go.

_____ It was pretty tiring, but I enjoyed every minute of it.
_____ The ride was scary because we were so high up.
_____ It was very loud.

C **Pair work** • Answer these questions.

1. Which person used an unusual form of transportation?
2. Who walked at night?
3. Who had a very active vacation?
4. Which place do you think is the most interesting? Why?

CAMBRIDGE

Interchange activity

(Back of the Student's Book)

- Expands on the unit topic, vocabulary, and grammar
- Provides opportunities to consolidate new language in a creative or fun way
- Promotes fluency with communicative activities such as discussions, information gaps, and games



Interchange 7 Memories

Group work • Play the board game. Follow these instructions.

1. Write your initials on a small piece of paper. This is your game piece.
2. Take turns by tossing a coin: If the coin lands face up, move two spaces. If the coin lands face down, move one space.
3. When you land on a space, answer the question. Answer any follow-up questions.
4. If you land on "Free question," another player asks you any question.

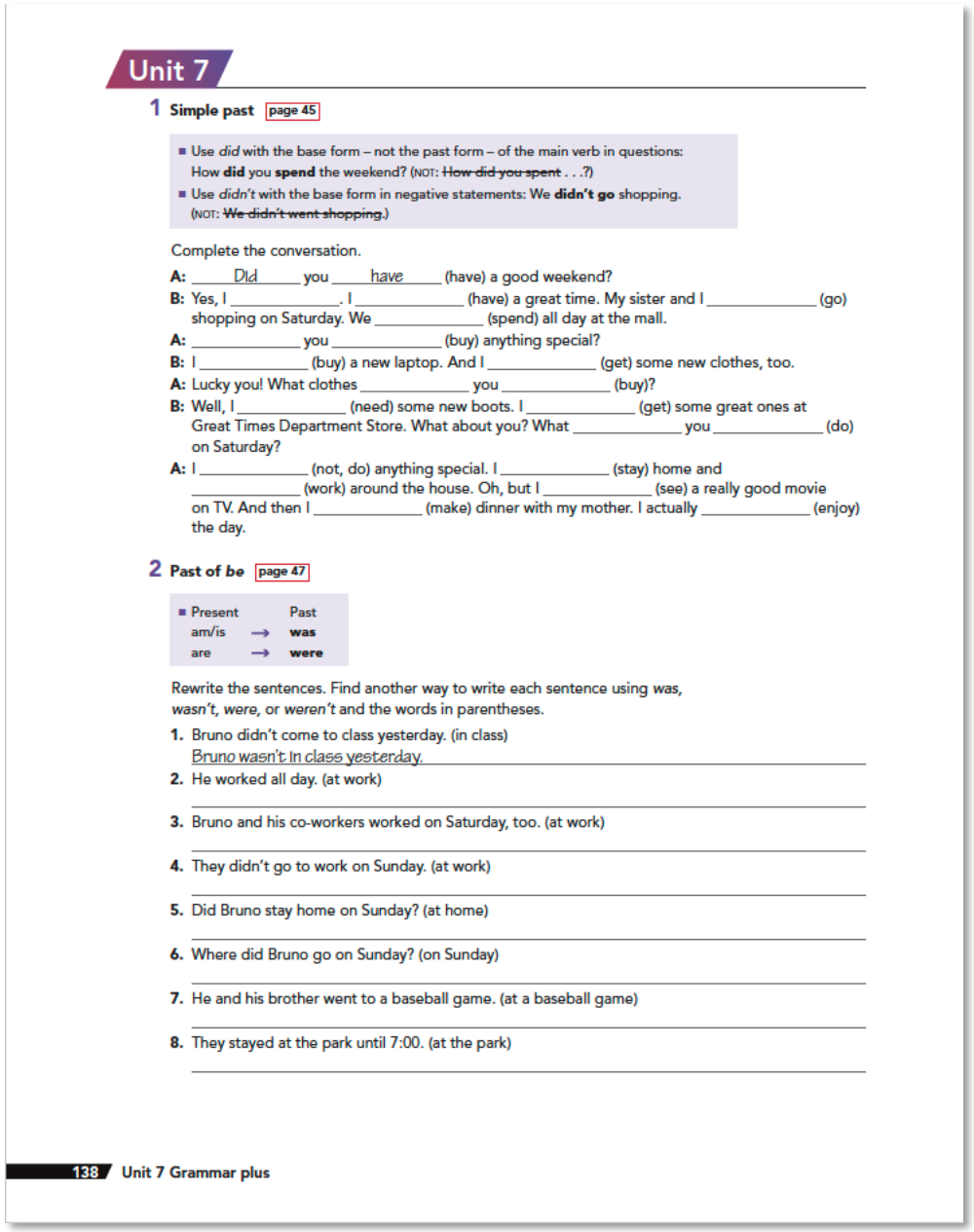
A: I'll go first. OK, one space. Last night, I met my best friend.
B: Oh, yeah? Where did you go?
A: We went to the movies.

CAMBRIDGE

Grammar plus

(Back of the Student's Book)

- Explores the unit grammar in greater depth
- Practices the grammar with controlled exercises
- Can be done in class or assigned as homework



Unit 7

1 Simple past page 45

- Use *did* with the base form – not the past form – of the main verb in questions: How **did** you **spend** the weekend? (NOT: ~~How did you spent . . .?~~)
- Use *didn't* with the base form in negative statements: We **didn't go** shopping. (NOT: ~~We didn't went shopping.~~)

Complete the conversation.

A: Did you have (have) a good weekend?
B: Yes, I _____. I _____ (have) a great time. My sister and I _____ (go) shopping on Saturday. We _____ (spend) all day at the mall.
A: _____ you _____ (buy) anything special?
B: I _____ (buy) a new laptop. And I _____ (get) some new clothes, too.
A: Lucky you! What clothes _____ you _____ (buy)?
B: Well, I _____ (need) some new boots. I _____ (get) some great ones at Great Times Department Store. What about you? What _____ you _____ (do) on Saturday?
A: I _____ (not, do) anything special. I _____ (stay) home and _____ (work) around the house. Oh, but I _____ (see) a really good movie on TV. And then I _____ (make) dinner with my mother. I actually _____ (enjoy) the day.

2 Past of *be* page 47

- Present → Past
  am/is → **was**
  are → **were**

Rewrite the sentences. Find another way to write each sentence using *was*, *wasn't*, *were*, or *weren't* and the words in parentheses.

1. Bruno didn't come to class yesterday. (in class)
   Bruno wasn't in class yesterday.
2. He worked all day. (at work)
3. Bruno and his co-workers worked on Saturday, too. (at work)
4. They didn't go to work on Sunday. (at work)
5. Did Bruno stay home on Sunday? (at home)
6. Where did Bruno go on Sunday? (on Sunday)
7. He and his brother went to a baseball game. (at a baseball game)
8. They stayed at the park until 7:00. (at the park)

138 Unit 7 Grammar plus

Digital Content

on Cambridge One

Student’s Digital Pack

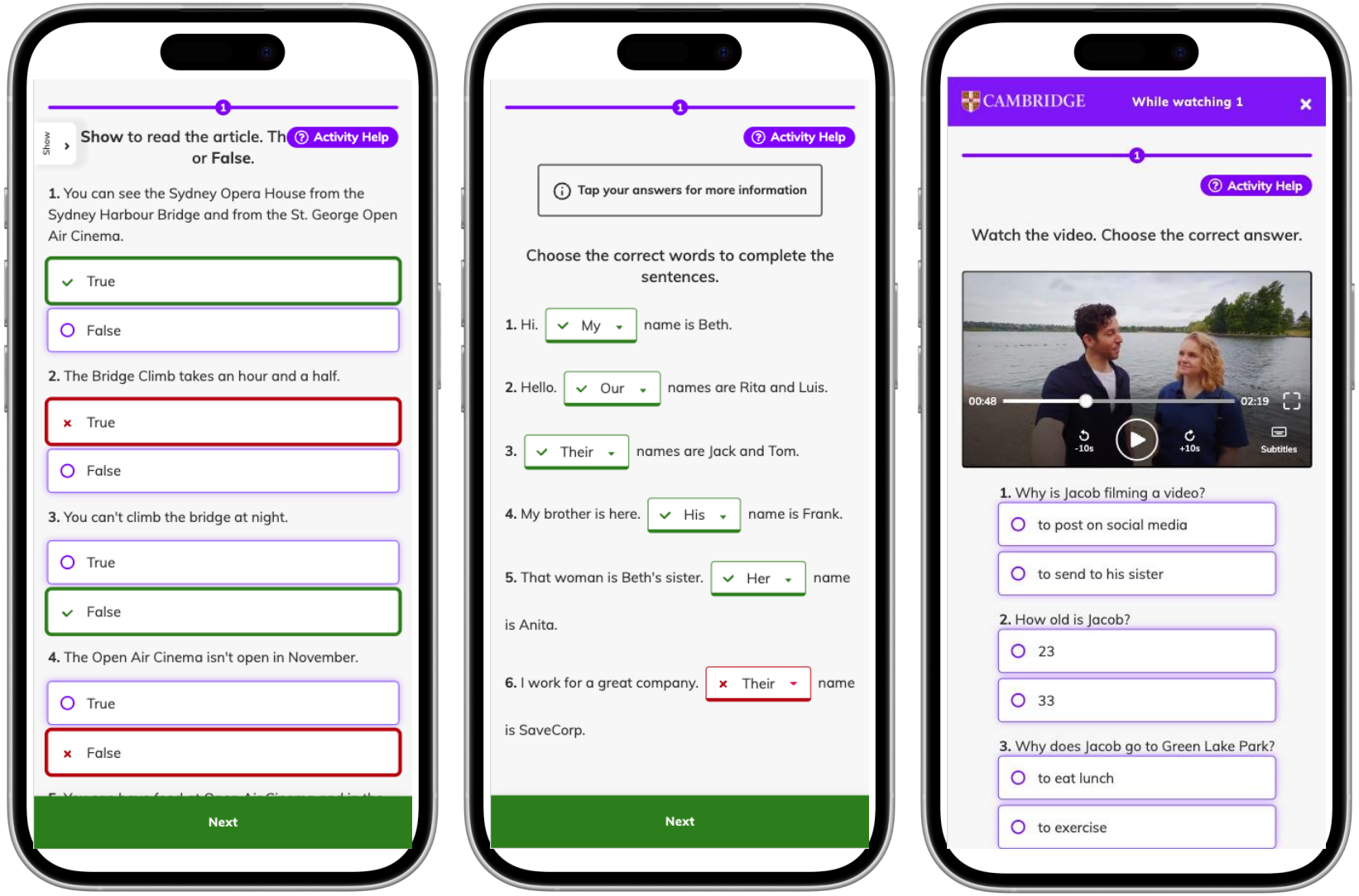
- Student’s eBook with audio
- Digital Workbook
- Video Program
- Student’s Resources, including
  - class audio
  - downloadable worksheets for projects and extra practice of vocabulary, grammar, listening, writing, and speaking
- Speaking Companion



Digital Workbook

A variety of interactive activities

Instant feedback



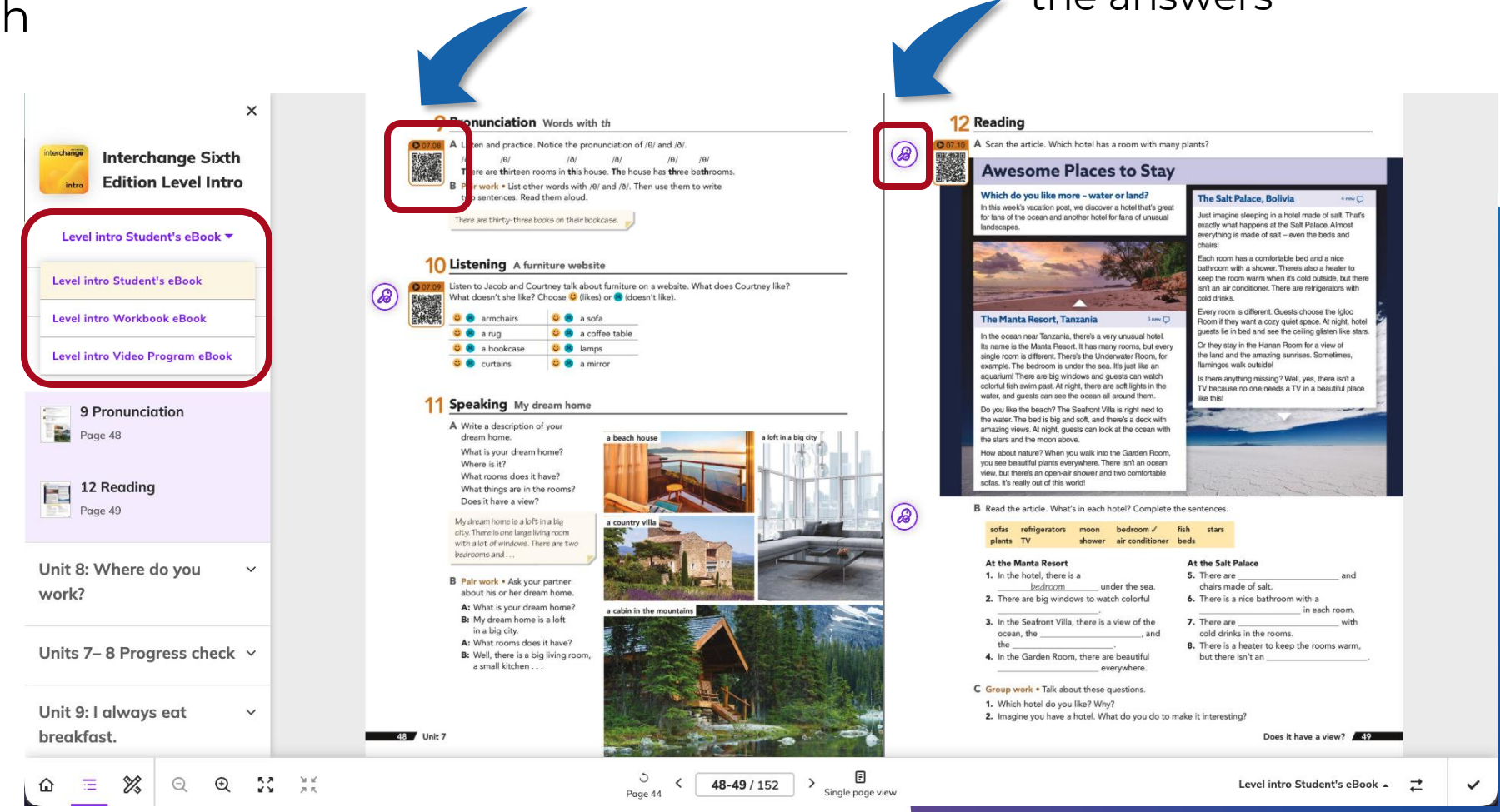
Teacher’s Digital Pack

Presentation Plus

- Student’s Book with Answer Key and Class Audio
- Workbook with Answer Key
- Video Program

Click on the QR code to play audio

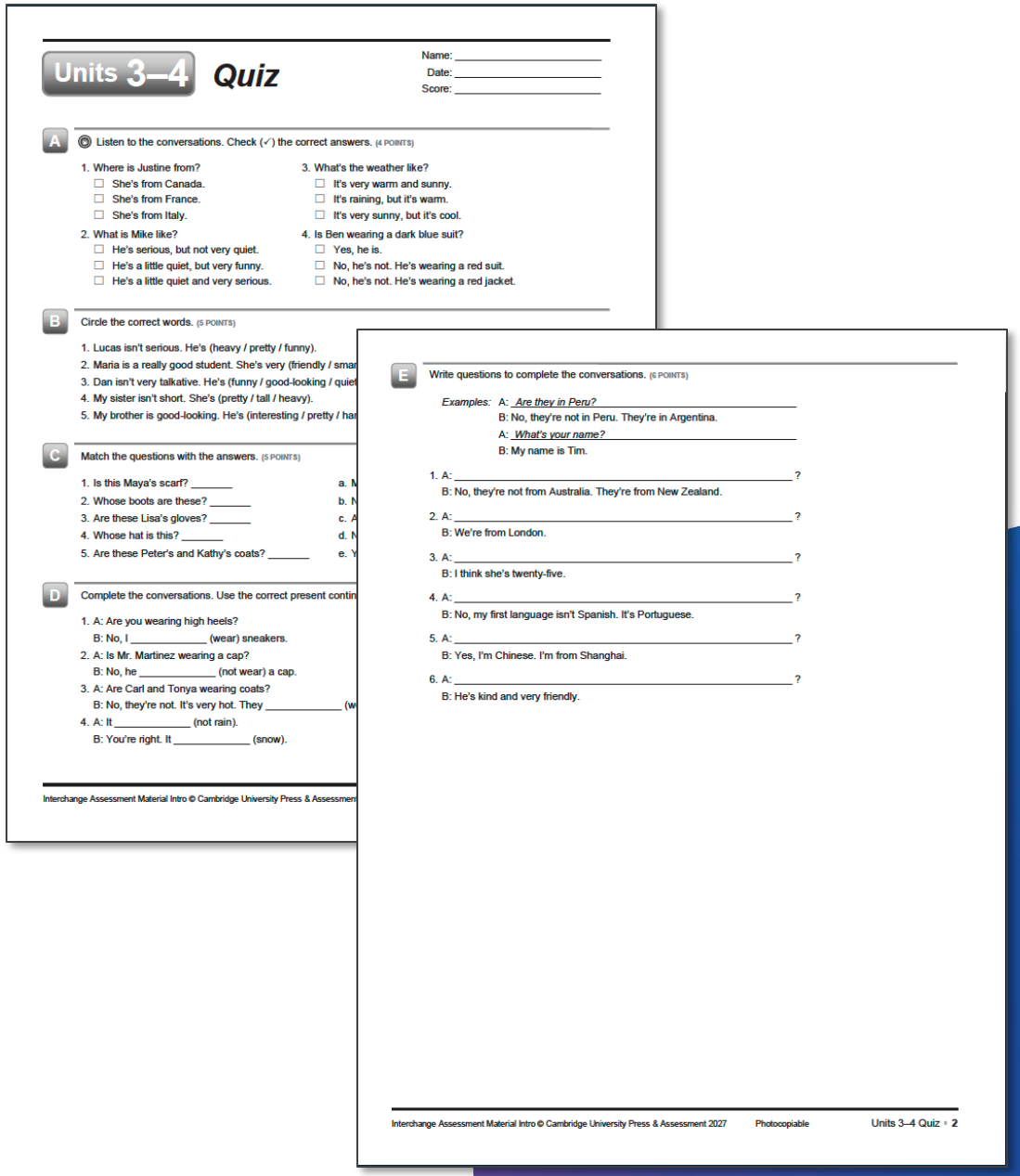
Click on the Answer Key icon to display the answers



Teacher’s Digital Pack

Testing Program

- Unit quizzes, midterm, final tests
- Oral and written quizzes and tests
- PDF and Microsoft Word versions
- Placement test program
- Audio, audio scripts, and answer keys



Units 3–4 Quiz

Name: _____
Date: _____
Score: _____

A Listen to the conversations. Check (✓) the correct answers. (4 POINTS)

1. Where is Justine from?
   - ☐ She's from Canada.
   - ☐ She's from France.
   - ☐ She's from Italy.
2. What is Mike like?
   - ☐ He's serious, but not very quiet.
   - ☐ He's a little quiet, but very funny.
   - ☐ He's a little quiet and very serious.
3. What's the weather like?
   - ☐ It's very warm and sunny.
   - ☐ It's raining, but it's warm.
   - ☐ It's very sunny, but it's cool.
4. Is Ben wearing a dark blue suit?
   - ☐ Yes, he is.
   - ☐ No, he's not. He's wearing a red suit.
   - ☐ No, he's not. He's wearing a red jacket.

B Circle the correct words. (5 POINTS)

1. Lucas isn't serious. He's (heavy / pretty / funny).
2. Maria is a really good student. She's very (friendly / smar
3. Dan isn't very talkative. He's (funny / good-looking / quiet
4. My sister isn't short. She's (pretty / tall / heavy).
5. My brother is good-looking. He's (interesting / pretty / har

C Match the questions with the answers. (5 POINTS)

1. Is this Maya's scarf? _____
2. Whose boots are these? _____
3. Are these Lisa's gloves? _____
4. Whose hat is this? _____
5. Are these Peter's and Kathy's coats? _____

a. M
b. N
c. A
d. N
e. Y

D Complete the conversations. Use the correct present contin

1. A: Are you wearing high heels?
   B: No, I _____ (wear) sneakers.
2. A: Is Mr. Martinez wearing a cap?
   B: No, he _____ (not wear) a cap.
3. A: Are Carl and Tonya wearing coats?
   B: No, they're not. It's very hot. They _____ (w
4. A: It _____ (not rain).
   B: You're right. It _____ (snow).

Interchange Assessment Material Intro © Cambridge University Press & Assessment

E Write questions to complete the conversations. (6 POINTS)

Examples: A: *Are they in Peru?*
B: No, they're not in Peru. They're in Argentina.
A: *What's your name?*
B: My name is Tim.

1. A: _____ ?
   B: No, they're not from Australia. They're from New Zealand.
2. A: _____ ?
   B: We're from London.
3. A: _____ ?
   B: I think she's twenty-five.
4. A: _____ ?
   B: No, my first language isn't Spanish. It's Portuguese.
5. A: _____ ?
   B: Yes, I'm Chinese. I'm from Shanghai.
6. A: _____ ?
   B: He's kind and very friendly.

Teacher’s Digital Pack

Teacher Resources

- practical articles
- correlations to CEFR
- language summaries
- overviews of supplementary materials
- ideas for games and extra activities
- all Student Resources
  - class audio
  - downloadable worksheets for projects and extra practice of vocabulary, grammar, listening, writing, and speaking

Speaking Companion

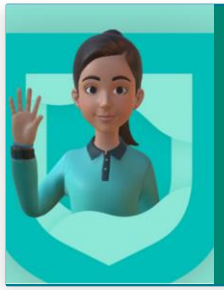
NOTE: Speaking Companion is under maintenance as of Sept 3, 2026. Please check before including this section in your presentation

CAMBRIDGE

Interchange Digital Packs include Speaking Companion

Your students' AI conversation partner

- Created by Cambridge ELT experts.
- Research-backed with real learners and teachers.



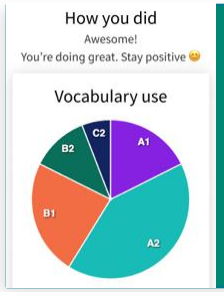
Avatar Conversations

Authentic exchanges with a friendly AI avatar



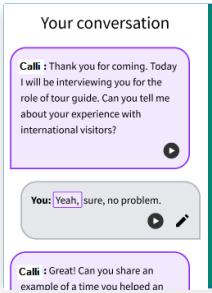
7 Activity Types

Job interviews, topic chats, exam tasks & more



CEFR Vocab Feedback

Vocabulary usage broken down by CEFR level



Transcript & Playback

Review, edit and listen back to conversations



Teacher Dashboard

Assign tasks, track time and completion



Safe Practice Space

Low-pressure environment builds confidence

Speaking Companion

- Low-stress practice
- Speaking confidence
- Secure, guided conversations
- Customized experience
- Self-reflection
- Data dashboard

CAMBRIDGE

Back

What should we talk about?

- Chat about a day
- Chat about a topic
- Guessing game
- Order from a menu
- Practice an exam task
- Practice a job...

CAMBRIDGE

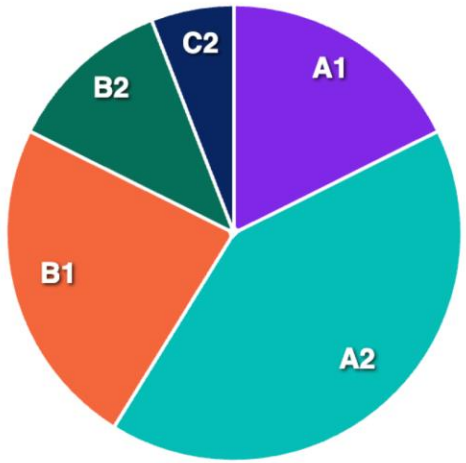
Continue conversation

How you did

Awesome!

You're doing great. Stay positive

Vocabulary use



Nice work. You used a B1 Intermediate level word: *problem*

CAMBRIDGE

Back

Help us Improve

Your conversation

Calli: Thank you for coming. Today I will be interviewing you for the role of tour guide. Can you tell me about your experience with international visitors?

You: Yeah, sure, no problem.

Calli: Great! Can you share an example of a time you helped an international visitor?

Speaking Companion

Free trial

Free trial for Speaking Companion (Personalized Learning) is **currently not available as of early Sept 2026**. Please check before including this in your presentation

- 30-day free trial
- Full access to Speaking Companion (available as part of the Personalized Learning B1 course)

cambridgeone.org/freetrial/info/prlnb1

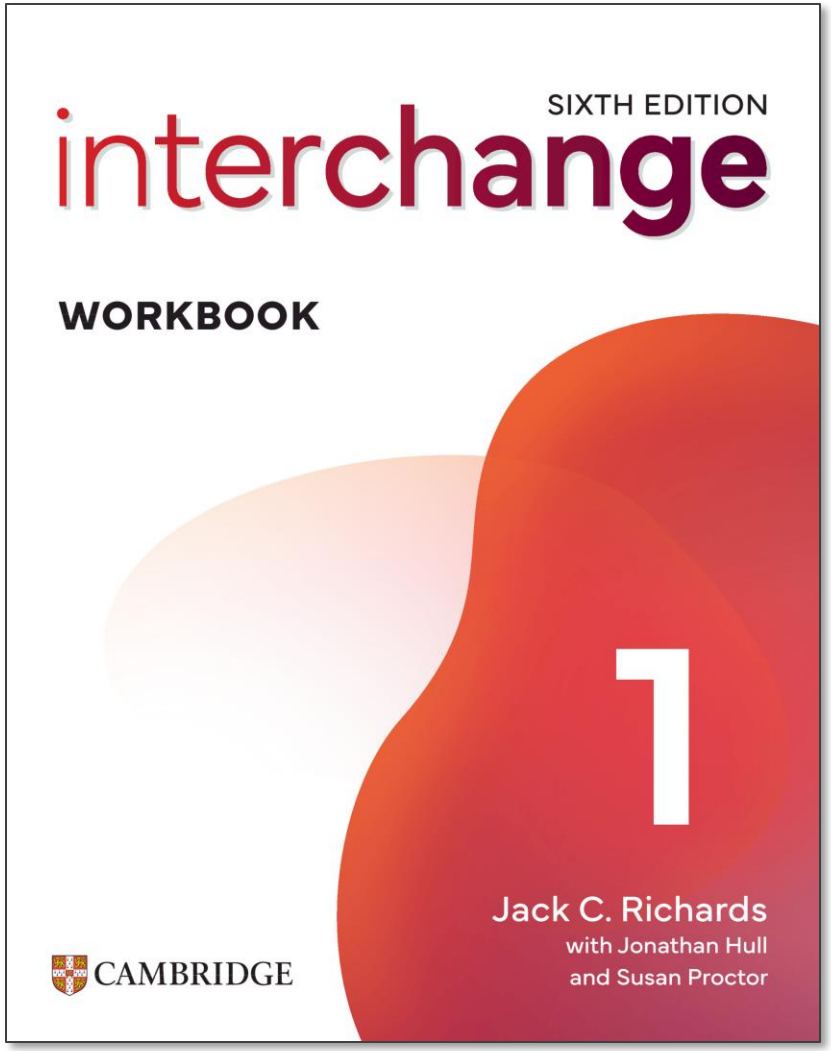


Interchange Sixth Edition

Components

Workbook

- 16 units in Workbook
- 6 pages per unit
- Additional practice of the Student Book grammar and vocabulary points along with reading and writing practice.



CAMBRIDGE

7 We went dancing!

1 Past tense

A Write the simple past of these regular verbs.

1. watch	watched	4. arrive	_____	7. travel	_____
2. play	_____	5. study	_____	8. wash	_____
3. invite	_____	6. hurry	_____	9. look	_____

B Write the simple present form of these irregular simple past verbs.

1. eat	ate	5. _____	slept
2. _____	did	6. _____	spent
3. _____	met	7. _____	drove
4. _____	saw	8. _____	went



C Use two of the verbs above and write sentences about the past.

Example: We saw the Eiffel Tower in Paris last year.

1. _____
2. _____

2 Use the cues to answer these questions.

1. Where did you go this weekend? _____ (to the zoo)
2. _____ (a famous artist)
3. _____ (a new pair of jeans)
4. _____ (a lot)
5. _____ (in the mountains)
6. _____ (a little after 1:00 P.M.)

3 What do you like to do alone? With other people? Complete the chart with activities from the box. Then add one more activity to each list.





cook dinner
do homework
exercise
go shopping
go to a sports event
have a picnic
play video games
take a bike ride
take a vacation
watch TV

Activities I like to do alone	Activities I like to do with other people

4 Complete the questions

A: How did you spend the w
B: I spent the weekend with n
A: What _____
B: Well, on Saturday, we went
A: That sounds like fun! What _____?
B: I bought a new pair of shoes and a new book.
A: Where _____ on Sunday?
B: We went to an amusement park.
A: Oh, how _____?
B: We had a great time. In fact, we stayed there all day.
A: Really? What time _____?
B: We got home very late, around midnight.

Grammar

Reinforces the unit grammar through controlled practice

Vocabulary

Provides vocabulary practice based on the unit topic

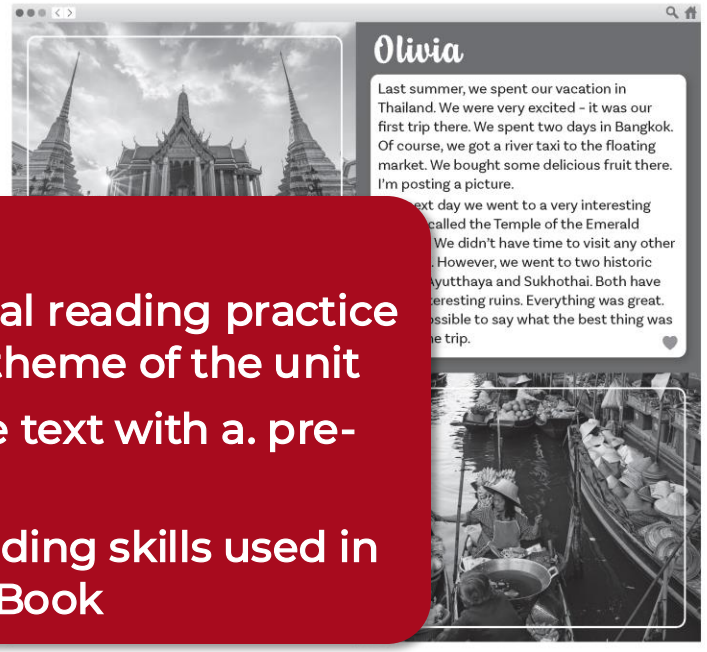
CAMBRIDGE

Reading

- Gives additional reading practice based on the theme of the unit
- Introduces the text with a. pre-reading task
- Reinforces reading skills used in the Student's Book

7 Did we take the same trip?

A Read the posts. Who went to Bangkok for the first time?



Olivia

Last summer, we spent our vacation in Thailand. We were very excited – it was our first trip there. We spent two days in Bangkok. Of course, we got a river taxi to the floating market. We bought some delicious fruit there. I'm posting a picture.

…ext day we went to a very interesting …called the Temple of the Emerald … We didn't have time to visit any other …. However, we went to two historic …yutthaya and Sukhothai. Both have …eresting ruins. Everything was great. …ssible to say what the best thing was …e trip.

B Who did these things on their trip? Check (✓) all correct answers.

	Joseph	Olivia
1. stayed for two days in Bangkok	☐	☑
2. visited the floating market	☐	☐
3. bought fruit	☐	☐
4. saw some historic ruins	☐	☐
5. traveled on the river	☐	☐
6. loved the food the most	☐	☐
7. enjoyed everything	☐	☐

Writing

- Promote freer, more personalized practice
- Reinforces the vocabulary and grammar in the unit

10 Complete the sentences … when necessary.

1. We _____ a trip t…
2. My brothers _____ play video games / take a b…
3. I worked really hard in Gern… (in my car / on business / or…
4. I'm sorry I was late. I had to…
5. I stayed home last night and…

11 My kind of vacation

A What do you like to do on vacation? Rank these activities from 1 (you like it the most) to 6 (you like it the least).

_____ go to the beach
_____ visit historic places
_____ go shopping
_____ visit museums
_____ spend time at home
_____ eat good food



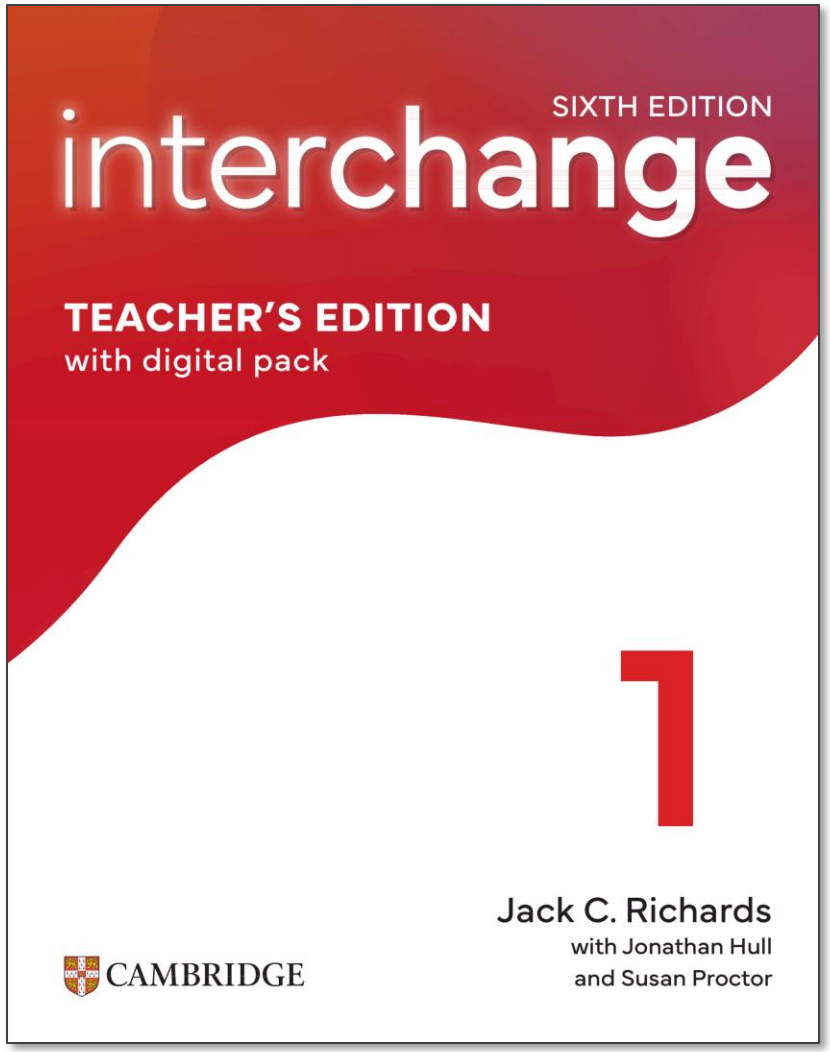
B Answer these questions about vacations.

1. How often do you go on vacation?
2. How much time do you spend on vacation?
3. Who do you usually go with?
4. Where do you like to go?
5. What do you usually do on vacation?

Teacher's Edition

with Digital Pack

- Detailed teaching notes for the units and Progress checks
- Complete support for teachers
  - Language summaries
  - Student's Book and Workbook answer keys
  - Audio scripts
  - Fresh ideas
  - Games



Components

For students

- Student's Book with eBook
- Student's Book with Digital Pack*
- Workbook
- Combo with Digital Pack* (Student's Book + Workbook)
- Student's Digital Pack*
  - Student's eBook
  - Digital Workbook
  - Speaking Companion
  - Video Program
  - Student Resources including downloadable class audio
- Online Placement Test

* Split editions available

Components

For teachers

- Teacher's Edition with Digital Pack
- Teacher's Digital Pack*
  - Presentation Plus
  - Digital Workbook
  - Speaking Companion
  - Video Program
  - Testing Program
  - Teacher Resources
  - Student Resources
- Online Placement Test

* Split editions available

interchange SIXTH EDITION

Any questions?

