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interchange

FIFTH EDITION

3



Student's Book

With Online Self-Study

Jack C. Richards

with Jonathan Hull and Susan Proctor

Experience
Better
Learning

Plan of Book 3



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Titles/Topics

Speaking

Grammar



UNIT 1 PAGES 2-7

That's my kind of friend!

Personality types and qualities; relationships; likes and dislikes

Describing personalities; expressing likes and dislikes; agreeing and disagreeing; complaining

Relative pronouns as subjects and objects; *it* clauses + adverbial clauses with *when*



UNIT 2 PAGES 8-13

Working 9 to 5

Jobs; career benefits; job skills; summer jobs

Talking about possible careers; describing jobs; deciding between two jobs

Gerund phrases as subjects and objects; comparisons with adjectives, nouns, verbs, and past participles

PROGRESS CHECK PAGES 14-15



UNIT 3 PAGES 16-21

Lend a hand.

Favors; formal and informal requests; messages

Making direct and indirect requests; accepting and declining requests

Requests with modals, *if* clauses, and gerunds; indirect requests



UNIT 4 PAGES 22-27

What happened?

The media; news stories; exceptional events

Narrating a story; describing events and experiences in the past

Past continuous vs. simple past; past perfect

PROGRESS CHECK PAGES 28-29



UNIT 5 PAGES 30-35

Expanding your horizons

Cultural comparisons and culture shock; moving abroad; emotions; customs; tourism and travel abroad

Talking about moving abroad; expressing emotions; describing cultural expectations; giving advice

Noun phrases containing relative clauses; expectations: *the custom to*, *(not) supposed to*, *expected to*, *(not) acceptable to*



UNIT 6 PAGES 36-41

That needs fixing.

Consumer complaints; everyday problems; problems with electronics; repairs

Describing problems; making complaints; explaining something that needs to be done

Describing problems with past participles as adjectives and with nouns; describing problems with *need + gerund*, *need + passive infinitive*, and *keep + gerund*

PROGRESS CHECK PAGES 42-43



UNIT 7 PAGES 44-49

What can we do?

The environment; global challenges; current issues

Identifying and describing problems; coming up with solutions

Passive in the present continuous and present perfect; prepositions of cause; infinitive clauses and phrases



UNIT 8 PAGES 50-55

Never stop learning.

Education; learner choices; strategies for learning; life skills

Asking about preferences; discussing different skills to be learned; talking about learning methods; talking about life skills

Would rather and *would prefer*; *by + gerund* to describe how to do things

PROGRESS CHECK PAGES 56-57

Pronunciation/Listening	Writing/Reading	Interchange Activity
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Linked sounds
Listening for descriptions of people;
listening for opinions

Writing a description of a good friend
"Social Networks That Aren't for
Everyone": Reading about unusual social
networking sites

"Personality quiz": Interviewing
a classmate to find out about
personality characteristics
PAGE 114

Stress with compound nouns
Listening to the good and bad parts
of a job; listening for complaints

Writing about two career choices
"The Perfect Workplace?": Reading
about different types of workplaces

"Networking": Comparing
people's careers and personalities
to make a seating chart for a
dinner party
PAGE 115

Unreleased consonants
Listening to people making,
accepting, and declining requests

Writing a message with requests
"Can You Tell It Like It Is?": Reading
about talking to friends about difficult
topics

"Beg and borrow": Asking
classmates to borrow items;
lending or refusing to lend items
PAGE 116

Intonation in complex sentences
Listening to news stories; listening to
messages and a podcast

Writing a personal account
"Believing More Than We Should":
Reading about the reliability of online
content

"Spin a yarn": Inventing a story
from three random elements
PAGE 117

Word stress in sentences
Listening for information about living
abroad; listening to opinions about
customs

Writing a pamphlet for tourists
"Culture Shock": Reading about moving
to another country

"Cultural dos and taboos":
Comparing customs in different
countries
PAGE 118

Contrastive stress
Listening to complaints; listening to
people exchange things in a store;
listening to a conversation about a
"throwaway culture"

Writing a critical online review
"Ask the Fixer!": Reading about a
problem with a ride-sharing service

"Home makeover": Comparing
problems in two pictures of an
apartment
PAGES 119, 120

Reduction of auxiliary verbs
Listening to environmental problems;
listening for solutions

Writing a post on a community website
"Turning an Invasion Into an Advantage":
Reading about a creative solution to
lionfish on St. Lucia

"Take action!": Choosing an issue
and deciding on an effective
method of protest; devising a
strategy
PAGE 121

Intonation in questions of choice
Listening to a conversation with a
guidance counselor; listening for
additional information

Writing about a skill
"Are You Studying the 'Right' Way?":
Reading about different studying styles

"Making choices": Choosing
between different things you want
to learn
PAGE 122

Titles/Topics	Speaking	Grammar
	UNIT 9 PAGES 58–63 Getting things done Everyday services; recommendations; self-improvement	Talking about things you need to have done; asking for and giving advice or suggestions Get or have something done; suggestions with modals + verbs, gerunds, negative questions, and infinitives
	UNIT 10 PAGES 64–69 A matter of time Historic events and people; biography; the future	Talking about historic events; talking about things to be accomplished in the future Referring to time in the past with adverbs and prepositions: <i>during, in, ago, from...to, for, since</i> ; predicting the future with <i>will</i> , future continuous, and future perfect
PROGRESS CHECK PAGES 70–71	PROGRESS CHECK PAGES 70–71	
	UNIT 11 PAGES 72–77 Rites of passage Milestones and turning points; behavior and personality; regrets	Describing milestones; describing turning points; describing regrets and hypothetical situations Time clauses: <i>before, after, once, the moment, as soon as, until, by the time</i> ; expressing regret with <i>should (not) have + past participle</i> ; describing hypothetical situations with <i>if clauses + past perfect</i> and <i>would/could have + past participle</i>
	UNIT 12 PAGES 78–83 Keys to success Qualities for success; successful businesses; advertising	Describing qualities for success; giving reasons for success; interviewing for a job; talking about ads and slogans Describing purpose with infinitive clauses and infinitive clauses with <i>for</i> ; giving reasons with <i>because, since, because of, for, due to, and the reason</i>
PROGRESS CHECK PAGES 84–85	PROGRESS CHECK PAGES 84–85	
	UNIT 13 PAGES 86–91 What might have been Pet peeves; unexplained events; reactions; complicated situations and advice	Drawing conclusions; offering explanations; describing hypothetical events; giving advice for complicated situations Past modals for degrees of certainty: <i>must (not) have, may (not) have, might (not) have, could (not) have</i> ; past modals for judgments and suggestions: <i>should (not) have, could (not) have, would (not) have</i>
	UNIT 14 PAGES 92–97 Creative careers Movies; media and entertainment professions; processes	Describing how something is done or made; describing careers in film, TV, publishing, gaming, and music The passive to describe process with <i>is/are + past participle</i> and modal + <i>be + past participle</i> ; defining and non-defining relative clauses
PROGRESS CHECK PAGES 98–99	PROGRESS CHECK PAGES 98–99	
	UNIT 15 PAGES 100–105 A law must be passed! Recommendations; opinions; community issues; controversial topics	Giving opinions for and against controversial topics; offering a different opinion; agreeing and disagreeing Giving recommendations and opinions with passive modals: <i>should be, ought to be, must be, has to be, has got to be</i> ; tag questions for opinions
	UNIT 16 PAGES 106–111 Reaching your goals Challenges; accomplishments; goals; inspirational sayings	Giving opinions about inspirational sayings; talking about the past and the future Accomplishments with the simple past and present perfect; goals with the future perfect and <i>would like to have + past participle</i>
PROGRESS CHECK PAGES 112–113	PROGRESS CHECK PAGES 112–113	
GRAMMAR PLUS PAGES 132–150	GRAMMAR PLUS PAGES 132–150	

Pronunciation/Listening
Writing/Reading
Interchange Activities

Sentence stress
Listening to New Year's resolutions

Writing a message of advice
"Improving the World – One Idea at a Time"; Reading about young scientist Jack Andraka

"Absolutely not!": Discussing different points of view of parents and their children
PAGE 123

Syllable stress
Listening for dates and time periods; listening to predictions

Writing a biography
"Looking Into the Future"; Reading about futurists and their predictions for the year 2050

"History buff": Taking a history quiz
PAGE 124, 126

Reduction of *have* and *been*
Listening to descriptions of important events; listening to regrets and explanations

Writing a message of apology
"Stella's Answers"; Reading about a conflict with a friend and advice on how to fix it

"Good choices, bad choices": Playing a board game to talk about how you were and could have been
PAGE 125

Reduced words
Listening for features and slogans

Writing a TV or web commercial
"Brain Invasion: Why We Can't Forget Some Ads": Reading about what makes some advertisements memorable

"Advertising taglines": Creating a slogan and logo for a product
PAGE 127

Reduction in past modals
Listening to explanations; listening for the best solution

Writing about a complicated situation
"Messages from Outer Space, or a Leaking Pipe?": Reading about unexplained events

"Think of the possibilities!": Drawing possible conclusions about situations
PAGE 128

Review of stress in compound nouns
Listening for parts of a movie

Writing about a process
"The Truth About Being a Film Extra": Reading about what the job of film extra is like

"Celebrities": Guessing famous people from clues
PAGE 129

Intonation in tag questions
Listening for solutions to everyday annoyances; listening to issues and opinions

Writing a persuasive essay
"That's Plagiarism?": Reading about plagiarism in the digital age

"On the wrong side of the law": Deciding on punishments for common offenses
PAGE 130

Stress and rhythm
Listening to past obstacles and how they were overcome; listening for people's goals for the future

Writing a personal statement for an application
"Soaring Like an Eagle": Reading about the athlete Michael Edwards

"A digital nomad": Taking a quiz about working remotely
PAGES 131

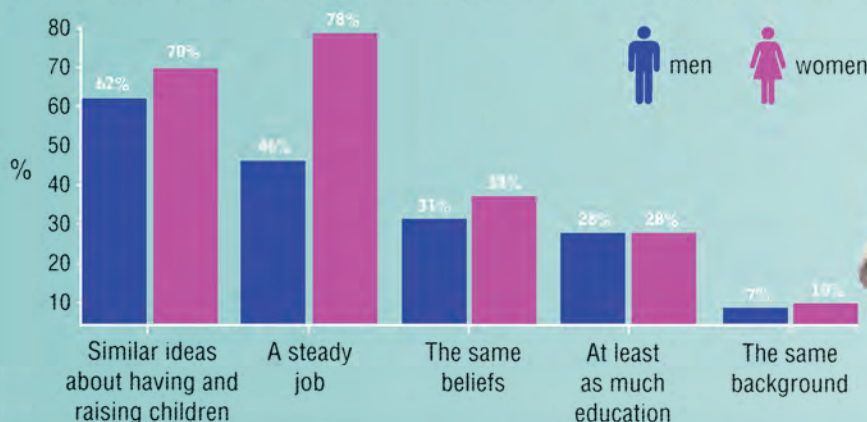
That's my kind of friend

- Discuss personalities and qualities
- Discuss likes and dislikes

1 SNAPSHOT

ROMANCE AND MARRIAGE IN THE UNITED STATES

When choosing a spouse or partner, single Americans want to find someone with . . .



In your opinion, which of the things above are most important to look for in a partner? Did any of the items surprise you? Which? Why? Are there other important qualities missing from the list?

2 CONVERSATION What are you looking for?

A Listen and practice.

Joe: What are you doing?

Roy: I'm setting up my profile for this online dating site. I have to describe the kind of person I'm looking for.

Joe: I see. And what are you looking for?

Roy: Oh, I like people who aren't too serious and who have a good sense of humor. You know, someone I can have fun with.

Joe: OK. Uh, what else?

Roy: Well, I'd like someone I have something in common with – who I can talk to easily.

Joe: I think I know just the girl for you: my cousin Lisa. She's a lot of fun and she loves sports, just like you.

Roy: Well, why not? I'll give it a try.

Joe: OK, I'll invite her over for dinner, and you can tell me what you think.

B Listen to Joe and Roy discuss Lisa after they had dinner together. What did Roy think of her?



3 GRAMMAR FOCUS

Relative pronouns

As the subject of a clause

I like people **who/that** aren't too serious.

I like people **who/that** have a good sense of humor.

As the object of a clause

I want someone **(who/that)** I can have fun with.

I'd like someone **(who/that)** I can talk to easily.

GRAMMAR PLUS see page 132

A Match the information in columns A and B. Then compare with a

A

1. I don't like to work with people who/that C
2. I have some good, old friends who/that _____
3. I discuss my problems with people who/that _____
4. I don't want to have a roommate who/that _____
5. I'd like to have a boss who/that _____
6. I enjoy teachers who/that _____
7. I'm looking for a partner who/that _____

B

- a. help me understand things easily.
- b. is messy.
- c. are too competitive.
- d. I can respect as a leader.
- e. I met in middle school.
- f. I have a lot in common with.
- g. can give me good advice.

B Put a line through *who/that* in part A if it's optional. Then compare with a partner.

C PAIR WORK Complete the sentences in column A with your own information.
Do you and your partner have similar opinions?

A: I don't like to work with people who are too competitive.

B: Neither do I. I like to work with people who are friendly and helpful.

4 WORD POWER Personality traits

A Match the words with the definitions. Then decide whether the words are positive (**P**) or negative (**N**). Write **P** or **N** after each word.

- | | |
|--------------------------------|--|
| <u>h</u> 1. easygoing <u>P</u> | a. a person who doesn't change easily and is stubborn |
| _____ 2. egotistical _____ | b. someone who doesn't like giving or spending money |
| _____ 3. inflexible _____ | c. someone who has a very high opinion of him- or herself |
| _____ 4. modest _____ | d. someone who is helpful and encouraging |
| _____ 5. outgoing _____ | e. a person who doesn't do what he or she promised |
| _____ 6. stingy _____ | f. a person who enjoys being with other people |
| _____ 7. supportive _____ | g. a person who has unpredictable or irregular moods |
| _____ 8. temperamental _____ | h. a person who doesn't worry much or get angry easily |
| _____ 9. unreliable _____ | i. someone who doesn't brag about his or her accomplishments |

B PAIR WORK Cover the definitions. Take turns talking about the adjectives in your own words.

"An easygoing person is someone who . . ."

C PAIR WORK Think of at least two adjectives to describe your favorite relative. Then tell a partner.

5 LISTENING What's new?

- A** Listen to conversations that describe three people. Are the descriptions positive (**P**) or negative (**N**)? Check (✓) the box.

1. Emma	<input type="checkbox"/> P	<input type="checkbox"/> N	
2. Mrs. Leblanc	<input type="checkbox"/> P	<input type="checkbox"/> N	
3. Pablo	<input type="checkbox"/> P	<input type="checkbox"/> N	

- B** Listen again. Write two adjectives that describe each person in the chart.

6 DISCUSSION The right qualities

- A** What is the ideal friend, parent, or partner like? Add your own type of person under **People**. Then write one quality each ideal person should have, and one each should not have.

People	This person is . . .	This person is not . . .
The ideal friend		
The ideal parent		
The ideal partner		
The ideal _____		

- B GROUP WORK** Take turns describing your ideal people. Try to agree on the two most important qualities for each person.

A: I think the ideal friend is someone who is supportive and who is a good listener.

B: I agree. The ideal friend is someone who isn't critical . . .

C: Oh, I'm not sure I agree. . . .

7



WRITING A good friend

- A** Think about a good friend. Answer the questions. Then write a paragraph.

What is this person like?

How long have you known each other?

How did you meet?

How are you similar?

How are you different?

What makes your relationship special?

My friend Nolan is easygoing and doesn't take life too seriously.
He's someone who loves to have fun, and he makes sure everyone else
has a good time, too. We met about six years ago . . .



- B PAIR WORK** Exchange paragraphs. How are your friends similar? How are they different?

8 PERSPECTIVES Are you difficult to please?

- ▶ **A** Listen to some common complaints. Check (✓) the ones you agree with.

Do you get **ANNOYED** easily?
Take the quiz and find out.

- ☐ I can't stand it when a child screams in a restaurant.
- ☐ I can't stand it when I'm upset and people tell me to calm down.
- ☐ It bothers me when my doctor arrives late for an appointment.
- ☐ I don't like it when someone takes the last cookie without asking.
- ☐ It upsets me when a close friend forgets my birthday.
- ☐ I don't like it when people call me early in the morning on the weekend just to chat.
- ☐ It bothers me when a friend answers the phone at the dinner table.
- ☐ I hate it when people text the message "Call me."

Score: If you checked . . .

1–2 complaints: Wow! You don't get annoyed very easily.

3–4 complaints: You're fairly easygoing.

5–6 complaints: You get irritated pretty easily.

7–8 complaints: Relax! You get upset too easily.



- B** Calculate your score. Do you get annoyed easily?
Tell the class what bothers you the most.

9 PRONUNCIATION Linked sounds

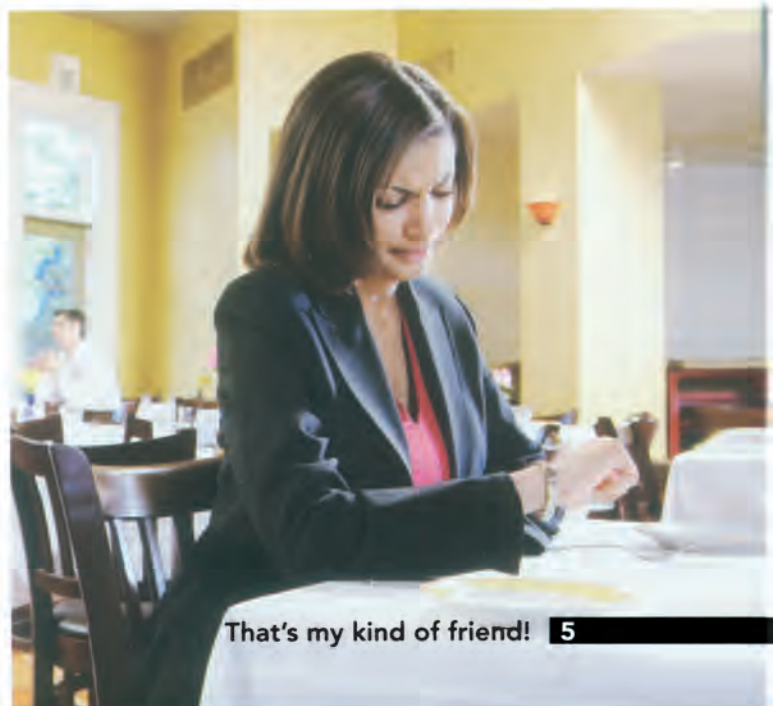
- ▶ **A** Listen and practice. Final consonant sounds are often linked to the vowel sounds that follow them.

It upsets me when a friend is late for an appointment.
I love it when a friend is supportive and kind.

- ▶ **B** Mark the linked sounds in the sentences below.
Listen and check. Then practice saying the sentences.

1. I hate it when a cell phone goes off at the movies.
2. I can't stand it when a person is inflexible.
3. Does it bother you when a friend is unreliable?

- C PAIR WORK** Take turns saying the sentences in Exercise 8. Pay attention to linked sounds.



That's my kind of friend! **5**

10 GRAMMAR FOCUS

▶ It clauses + adverbial clauses with when

I like it	when my roommate cleans the apartment.
I don't mind it	when a friend answers the phone at the dinner table.
I can't stand it	when I'm upset and people tell me to calm down.
It makes me happy	when people do nice things for no reason.
It bothers me	when my doctor arrives late for an appointment.
It upsets me	when a close friend forgets my birthday.

GRAMMAR PLUS see page 132

A How do you feel about these situations? Complete the sentences with *it* clauses from the list. Then compare your sentences with a partner.

I love it	I don't mind it	It annoys me	It really upsets me
I like it	It doesn't bother me	I don't like it	I can't stand it
It makes me happy	I hate it		

- _____ when a friend gives me a present for no special reason.
- _____ when someone criticizes a friend of mine.
- _____ when friends start arguing in front of me.
- _____ when people call me late at night.
- _____ when salesclerks are temperamental.
- _____ when people are direct and say what's on their mind.
- _____ when someone corrects my grammar in front of others.
- _____ when a friend is sensitive and supportive.
- _____ when people throw trash on the ground.
- _____ when a friend treats me to dinner.



B GROUP WORK Do you ever get annoyed by a certain type of person or situation? Write down five things that annoy you the most. Then compare in groups.

A: I can't stand it when someone takes food off my plate.

B: I feel the same way. Especially when the person didn't order his or her own food!

C: Yeah, but it bothers me more when . . .

11 INTERCHANGE 1 Personality quiz

Interview a classmate to find out about his or her personality. Go to Interchange 1 on page 114.

A Are you a frequent social media user? What kinds of things get your attention on social media?

HOME
NEWS
ABOUT
CULTURE

SOCIAL NETWORKS THAT AREN'T FOR EVERYONE

Since social networking websites first appeared, many have come and some have gone. However, their purpose has generally been the same: keeping up with old friends, making new friends, and sharing pictures, videos, and bits of interesting news. In addition, some sites make it possible to pursue new relationships, either online or in the real world.

For some people who have very specific interests, generic sites like Facebook or Twitter are not sufficient. They want to be part of a supportive online community that shares their particular passions.

A good example is Stache Passions, a social site for people who wear, admire, or have an interest in moustaches. It features photos of men with all sizes and styles of moustaches, forums



for discussing the history, growing, and styling of the 'stache, and even a meet-up page to help you meet other moustache-lovers.

Purrsonals is a specialized site for those who love cats. Here you can meet and chat with cat-loving friends, set up feline play-dates with local people and their pets, and even find a home for a cat in need. And if your friends don't like it when you share endless cute cat videos on your regular social site, Purrsonals is where people are sure to appreciate them!

On a more serious note, Horyou is a website for people that want to do good in the world. On the site, you can connect with other social activists and entrepreneurs, plan meetings, share fund-raising strategies, and keep up with thousands of people who are working hard to make the world a better place. There are no funny videos here, but Horyou offers its own web-based video channel that features programs and documentaries about efforts to improve people's lives around the globe.

B Read the article. Which website is good for the people below? Write **S** (Stache Passions), **P** (Purrsonals), or **H** (Horyou).

This site would be good for someone who . . .

1. has a strong interest in personal appearance. _____
2. is hoping to adopt a new pet. _____
3. wants to watch a bit of light entertainment. _____
4. wants ideas for improving others' lives. _____
5. is interested in styles from the past. _____
6. wants to raise money for a charity. _____

C Find the words in the article that mean the following.

1. enough for a purpose _____
2. places where a discussion can take place _____
3. to like and be grateful for something _____
4. people who want to accomplish political or social change _____
5. plans of action _____

D PAIR WORK Do you belong to any specialized social networking sites? If yes, what is the focus? If not, what type of specialized site might you join?

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CEFR level:	A1	A2	B1	B2	C1	

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