

interchange

FIFTH EDITION

3

Teacher's Edition

Jack C. Richards

with Jonathan Hull and Susan Proctor



CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

4843/24, 2nd Floor, Ansari Road, Daryaganj, Delhi – 110002, India

79 Anson Road, #06-04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781108407113

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First published 1992

Second edition 1998

Third edition 2005

Fourth edition 2013

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Malaysia by Vivar Printing

A catalogue record for this publication is available from the British Library

ISBN 9781316620519	Student's Book 3 with Online Self-Study
ISBN 9781316620533	Student's Book 3A with Online Self-Study
ISBN 9781316620540	Student's Book 3B with Online Self-Study
ISBN 9781316620557	Student's Book 3 with Online Self-Study and Online Workbook
ISBN 9781316620564	Student's Book 3A with Online Self-Study and Online Workbook
ISBN 9781316620588	Student's Book 3B with Online Self-Study and Online Workbook
ISBN 9781316622766	Workbook 3
ISBN 9781316622773	Workbook 3A
ISBN 9781316622797	Workbook 3B
ISBN 9781108407113	Teacher's Edition 3
ISBN 9781316622308	Class Audio CDs 3
ISBN 9781316624050	Full Contact 3 with Online Self-Study
ISBN 9781316624074	Full Contact 3A with Online Self-Study
ISBN 9781316624098	Full Contact 3B with Online Self-Study
ISBN 9781316622322	Presentation Plus 3

Additional resources for this publication at www.cambridge.org/interchange

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Plan of Book 3

Titles/Topics	Speaking	Grammar
 <p>UNIT 1 PAGES 2–7</p> <p>That's my kind of friend! Personality types and qualities; relationships; likes and dislikes</p>	<p>Describing personalities; expressing likes and dislikes; agreeing and disagreeing; complaining</p>	<p>Relative pronouns as subjects and objects; <i>it</i> clauses + adverbial clauses with <i>when</i></p>
 <p>UNIT 2 PAGES 8–13</p> <p>Working 9 to 5 Jobs; career benefits; job skills; summer jobs</p> <p>PROGRESS CHECK PAGES 14–15</p>	<p>Talking about possible careers; describing jobs; deciding between two jobs</p>	<p>Gerund phrases as subjects and objects; comparisons with adjectives, nouns, verbs, and past participles</p>
 <p>UNIT 3 PAGES 16–21</p> <p>Lend a hand. Favors; formal and informal requests; messages</p>	<p>Making direct and indirect requests; accepting and declining requests</p>	<p>Requests with modals, <i>if</i> clauses, and gerunds; indirect requests</p>
 <p>UNIT 4 PAGES 22–27</p> <p>What happened? The media; news stories; exceptional events</p> <p>PROGRESS CHECK PAGES 28–29</p>	<p>Narrating a story; describing events and experiences in the past</p>	<p>Past continuous vs. simple past; past perfect</p>
 <p>UNIT 5 PAGES 30–35</p> <p>Expanding your horizons Cultural comparisons and culture shock; moving abroad; emotions; customs; tourism and travel abroad</p>	<p>Talking about moving abroad; expressing emotions; describing cultural expectations; giving advice</p>	<p>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></p>
 <p>UNIT 6 PAGES 36–41</p> <p>That needs fixing. Consumer complaints; everyday problems; problems with electronics; repairs</p> <p>PROGRESS CHECK PAGES 42–43</p>	<p>Describing problems; making complaints; explaining something that needs to be done</p>	<p>Describing problems with past participles as adjectives and with nouns; describing problems with <i>need + gerund</i>, <i>need + passive infinitive</i>, and <i>keep + gerund</i></p>
 <p>UNIT 7 PAGES 44–49</p> <p>What can we do? The environment; global challenges; current issues</p>	<p>Identifying and describing problems; coming up with solutions</p>	<p>Passive in the present continuous and present perfect; prepositions of cause; infinitive clauses and phrases</p>
 <p>UNIT 8 PAGES 50–55</p> <p>Never stop learning. Education; learner choices; strategies for learning; life skills</p> <p>PROGRESS CHECK PAGES 56–57</p>	<p>Asking about preferences; discussing different skills to be learned; talking about learning methods; talking about life skills</p>	<p><i>Would rather</i> and <i>would prefer</i>; <i>by + gerund</i> to describe how to do things</p>

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Teacher's Edition overview

The Teacher's Editions provide complete support for teachers who are using *Interchange Fifth Edition*. They contain Supplementary Resources Overview charts to help teachers plan their lessons (for more information see page xx), Language summaries, Workbook answer keys, Audio scripts, Fresh ideas, and Games. They also include detailed teaching notes for the units and Progress checks in the Student's Books.

Teaching notes

- Learning objectives for each exercise
- Step-by-step lesson plans
- Audio scripts
- Answers and Vocabulary definitions
- Stimulating and fun Games to review or practice skills such as grammar and vocabulary
- Alternative ways to present and review exercises in the Fresh ideas
- Tips that promote teacher training and development
- Options for alternative presentations or expansions
- Suggestions for further practice in other *Interchange Fifth Edition* components and online
- Suggestions for regular assessment using quizzes and tests

4 What happened?

Cycle 1, Exercises 1–6

In this unit, students focus on storytelling and describing past events. By the end of Cycle 1, students will be able to describe past events using the simple past and past continuous. By the end of Cycle 2, students will be able to tell stories using the past perfect tense.

1 SNAPSHOT

Learning Objective: discuss different types of stories

- **Option:** Hold a brief discussion about news. Ask: "Who follows the news? How do you get your news? What news do you find interesting? How important is it to keep up-to-date?"

- Books closed. Brainstorm with Ss about online newspapers. Ask what sections, or categories, they contain. Ask Ss to write their ideas on the board.

TIP

To introduce a new unit, ask Ss motivating questions and elicit information related to the unit topic. If possible, bring – or ask Ss to bring – realia to class (e.g., for this unit, printouts or screen shots of online newspapers, local and/or international).

- Books open. Say that this Snapshot lists popular categories of online news. Read the categories. Ss circle categories that match the ones they brainstormed.

- Elicit or explain any new vocabulary.

Vocabulary

top-rated: very popular or successful

must-have: an object that many people want to own

- **Option:** Ss look through printouts of online newspapers or view them online. Ask Ss to find the categories listed in the Snapshot. Encourage Ss to note any others they find.

- Read the questions.

- Ss discuss the focus questions in pairs or small groups. Set a time limit of about five minutes.

2 PERSPECTIVES

Learning Objective: identify different types of stories that use the past continuous and simple past in context

A [CD 1, Track 27]

- Books closed. Explain the task.
- Play the audio program. Ss listen to three things people are listening to. Ss decide which story in Exercise 1 each item relates to. Pause after each item to give Ss time to write down key words about each one.

- Elicit answers from the class. For each item, ask: "Which words told you the answer?"

Answers

1. Here Are the 5 Must-Have Apps for Runners
2. Women Need More Sleep Than Men Because They Use More of Their Brains
3. Several Streets Closed after "Suspicious Package" Was Found

- Books open. Play the audio program again. Ss listen and read.

- Elicit or explain any new vocabulary.

Vocabulary

incredible: extremely good

work out: exercise to improve the strength or appearance of your body

burn: exercise to work off calories that you have eaten

sleep deprivation: a situation in which you do not sleep

look for: try to find someone or something

suspicious: making you feel that something illegal is happening or that something is wrong

B

- Focus Ss' attention on the title of the exercise: "Listen up." Explain that this phrasal verb is an informal way to make people listen to you.

- Explain the task. Ask a Ss to read the first story aloud. Elicit the answer from the class. (Answer: a friend)

- Ss work individually for a few minutes. Elicit the answers from the class. Ask: "Why do you think it's from a friend, a podcast, or a co-worker?"

Answers

1. a friend
2. a podcast
3. a co-worker

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Complete Assessment Program

The complete assessment program contains oral and written quizzes and tests. It includes PDF and Microsoft Word versions of all quizzes, mid-term and final tests, the placement test program, audio, audio scripts, and answer keys.

Section III: Language Use [57]

In this section, you will answer questions about the use of English. Choose the word or words that best complete the sentence. For each item, fill in your answer on the answer sheet. You will have 15 minutes to complete this section.

41. _____ several good restaurants in our neighborhood.

- a. There
- b. They're
- c. There are
- d. Their

42. The gas station is _____ Main Street.

- a. on
- b. at
- c. next
- d. close

43. "I can't swim very well."
"I can't _____."

- a. see
- b. either
- c. so
- d. neither

44. I enjoy _____ out two or three times a week.

- a. to eat
- b. eating
- c. eat
- d. I eat

45. These days _____ women keep working after they get married.

- a. most
- b. most of
- c. almost
- d. the most

46. My new job is very _____.

- a. excitement
- b. excited
- c. exciting
- d. excite

47. After finishing college, I hope _____ married.

- a. get
- b. that get
- c. getting
- d. to get

Now go on to page 15.

Objective Placement Test A 14

Unit 5 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Perspectives		
	2 Word Power	TSS Unit 5 Vocabulary Worksheet	SS Unit 5 Vocabulary 1–3 GAME Say the Word (Culture shock)
	3 Grammar Focus	TSS Unit 5 Listening Worksheet	SB Unit 5 Grammar plus, Focus 1 SS Unit 5 Grammar 1 GAME Sentence Stacker (Noun phrases containing relative clauses)
	4 Pronunciation		
	5 Discussion	TSS Unit 5 Extra Worksheet	WB Unit 5 exercises 1–3
CYCLE 2	6 Snapshot		
	7 Conversation		SS Unit 5 Speaking 1–2
	8 Grammar Focus	TSS Unit 5 Grammar Worksheet	SB Unit 5 Grammar plus, Focus 2 SS Unit 5 Grammar 2 GAME Word Keys (Expectations) GAME Sentence Runner (Expectations)
	9 Listening		
	10 Speaking		
	11 Writing	TSS Unit 5 Writing Worksheet	
	12 Interchange 5		
	13 Reading	TSS Unit 5 Project Worksheet VID Unit 5 VRB Unit 5	SS Unit 5 Reading 1–2 SS Unit 5 Listening 1–3 SS Unit 5 Video 1–3 WB Unit 5 exercises 4–7

Key **GAME:** Online Game **SB:** Student's Book **SS:** Online Self-study **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Online Workbook/Workbook

In this unit, students discuss environmental problems and solutions to social problems. By the end of Cycle 1, students will be able to discuss environmental problems using the present continuous and present perfect passive tenses and prepositions of cause. By the end of Cycle 2, students will be able to discuss what they can do about problems using infinitive clauses and phrases.

1 SNAPSHOT

Learning Objective: discuss environmental problems

- Books closed. Write the word *environment* on the board. Elicit the meaning. (Answer: the land, water, and air in which people, animals, and plants live)
- Books open. Ask: "How much trash did you see on the way to class today? What kinds of trash? Where?"
- Ss read the Snapshot individually. Ask: "Which fact was the most surprising to you?" Elicit answers through a show of hands.
- Read the questions aloud.
- Ss discuss the questions in pairs or small groups.

2 PERSPECTIVES

Learning Objective: identify environmental problems that use present continuous and present perfect passive tenses and prepositions of cause in context

A [CD 2, Track 1]

- Books closed. Set the scene. Grace Medina wants to be elected to the city council. In her campaign announcement, she describes problems in her city. Elicit or explain the meaning of *election campaign*. (Answer: an organized series of activities to get people to vote someone into an official position)
- Write questions like these on the board. Ask Ss to listen for the answers.
In the city of Riverside, what or who is . . .
contaminated? damaged?
not repaired? lost?
closed? displaced?
- Explain any vocabulary that Ss don't know (without giving away the answers!).
- Show Ss how to predict an answer (e.g., *contaminated? Let's see. That could be water or air.*) Ss predict the others. Write Ss' ideas on the board.
- Play the audio program. Ss listen for the answers.
- Books open. Ss go over their answers in pairs. (Answers: water, roads, community center, streets, parks, low-income families being displaced) Discuss how accurate Ss' predictions were.

- Point out that Grace Medina also talked about the *cause* of each problem. Elicit the words she used to describe the cause (e.g., *by, due to, as a result of, through, because of*).
- Ask Ss to read and underline the cause of each problem. Model the first sentence with the class. Tell Ss to underline *by toxic chemicals*.
- Ss complete the task in pairs.
- Elicit or explain any new vocabulary.

Vocabulary

repair: to fix

overbuilding: putting up too many buildings in an area

displaced: forced out

- Play the audio program again. Ss listen and read.
- For a new way to teach this vocabulary, try **Vocabulary Mingle** – download it from the website.

B

- Explain the task. Read the questions.
- Elicit examples of how these problems affect Ss' city.
- **Option:** Ss discuss these questions: *If you were mayor of your city, which of the problems would you try to fix first? How would you solve them?*

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See page T-126 for teaching notes.

10 PRONUNCIATION

Learning Objective: sound more natural by using reductions of *have* and *been*

A [CD 2, Track 39]

- Remind Ss that we stress key words. Words such as pronouns and auxiliary verbs are reduced. When *have* follows a modal (e.g., *should, could, would*), it is reduced to /əv/ (it sounds like the word *of*). The word *been* is reduced to /bin/.
- Ask Ss to listen for the reductions. Play the audio program. Ss listen and read.

- Play the audio program again. Ss listen and repeat.

B Pair work

- Explain the task. Model a few sentences with words from the Word Power on page 74 and others of your own.
- Ss complete the sentences in pairs. Then Ss practice the reductions.

For more practice with reductions, have Ss work in groups and play the **Chain Game** – download it from the website.

11 LISTENING

Learning Objective: listen for main ideas and summarize descriptions of regrets discussed using *should have* + past participle and *if* clauses in the past

A [CD 2, Track 40]

- Explain the task. Draw the chart on the board.
- Tell Ss to listen the first time for the regret. Play the audio program. Pause after each speaker for Ss to complete the chart.

- Play the audio program once or twice.
- Elicit Ss' responses.

TIP

To check answers, draw the chart on the board and ask Ss to complete it. This way, those who are weak at listening will be able to see the answers.

Audio script

See page T-179.

Answers

- Ariana: she should've spent more time with her grandma; she shouldn't have waited so long to start learning Arabic
- Ray: he should've talked to the bully; he should've been more confident
- Kira: she should've been more ambitious in high school; she could've done more volunteer work and helped people more in her spare time

Answer

Kira; There are no regrets in life, just lessons learned. She has learned lessons from her mistakes and become a better person.

For more practice with recognizing the grammar structures, play **Stand Up, Sit Down** – download it from the website. Use Variation 1.

For another way to set the scene, try **Cloud Prediction** – download it from the website.

B [CD 2, Track 41]

- Explain the task. This time Ss listen to find out who feels differently.

C Pair work

- Ss work in pairs to discuss the question. Remind them to ask follow-up questions.

12 WRITING

Learning Objective: write a message of apology using *should have* + past participle and *if* clauses in the past

A

- Focus Ss' attention on the picture. Ask what is happening. Then ask Ss to read the message of apology.
- Explain the task. Read the questions.
- Give Ss time to make some notes.

- Ss use their notes to write a first draft.

For a new way for Ss to think of and plan their content, try **Pass the Paper** – download it from the website.

B Pair work

- Explain the task. Ss work in pairs. They exchange messages and discuss what they would have done in a similar situation.

13 READING

Learning Objective: make predictions and inferences about an article about market research

A

- Read the question. Ask Ss what *sticky* means and have them give examples of things that are sticky. (Answer: *Sticky* means "easily attaching to something." Possible examples are tape, honey, and gum.)
- Elicit Ss' answers to the focus question. (Answer: An advertisement that is *sticky* is memorable, or "sticks" in people's minds.)
- Ask: "Do you know any ads that are sticky?"

B

- Explain the task. Then go over ideas 1–6. Point out only three are mentioned in the article.
- Ss read the article individually. Tell Ss to guess the meanings of unfamiliar words while quickly reading for main ideas. Remind Ss to mark any words they don't understand.

! For another way to teach this reading, try **Reading Race** – download it from the website.

- Ss work in pairs or small groups to discuss vocabulary. Tell Ss to ask each other about words they still don't understand. Ss may use their dictionaries for a final check.
- Elicit or explain any remaining new vocabulary.

Vocabulary

barrage: a large amount of something that comes very quickly at a person

unforgettable: something with a strong effect or influence on you that you cannot forget

pick up the message: understand a message

split second: a very short moment of time

out of the ordinary: unusual

whether . . . or not: it is not important if either of two conditions is true

dive: jump into water, especially with your head and arms going in first

ever-changing: constantly changing or developing

grab: attract the attention

puzzle: a situation that is difficult to understand

time span: a period of time between two fixed points

- Ss work individually or in pairs to choose the correct answers.
- Go over answers with the class.

Answers

Correct ad concepts:
an uncomplicated concept
a sensual or emotional appeal
something unexpected or strange

C

- Explain the task. Read the two ads.
- Ss work individually.
- Go over answers with the class.

Possible answers

The first ad is sticky because it is simple and clear, easy to understand, and surprising.
The second ad is simple and easy, but it's not very sticky because there is nothing out of the ordinary.

D Pair work

- Explain the task. Brainstorm products with memorable advertisements.
- Ss complete the task in pairs. Go around the class and give help as needed.

! For more practice, try **Twenty Questions** – download it from the website. Ss think of an advertisement.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

Unit 15 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Snapshot		
	2 Perspectives		
	3 Grammar Focus		SB Unit 15 Grammar plus, Focus 1 SS Unit 15 Grammar 1 GAME Sentence Runner (Giving recommendations and opinions) GAME Speak or Swim (Giving recommendations and opinions)
	4 Discussion		
	5 Listening	TSS Unit 15 Listening Worksheet	
	6 Interchange 15	TSS Unit 15 Writing Worksheet	WB Unit 15 exercises 1–5
CYCLE 2	7 Word Power	TSS Unit 15 Vocabulary Worksheet	SS Unit 15 Vocabulary 1–2 GAME Name the Picture (Community issues)
	8 Conversation		SS Unit 15 Speaking 1–2
	9 Grammar Focus	TSS Unit 15 Grammar Worksheet	SB Unit 15 Grammar plus, Focus 2 SS Unit 15 Grammar 2 GAME Say the Word (Tag questions for opinions)
	10 Pronunciation	TSS Unit 15 Extra Worksheet	
	11 Listening		
	12 Writing		
	13 Reading	TSS Unit 15 Project Worksheet VID Unit 15 VRB Unit 15	SS Unit 15 Reading 1–2 SS Unit 15 Listening 1–3 SS Unit 15 Video 1–3 WB Unit 15 exercises 6–9

Key **GAME:** Online Game **SB:** Student's Book **SS:** Online Self-study **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Online Workbook/Workbook

UNIT 5

1 Noun phrases containing relative clauses page 31

- The relative pronoun *who* or *that* can be left out in noun phrases as subjects and as objects. These four sentences have exactly the same meaning: One thing I'd be nervous about is getting lost. One thing that I'd be nervous about is getting lost. Getting lost is one thing I'd be nervous about. Getting lost is one thing that I'd be nervous about.

Answer the questions using the words in parentheses. Write each sentence two ways. Leave out the relative pronouns.

If you went to live in a foreign country, . . .

1. Who would you miss a lot? (person: my best friend)
 - a. One person I'd miss a lot is my best friend.
 - b. My best friend is one person I'd miss a lot.
2. What would you be very interested in? (things: the food and the music)
 - a. _____
 - b. _____
3. What would you be worried about? (something: not understanding the customs)
 - a. _____
 - b. _____
4. Who would you stay in touch with? (people: my brother and sister)
 - a. _____
 - b. _____
5. What would you feel insecure about? (thing: speaking a new language)
 - a. _____
 - b. _____

2 Expectations page 33

- Use the base form of a verb – not the gerund – after these expressions for expectations: *be the custom to*, *be supposed to*, *be expected to*, *be acceptable to*: It's the custom to **arrive** a little late. (NOT: It's the custom to **arriving** a little late.)

Complete the sentences with the clauses in the box.

it's not acceptable to show up without calling first.
it's the custom for them to sit across from each other.
you're expected to reply within a few days.
you're supposed to bring a gift.
✓ you're supposed to shake his or her hand.

1. When you meet someone for the first time, you're supposed to shake his or her hand.
2. When a friend sends you an email, _____
3. If you want to visit someone, _____
4. If you invite a married couple to dinner, _____
5. When you go to a birthday party, _____