

CAMBRIDGE

# interchange

THIRD EDITION



WITH SELF-STUDY AUDIO

*Jack C. Richards*  
*with Jonathan Hull and Susan Proctor*

3

**STUDENT'S BOOK**

# interchange

THIRD EDITION

*Jack C. Richards*  
*with Jonathan Hull and Susan Proctor*

**STUDENT'S BOOK**



PUBLISHED BY THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE  
The Pitt Building, Trumpington Street, Cambridge, United Kingdom

**CAMBRIDGE UNIVERSITY PRESS**

The Edinburgh Building, Cambridge CB2 2RU, UK  
40 West 20th Street, New York, NY 10011-4211, USA  
477 Williamstown Road, Port Melbourne, VIC 3207, Australia  
Ruiz de Alarcón 13, 28014 Madrid, Spain  
Nautica Building, The Water Club, Beach Road, Granger Bay, Cape Town 8005, South Africa

<http://www.cambridge.org>

© Cambridge University Press 2005

This book is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2005

*Interchange Third Edition* Student's Book 3 has been developed from *New Interchange* Student's Book 3, first published by Cambridge University Press in 1998.

Printed in Hong Kong, China

Typeface New Century Schoolbook System QuarkXPress®

ISBN 0 521 60218 1 Student's Book 3

ISBN 0 521 60216 5 Student's Book 3 w/Self-study Audio CD

ISBN 0 521 60217 3 Student's Book 3 w/Self-study Audio CD  
(Korea edition)

ISBN 0 521 60220 3 Student's Book 3A w/Self-study Audio CD

ISBN 0 521 60221 1 Student's Book 3B w/Self-study Audio CD

ISBN 0 521 60222 X Workbook 3

ISBN 0 521 60223 8 Workbook 3A

ISBN 0 521 60224 6 Workbook 3B

ISBN 0 521 60225 4 Teacher's Edition 3

ISBN 0 521 60229 7 Class Audio Cassettes 3

ISBN 0 521 60227 0 Self-study Audio Cassette 3

ISBN 0 521 60228 9 Class Audio CDs 3

ISBN 0 521 60230 0 Self-study Audio CD 3

ISBN 0 521 60232 7 Lab Guide 3

ISBN 0 521 61342 6 Lab Audio CDs 3

ISBN 0 521 95055 4 Class Audio Cassette Sampler

ISBN 0 521 95056 2 Class Audio CD Sampler

ISBN 0 521 95053 8 Classroom Language Posters

*Also available*

ISBN 0 521 61346 9 Video 3 (DVD)

ISBN 0 521 60233 5 Video 3 (NTSC)

ISBN 0 521 60234 3 Video 3 (PAL)

ISBN 0 521 60236 X Video Activity Book 3

ISBN 0 521 60237 8 Video Teacher's Guide 3

ISBN 0 521 91481 7 Video Sampler (NTSC)

ISBN 0 521 60238 6 *Interchange Third Edition/Passages*  
Placement and Evaluation Package

*Forthcoming*

ISBN 0 521 60226 2 *Teacher's Resource Book 3*

ISBN 0 521 60239 4 *Interchange Third Edition/Passages*  
Placement and Evaluation CD-ROM

*Art direction, book design, photo research, and layout services:* Adventure House, NYC

*Audio production:* Richard LePage & Associates

# To the student

Welcome to **Interchange Third Edition**! This revised edition of **New Interchange** gives you many more opportunities to learn and practice English. We are confident this book will help you improve your English! The course combines topics, functions, and grammar. You will learn the four skills of listening, speaking, reading, and writing, in addition to vocabulary and pronunciation.

Each book has 16 units divided into sections, and each section has its own purpose. The **Snapshot** usually introduces the unit's topic with real-world information. The **Word Power** presents new vocabulary. **Perspectives** is a new section that uses people's opinions and experiences about a topic to present new grammar. The **Conversation** is a natural, fun dialog that introduces new grammar. You then see and practice this language in the **Grammar Focus**. The **Pronunciation** exercises help you sound like a native speaker.

In the **Listening** section you hear people speaking in many different contexts. You talk in pairs, in groups, or as a class with the many **Speaking** activities. In the **Interchange activities** you talk even more freely about yourself. These fun activities let you share your own ideas and opinions. In the **Writing** section you write about yourself and your classmates. Finally, at the end of each unit, you read about and further discuss the unit's topic in the **Reading** section.

Frequent **Progress checks** let you check your own development. In these self-assessment exercises *you* decide what material you need to review.

The **Self-study Audio CD** contains the conversations from the unit for extra listening practice. Your CD also has a section with new, original audio material. You can use this in class, in a lab, or at home with the Self-study exercises at the back of this book.

We think you'll enjoy using this book and hope you become better, more confident learners of English. Good luck!

**Jack C. Richards**  
**Jonathan Hull**  
**Susan Proctor**

# Authors' acknowledgments

A great number of people contributed to the development of *Interchange Third Edition*. Particular thanks are owed to the following:

The **reviewers** using *New Interchange* in the following schools and institutes – their insights and suggestions have helped define the content and format of the third edition: Gino Pumadera, **American School**, Guayaquil, Ecuador; Don Ahn, **APEX**, Seoul, Korea; teachers at **AUA Language Center**, Bangkok, Thailand; Linda Martinez, **Canada College**, Redwood City, California, USA; Rosa Maria Valencia Rodriguez, **CEMARC**, Mexico City, Mexico; Wendel Mendes Dantas, **Central Universitária**, São Paulo, Brazil; Lee Altschuler, **Cheng Kung University**, Tainan, Taiwan; Chun Mao Le, **Cheng Siu Institute of Technology**, Kaohsiung, Taiwan; Selma Alfonso, **Colégio Arquidiocesano**, São Paulo, Brazil; Daniel de Mello Ferraz, **Colégio Camargo Aranha**, São Paulo, Brazil; Paula dos Santos Dames, **Colegio Militar do Rio de Janeiro**, Rio de Janeiro, Brazil; Elizabeth Ortiz, **COPOL-COPEI**, Guayaquil, Ecuador; Alexandre de Oliveira, **First Idiomas**, São Paulo, Brazil; João Franco Júnior, **2B Idiomas**, São Paulo, Brazil; Jo Ellen Kaiser and David Martin, **Fort Lauderdale High School**, Fort Lauderdale, Florida, USA; Azusa Okada, **Hiroshima Shudo University**, Hiroshima, Japan; Sandra Herrera and Rosario Valdiria, **INACAP**, Santiago, Chile; Samara Camilo Tome Costa, **Instituto Brasil-Estados Unidos**, Rio de Janeiro, Brazil; Eric Hamilton, **Instituto Chileno Norteamericano de Cultura**, Santiago, Chile; ICNA, Santiago, Chile; Pedro Benites, Carolina Chenett, Elena Montero Hurtado, Patricia Nieto, and Antonio Rios, **Instituto Cultural Peruano Norteamericano (ICPNA)**, Lima, Peru; Vanclei Nascimento, **Instituto Pentágono**, São Paulo, Brazil; Michael T. Thornton, **Interactive College of Technology**, Chamblee, Georgia, USA; Norma Aguilera Celis, **IPN ESCA Santo Tomas**, Mexico City, Mexico; Lewis Barksdale, **Kanazawa Institute of Technology**, Ishikawa, Japan; Clare St. Lawrence, Gill Christie, and Sandra Forrester, **Key Language Services**, Quito, Ecuador; Érik Mesquita, **King's Cross**, São Paulo, Brazil; Robert S. Dobie, **Kojen English Language Schools**, Taipei, Taiwan; Shoko Miyagi, **Madison Area Technical College**, Madison, Wisconsin, USA; Atsuko K. Yamazaki, **Institute of Technologists**, Saitama, Japan; teachers and students at **Institute of Technologists**, Saitama, Japan; Gregory Hadley, **Niigata University of International and Information Studies**, Niigata, Japan; Tony Brewer

and Frank Claypool, **Osaka College of Foreign Languages and International Business**, Osaka, Japan; Chris Kerr, **Osaka University of Economics and Law**, Osaka, Japan; Angela Suzete Zumpano, **Personal Language Center**, São Paulo, Brazil; Simon Banha Jr. and Tomas S. Martins, **Phil Young's English School**, Curitiba, Brazil; Mehran Sabet and Bob Diem, **Seigakuin University**, Saitama, Japan; Lily Beam, **Shie Jen University**, Kaohsiung, Taiwan; Ray Sullivan, **Shibuya Kyoiku Gakuen Makuhari Senior and Junior High School**, Chiba, Japan; Robert Gee, **Sugiyama Jogakuen University**, Nagoya, Japan; Arthur Tu, **Taipei YMCA**, Taipei, Taiwan; Hiroko Nishikage, Alan Hawk, Peter Riley, and Peter Anyon, **Taisho University**, Tokyo, Japan; Vera Berk, **Talkative Idiomas**, São Paulo, Brazil; Patrick D. McCoy, **Toyo University**, Saitama, Japan; Kathleen Krokhar and Ellen D. Sellergren, **Truman College**, Chicago, Illinois, USA; Gabriela Cortes Sanchez, **UAM-A**, Mexico City, Mexico; Marco A. Mora Piedra, **Universidad de Costa Rica**, San Jose, Costa Rica; Janette Carvalhinho de Oliveira, **Universidade Federal do Espirito Santo**, Vitoria, Brazil; Belem Saint Martin Lozada, **Universidad ISEC**, Colegio del Valle, Mexico City, Mexico; Robert Sanchez Flores, **Universidad Nacional Autonoma de Mexico**, Centro de Lenguas Campus Aragon, Mexico City, Mexico; Bertha Chela de Rodriguez, **Universidad Simón Bolívar**, Caracas, Venezuela; Marilyn Johnson, **Washoe High School**, Reno, Nevada, USA; Monika Soens, **Yen Ping Senior High School**, Taipei, Taiwan; Kim Yoon Gyong, **Yonsei University**, Seoul, Korea; and Tania Borges Lobao, **York Language Institute**, Rio de Janeiro, Brazil.

#### The editorial and production team:

David Bohlke, Jeff Chen, Yuri Hara, Pam Harris, Paul Heacock, Louisa Hellegers, Lise R. Minovitz, Pat Nelson, Bill Paulk, Danielle Power, Mary Sandre, Tami Savir, Kayo Taguchi, Louisa van Houten, Mary Vaughn, Jennifer Wilkin, and Dorothy Zemach.

#### And Cambridge University Press staff and advisors:

Jim Anderson, Angela Andrade, Mary Louise Baez, Carlos Barbisan, Kathleen Corley, Kate Cory-Wright, Elizabeth Fuzikava, Steve Golden, Cecilia Gomez, Heather Gray, Bob Hands, Pauline Ireland, Ken Kingery, Gareth Knight, Nigel McQuitty, João Madureira, Andy Martin, Alejandro Martinez, Carine Mitchell, Mark O'Neil, Tom Price, Dan Schulte, Catherine Shih, Howard Siegelman, Ivan Sorrentino, Alcione Tavares, Koen Van Landeghem, and Ellen Zlotnick.

# CLASSROOM LANGUAGE *Getting help*

We don't understand the activity.

Can you explain it again?

Can you please help me with this?

What are we supposed to do?

Why don't we ask the teacher?

Do you know what this means?

I have no idea.

Is it correct to say . . . ?

I think so.

I'm not sure.

I don't really know.

I think it means . . .

# Plan of Book 3

Titles/Topics	Speaking	Grammar
<b>UNIT 1</b> PAGES 2-7		
<b>That's what friends are for!</b> Personality types and qualities; relationships; turn ons and turn offs	Describing personalities; expressing likes and dislikes; agreeing and disagreeing; complaining	Relative pronouns as subjects and objects; clauses with <i>it</i> + adverbial clauses with <i>when</i>
<b>UNIT 2</b> PAGES 8-13		
<b>Career moves</b> Jobs; unusual careers; job skills; summer jobs	Talking about unusual careers; describing jobs; discussing the pros and cons of jobs	Gerund phrases as subjects and objects; comparisons with adjectives, verbs, nouns, and past participles
PROGRESS CHECK PAGES 14-15		
<b>UNIT 3</b> PAGES 16-21		
<b>Could you do me a favor?</b> Favors; formal and informal requests; messages	Making unusual requests; making indirect requests; accepting and declining requests	Requests with modals, <i>if</i> clauses, and gerunds; indirect requests
<b>UNIT 4</b> PAGES 22-27		
<b>What a story!</b> The media; news stories; exceptional events	Narrating a story; describing events in the past	Past continuous vs. simple past; past perfect
PROGRESS CHECK PAGES 28-29		
<b>UNIT 5</b> PAGES 30-35		
<b>Crossing cultures</b> 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: <i>the custom to</i> , <i>(not) supposed to</i> , <i>expected to</i> , <i>(not) acceptable to</i>
<b>UNIT 6</b> PAGES 36-41		
<b>What's wrong with it?</b> Consumer complaints; everyday problems; 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 <i>keep</i> + gerund, <i>need</i> + gerund, and <i>need</i> + passive infinitive
PROGRESS CHECK PAGES 42-43		
<b>UNIT 7</b> PAGES 44-49		
<b>The world we live in</b> The environment; world problems; 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
<b>UNIT 8</b> PAGES 50-55		
<b>Lifelong learning</b> Education; learner choices; strategies for learning; personal qualities	Asking about preferences; discussing pros and cons of different college majors; talking about learning methods; talking about personal qualities	<i>Would rather</i> and <i>would prefer</i> ; <i>by</i> + gerund to describe how to do things
PROGRESS CHECK PAGES 56-57		

Pronunciation/Listening	Writing/Reading	Interchange Activity
<p>Linked sounds Listening for opinions; listening for descriptions of people <i>Self-study</i>: Listening for likes and dislikes about people</p>	<p>Writing a description of a best friend “You Have to Have Friends”: Reading about making and keeping friends</p>	<p>“Personality types”: Interviewing a classmate to find out about personality characteristics</p>
<p>Stress with compound nouns Listening to descriptions of summer jobs; listening for likes and dislikes <i>Self-study</i>: Listening to descriptions of careers; listening for comparisons</p>	<p>Writing about career advantages and disadvantages “Strategies for Keeping Your Job”: Reading advice about behavior in the workplace</p>	<p>“The dinner party”: Comparing people’s careers and personalities to make a seating chart for a dinner party</p>
<p>Unreleased consonants Listening to people making, accepting, and declining requests <i>Self-study</i>: Listening to people making plans, asking for a favor, and giving an excuse</p>	<p>Writing an informal e-mail request “Yes or No?”: Reading about the way people in different cultures respond “yes” and “no”</p>	<p>“Borrowers and lenders”: Asking classmates to borrow items; lending or refusing to lend items</p>
<p>Intonation in complex sentences Listening to news broadcasts; listening to a narrative about a past event <i>Self-study</i>: Listening to a news story</p>	<p>Writing a newspaper article “Strange but True”: Reading tabloid articles about sensational events</p>	<p>“A double ending”: Completing a story with two different endings</p>
<p>Word stress in sentences Listening for information about living abroad; listening to opinions about customs <i>Self-study</i>: Listening to people’s concerns about traveling abroad</p>	<p>Writing a tourist pamphlet “Culture Shock”: Reading journal entries about moving to another country</p>	<p>“Culture check”: Comparing customs in different countries</p>
<p>Contrastive stress Listening to people exchange things in a store; listening to complaints; listening to repair people describe their jobs <i>Self-study</i>: Listening to people’s problems with items they bought</p>	<p>Writing a letter of complaint “Trading Spaces”: Reading about a TV show in which participants redecorate other people’s rooms</p>	<p>“Fixer-upper”: Comparing problems in two pictures of an apartment</p>
<p>Reduction of auxiliary verbs Listening to environmental problems; listening for solutions <i>Self-study</i>: Listening to people talk about problems in their city</p>	<p>Writing a letter to the editor “The Threat to Kiribati”: Reading about an island that is sinking into the ocean</p>	<p>“Make your voices heard!”: Choosing an issue and deciding on an effective method of protest; devising a strategy</p>
<p>Intonation in questions of choice Listening to descriptions of courses; listening for additional information <i>Self-study</i>: Listening to a student describe online classes</p>	<p>Writing a short speech “Learning Styles”: Reading about different kinds of learning</p>	<p>“Learning curves”: Choosing between different things you want to learn</p>



Titles/Topics	Speaking	Grammar
<b>UNIT 9</b> PAGES 58-63		
<b>At your service</b> Everyday services; recommendations; self-improvement	Talking about things you need to have done; asking for and giving advice or suggestions	<i>Have</i> or <i>get</i> something <i>done</i> (active and passive); making suggestions with gerunds, infinitives, modals + verbs, and negative questions
<b>UNIT 10</b> PAGES 64-69		
<b>The past and the future</b> Historic events and people; biography; the future	Talking about the future; talking about things to be accomplished in the future	Referring to time in the past with adverbs and prepositions: <i>during</i> , <i>in</i> , <i>ago</i> , <i>from . . . to</i> , <i>for</i> , <i>since</i> ; predicting the future with <i>will</i> , future continuous, and future perfect
PROGRESS CHECK PAGES 70-71		
<b>UNIT 11</b> PAGES 72-77		
<b>Life's little lessons</b> Milestones and turning points; behavior and personality; regrets	Describing rites of passage; describing turning points; describing regrets and hypothetical situations	Time clauses: <i>before</i> , <i>after</i> , <i>once</i> , <i>the moment</i> , <i>as soon as</i> , <i>until</i> , <i>by the time</i> ; describing regrets and hypothetical situations with <i>should not have</i> + past participle and <i>if</i> clauses + past perfect
<b>UNIT 12</b> PAGES 78-83		
<b>The right stuff</b> Qualities for success; successful businesses; advertising	Describing qualities for success; describing features; 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</i> , <i>since</i> , <i>because of</i> , <i>for</i> , <i>due to</i> , and <i>the reason</i>
PROGRESS CHECK PAGES 84-85		
<b>UNIT 13</b> PAGES 86-91		
<b>That's a possibility.</b> Pet peeves; unexplained events; reactions; predicaments and advice	Making conclusions; offering explanations; describing hypothetical events; giving advice for predicaments	Past modals for degrees of certainty: <i>must (not) have</i> , <i>may (not) have</i> , <i>might (not) have</i> , <i>could (not) have</i> ; past modals for opinions and advice: <i>should (not) have</i> , <i>could (not) have</i> , <i>would (not) have</i>
<b>UNIT 14</b> PAGES 92-97		
<b>Behind the scenes</b> How a movie is made; media professions; processes; the entertainment industry	Describing how something is done or made; describing careers in the media	The passive to describe process with <i>is/are</i> + past participle and modal + <i>be</i> + past participle; defining and nondefining relative clauses
PROGRESS CHECK PAGES 98-99		
<b>UNIT 15</b> PAGES 100-105		
<b>There should be a law!</b> Recommendations; opinions; social issues; controversial issues	Giving opinions for and against controversial issues; offering a different opinion; agreeing and disagreeing	Giving recommendations and opinions with passive modals: <i>should be</i> , <i>ought to be</i> , <i>must be</i> , <i>has to be</i> , <i>has got to be</i> ; tag questions for opinions
<b>UNIT 16</b> PAGES 106-111		
<b>Challenges and accomplishments</b> Challenges; accomplishments; goals; volunteering	Describing challenges, frustrations, and rewards; discussing traits needed for meeting challenges; talking about the past and the future	Complex noun phrases containing gerunds; accomplishments with the present perfect and simple past; goals with the future perfect and <i>would like to have</i> + past participle
PROGRESS CHECK PAGES 112-113		
<b>SELF-STUDY</b>		

## Pronunciation/Listening

## Writing/Reading

## Interchange Activity

<p>Sentence stress Listening to suggestions for self-improvement <i>Self-study</i>: Listening for what people need to have done</p>	<p>Writing a letter of advice “Improve Your Memory, Improve Your Life”: Reading about techniques to improve memory</p>	<p>“Because I said so!”: Discussing different points of view of parents and their children</p>
<p>Syllable stress Listening for opinions about public figures; listening to predictions <i>Self-study</i>: Listening to past events; making predictions</p>	<p>Writing a biography “The Global Village”: Reading about political and technological changes that bring people closer together</p>	<p>“History buff”: Taking a history quiz</p>
<p>Reduction of <i>have</i> and <i>been</i> Listening to descriptions of important events; listening to regrets and explanations <i>Self-study</i>: Listening to people describe changes in themselves</p>	<p>Writing a letter of apology “If You Could Do It All Again”: Reading about people’s life choices and regrets</p>	<p>“If things were different . . .”: Imagining different possibilities for the way things have turned out</p>
<p>Reduced words Listening for features and slogans <i>Self-study</i>: Listening for qualities that help people make friends more easily</p>	<p>Writing a TV commercial “The Wrong Stuff”: Reading about advertising failures</p>	<p>“Entrepreneurs”: Designing a business plan for a small business</p>
<p>Reduction in past modals Listening to explanations; listening for the best solution <i>Self-study</i>: Listening to situations and reacting</p>	<p>Writing about a predicament “The Blue Lights of Silver Cliff”: Reading a story about an unexplained phenomenon</p>	<p>“Photo plays”: Drawing possible conclusions about situations</p>
<p>Stress in compound nouns Listening to a producer describe his work; listening for personality traits <i>Self-study</i>: Listening to an interview; listening for steps in a process</p>	<p>Writing about a process “Hooray for Bollywood!”: Reading about the kind of movies made in India</p>	<p>“Who makes it happen?”: Putting together a crew for making a movie</p>
<p>Intonation in tag questions Listening for solutions to everyday annoyances; listening to issues and opinions <i>Self-study</i>: Listening to concerns about issues and problems</p>	<p>Writing a letter to a community leader “How Serious Is Plagiarism?”: Reading about plagiarism and people’s opinions about its severity</p>	<p>“You be the judge!”: Setting rules for common offenses</p>
<p>Stress and rhythm Listening to challenges and rewards of people’s work; listening for people’s goals for the future <i>Self-study</i>: Listening to a person’s experience in the Peace Corps</p>	<p>Writing a personal statement for an application “Young and Gifted”: Reading about exceptionally gifted young people</p>	<p>“Viewpoints”: Taking a survey about volunteering</p>