

CAMBRIDGE

# interchange

FIFTH EDITION

3



Student's Book

With Online Self-Study

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Jack C. Richards

with Jonathan Hull and Susan Proctor

Experience  
Better  
Learning

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# Informed by teachers

Teachers from all over the world helped develop *Interchange Fifth Edition*. They looked at everything – from the color of the designs to the topics in the conversations – in order to make sure that this course will work in the classroom.

We heard from 1,500 teachers in:

- Surveys
- Focus Groups
- In-Depth Reviews

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# Classroom Language Student questions





# Plan of Book 3

Titles/Topics	Speaking	Grammar	
	<b>UNIT 1</b> PAGES 2–7 <b>That's my kind of friend!</b> Personality types and qualities; relationships; likes and dislikes	Describing personalities; expressing likes and dislikes; agreeing and disagreeing; complaining	Relative pronouns as subjects and objects; <i>it</i> clauses + adverbial clauses with <i>when</i>
	<b>UNIT 2</b> PAGES 8–13 <b>Working 9 to 5</b> 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
<b>PROGRESS CHECK</b> PAGES 14–15			
	<b>UNIT 3</b> PAGES 16–21 <b>Lend a hand.</b> Favors; formal and informal requests; messages	Making direct and 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 happened?</b> The media; news stories; exceptional events	Narrating a story; describing events and experiences in the past	Past continuous vs. simple past; past perfect
<b>PROGRESS CHECK</b> PAGES 28–29			
	<b>UNIT 5</b> PAGES 30–35 <b>Expanding your horizons</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>That needs fixing.</b> 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 <i>need + gerund</i> , <i>need + passive infinitive</i> , and <i>keep + gerund</i>
<b>PROGRESS CHECK</b> PAGES 42–43			
	<b>UNIT 7</b> PAGES 44–49 <b>What can we do?</b> 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
	<b>UNIT 8</b> PAGES 50–55 <b>Never stop learning.</b> 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	<i>Would rather</i> and <i>would prefer</i> ; <i>by + gerund</i> to describe how to do things
<b>PROGRESS CHECK</b> PAGES 56–57			

Pronunciation/Listening	Writing/Reading	Interchange Activity
<p>Linked sounds Listening for descriptions of people; listening for opinions</p>	<p>Writing a description of a good friend "Social Networks That Aren't for Everyone": Reading about unusual social networking sites</p>	<p>"Personality quiz": Interviewing a classmate to find out about personality characteristics <b>PAGE 114</b></p>
<p>Stress with compound nouns Listening to the good and bad parts of a job; listening for complaints</p>	<p>Writing about two career choices "The Perfect Workplace?": Reading about different types of workplaces</p>	<p>"Networking": Comparing people's careers and personalities to make a seating chart for a dinner party <b>PAGE 115</b></p>
<p>Unreleased consonants Listening to people making, accepting, and declining requests</p>	<p>Writing a message with requests "Can You Tell It Like It Is?": Reading about talking to friends about difficult topics</p>	<p>"Beg and borrow": Asking classmates to borrow items; lending or refusing to lend items <b>PAGE 116</b></p>
<p>Intonation in complex sentences Listening to news stories; listening to messages and a podcast</p>	<p>Writing a personal account "Believing More Than We Should": Reading about the reliability of online content</p>	<p>"Spin a yarn": Inventing a story from three random elements <b>PAGE 117</b></p>
<p>Word stress in sentences Listening for information about living abroad; listening to opinions about customs</p>	<p>Writing a pamphlet for tourists "Culture Shock": Reading about moving to another country</p>	<p>"Cultural dos and taboos": Comparing customs in different countries <b>PAGE 118</b></p>
<p>Contrastive stress Listening to complaints; listening to people exchange things in a store; listening to a conversation about a "throwaway culture"</p>	<p>Writing a critical online review "Ask the Fixer!": Reading about a problem with a ride-sharing service</p>	<p>"Home makeover": Comparing problems in two pictures of an apartment <b>PAGES 119, 120</b></p>
<p>Reduction of auxiliary verbs Listening to environmental problems; listening for solutions</p>	<p>Writing a post on a community website "Turning an Invasion Into an Advantage": Reading about a creative solution to lionfish on St. Lucia</p>	<p>"Take action!": Choosing an issue and deciding on an effective method of protest; devising a strategy <b>PAGE 121</b></p>
<p>Intonation in questions of choice Listening to a conversation with a guidance counselor; listening for additional information</p>	<p>Writing about a skill "Are You Studying the 'Right' Way?": Reading about different studying styles</p>	<p>"Making choices": Choosing between different things you want to learn <b>PAGE 122</b></p>



## 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; making 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: *during, in, ago, from...to, for, since*; predicting the future with *will, future continuous, and future perfect*

### PROGRESS CHECK PAGES 70–71



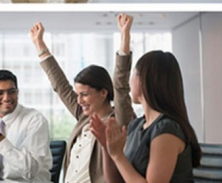
### UNIT 11 PAGES 72–77

#### Rites of passage

Milestones and turning points; behavior and personality; regrets

Describing milestones; describing turning points; describing regrets and hypothetical situations

Time clauses: *before, after, once, the moment, as soon as, until, by the time*; expressing regret with *should (not) have + past participle*; describing hypothetical situations with *if* clauses + past perfect and *would/could have + past participle*



### 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 *for*; giving reasons with *because, since, because of, for, due to, and the reason*

### 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: *must (not) have, may (not) have, might (not) have, could (not) have*; past modals for judgments and suggestions: *should (not) have, could (not) have, would (not) have*



### 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 *is/are + past participle* and modal + *be + past participle*; defining and non-defining relative clauses

### 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: *should be, ought to be, must be, has to be, has got to be*; 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 *would like to have + past participle*

### PROGRESS CHECK PAGES 112–113

### GRAMMAR PLUS PAGES 132–150

**Pronunciation/Listening****Writing/Reading****Interchange Activity**

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 <b>PAGE 123</b>
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 <b>PAGE 124, 126</b>
Reduction of <i>have</i> and <i>been</i> 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 <b>PAGE 125</b>
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 <b>PAGE 127</b>
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 <b>PAGE 128</b>
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 <b>PAGE 129</b>
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 <b>PAGE 130</b>
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 <b>PAGES 131</b>



## 1

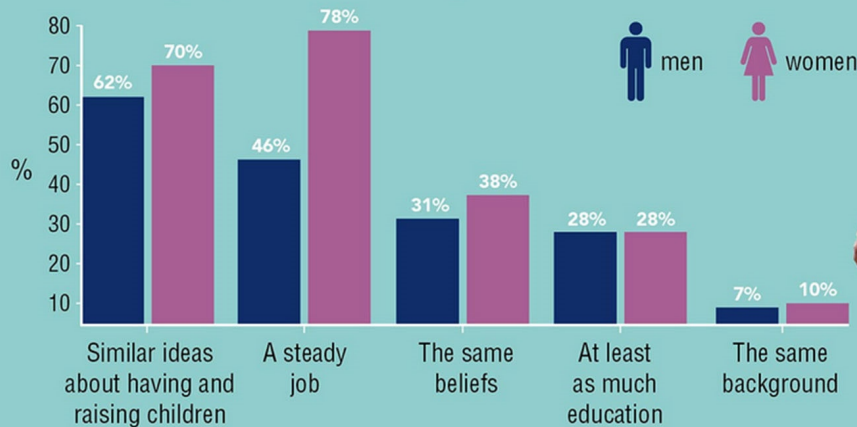
# That's my kind of friend!

- ▶ 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 partner.

##### 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?

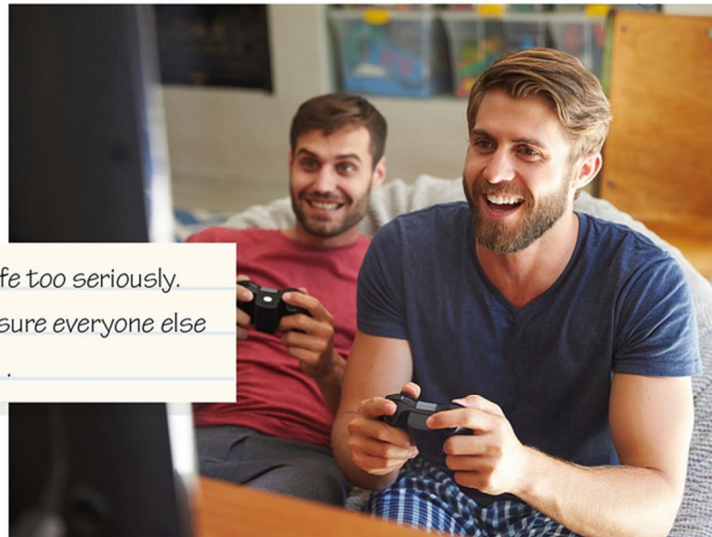
How are you similar?

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 . . .

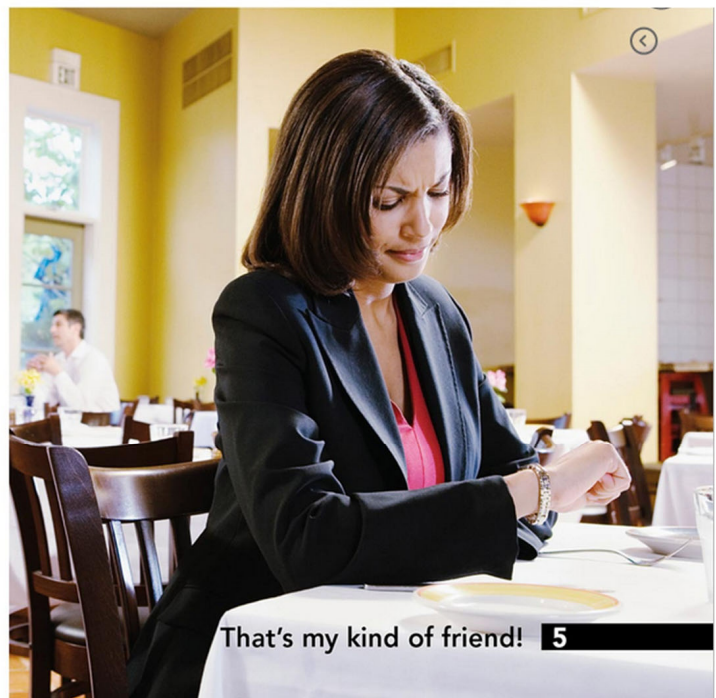
- 1–2 complaints: Wow! You don't get annoyed very easily.
- 3–4 complaints: You're fairly easygoing.
- 5–6 complaints: You get irritated pretty easily.
- 7–8 complaints: Relax! You get upset too easily.



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



# 2

# Working 9 to 5

- ▶ Discuss opinions, advantages, and disadvantages of jobs
- ▶ Compare various jobs

## 1 SNAPSHOT

### What do you want from your career?



#### Security

If you want to have stability, choose a job that you can keep for your whole life. You could be a federal judge, a public school teacher, or a university professor.



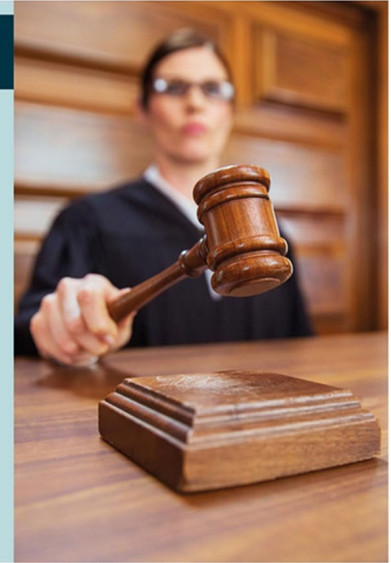
#### Adventure

Perhaps you can't picture yourself doing the same thing, at the same place, for years and years. In that case, be something that will allow you to explore other places and other cultures, like an environmentalist or a tour guide.



#### Money

Do you want to have a high-paying job? You may want to look into being a financial analyst, a doctor, or a stockbroker.



Rank the factors from 1 (most important) to 3 (least important). Compare with a partner. Which factors did you consider when you chose your present job or your future career? Why?

## 2 PERSPECTIVES Career choices

- ▶ **A** Listen to students discuss career choices. Do you agree or disagree? Check (✓) the speaker you agree with more.



I'd like to work in the video game industry. Playing games all day would be lots of fun.



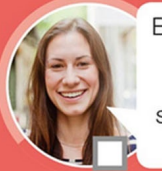
I disagree! Playing the same game every day for months would be boring.



Designing clothes is not a man's job. Women are much more fascinated by fashion.



Being a flight attendant sounds very exciting. Traveling all the time would be really interesting.



But flight attendants get tired of traveling. They spend most of their time in airports!



That's not true! Many great fashion designers are men. Just look at Michael Kors!



- B** Compare your responses with your classmates. Give more reasons to support your opinions.



I'd enjoy working with animals. I think working as a veterinarian could be rewarding.



I'm not so sure. Animals can be very unpredictable. Getting a dog bite would be scary!



# 3 GRAMMAR FOCUS

## ▶ Gerund phrases

### Gerund phrases as subjects

**Playing games all day** would be lots of fun.

**Being a flight attendant** sounds exciting.

**Designing clothes** is not a man's job.

**Working as a veterinarian** could be rewarding.

### Gerund phrases as objects

She'd be good at **testing games**.

He'd love **being a flight attendant**.

He wouldn't like **being a fashion designer**.

She'd enjoy **working with animals**.

GRAMMAR PLUS see page 133

**A** Look at the gerund phrases in column A. Write your opinion of each job by choosing information from columns B and C. Then add two more gerund phrases and write similar sentences.

A	B	C
1. working from home	seems	awful
2. doing volunteer work	could be	stressful
3. having your own business	would be	fantastic
4. working on a movie set	must be	fascinating
5. being a teacher	wouldn't be	pretty difficult
6. making a living as a tour guide	doesn't sound	kind of boring
7. taking care of sick people		really rewarding
8. retiring at age 40		very challenging
9. _____		
10. _____		

1. Working from home could be very challenging.

**B PAIR WORK** Give reasons for your opinions about the jobs in part A.

**A:** In my opinion, working from home could be very challenging.

**B:** Really? Why is that?

**A:** Because you have to learn to manage your time. It's easy to get distracted.

**B:** I'm not sure that's true. For me, working from home would be . . .

**C GROUP WORK** Complete the sentences with gerund phrases.

Then take turns reading your sentences. Share the three most interesting sentences with the class.

1. I'd get tired of . . .
2. I'd be interested in . . .
3. I'd be very excited about . . .
4. I'd enjoy . . .
5. I think I'd be good at . . .
6. I wouldn't be very good at . . .

"I'd get tired of doing the same thing every day."



## 4 WORD POWER Suffixes

A Add the suffixes *-er*, *-or*, *-ist*, or *-ian* to form the names of these jobs. Write the words in the chart and add one more example to each column.

software develop <i>er</i> _____	freelance journal _____	marketing direct _____	politic _____
computer technic _____	guidance counsel _____	project manag _____	psychiatr _____
<b>-er</b>	<b>-or</b>	<b>-ist</b>	<b>-ian</b>
<i>software developer</i>			

B **PAIR WORK** Can you give a definition for each job?

“A software developer is someone who creates apps for computers and other devices.”

## 5 SPEAKING Career paths

**GROUP WORK** Talk about a career you would like to have. Use information from Exercises 1–4 or your own ideas. Other students ask follow-up questions.

- A:** I'd enjoy working as a guidance counselor.  
**B:** Why is that?  
**A:** Helping kids must be really rewarding.  
**C:** Where would you work?  
**A:** Well, I think I'd like to work at a high school. I enjoy working with teens.



## 6 WRITING What's more satisfying?

A **GROUP WORK** What would you choose: a job that you love that doesn't pay well, or a high-paying job that you don't like? Discuss and list the consequences of the two alternatives.

B Use the list to write a paragraph justifying your choice.

Having a high-paying job that you don't like could be very frustrating. First of all, you'd have to do something you don't like every day. You would have a lot of money. However, it's not worth it if...

C **PAIR WORK** Read your partner's paragraph. Do you agree or disagree? Why or why not?

### useful expressions

- First of all, . . .
- In addition, . . .
- Furthermore, . . .
- For example, . . .
- However, . . .
- On the other hand, . . .
- In conclusion, . . .



## 7 CONVERSATION It doesn't pay as much.

### A Listen and practice.

**Tyler:** Guess what? . . . I've found a summer job!

**Emma:** That's great! Anything interesting?

**Tyler:** Yes, working at a beach resort.

**Emma:** Wow, that sounds fantastic!

**Tyler:** So, have you found anything?

**Emma:** Nothing yet, but I have a couple of leads. One is working as an intern for a news website – mostly answering emails and posts from readers. Or I can get a job as a camp counselor again.

**Tyler:** Being an intern sounds more challenging than working at a summer camp. You could earn college credits, and it's probably not as much work.

**Emma:** Yeah, but the internship doesn't pay as much as the summer camp job. Do they have another opening at the beach resort? That's the kind of job I'd really enjoy.



### B Listen to the rest of the conversation. What is Tyler going to do at the resort?

## 8 GRAMMAR FOCUS

### Comparisons

#### with adjectives

. . . sounds **more/less** challenging **than** . . .

. . . is **harder than** . . .

. . . is **not as hard as** . . .

#### with nouns

. . . has **better/worse** hours **than** . . .

. . . has **more** education **than** . . .

. . . **isn't as much** work **as** . . .

#### with verbs

. . . earns **more/less than** . . .

. . . earns **as much as** . . .

. . . **doesn't pay as much as** . . .

#### with past participles

. . . is **better paid than** . . .

. . . is **as well paid as** . . .

. . . **isn't as well paid as** . . .

**GRAMMAR PLUS** see page 133

### A Complete the sentences using the words in parentheses. Compare with a partner. (More than one answer is possible.)

1. In my opinion, being a firefighter is \_\_\_\_\_ (stressful) being a sales associate. In addition, sales associates have \_\_\_\_\_ (hours) firefighters.

2. In general, doctors need \_\_\_\_\_ (training) nutritionists. However, they usually \_\_\_\_\_ (earn) nutritionists.

3. Game testers don't need \_\_\_\_\_ (experience) software developers. As a result, they \_\_\_\_\_ (earn) software developers.

4. A career in banking is often \_\_\_\_\_ (demanding) a career in sales, but it is also \_\_\_\_\_ (paid).

### B PAIR WORK Compare the jobs in part A. Which would you choose? Why?

## 9 PRONUNCIATION Stress with compound nouns

- ▶ A Listen and practice. Notice that the first word in these compound nouns has more stress. Then add two more compound nouns to the chart.

●	●	●	●
firefighter	game tester	guidance counselor	
hairstylist	flight attendant	project manager	

- B **GROUP WORK** Which job in each column would be more challenging? Why? Tell the group. Pay attention to stress.

## 10 LISTENING It's not what I thought.

- ▶ A Listen to Caden talk to Janelle about his job as a video game tester. Which parts of the job does he like and dislike? Check (✓) Like or Dislike.

	Like	Dislike
1. The pay	<input type="checkbox"/>	<input type="checkbox"/>
2. The hours	<input type="checkbox"/>	<input type="checkbox"/>
3. Testing games	<input type="checkbox"/>	<input type="checkbox"/>
4. Playing video games at home	<input type="checkbox"/>	<input type="checkbox"/>
5. Thinking of new ideas for games	<input type="checkbox"/>	<input type="checkbox"/>



- ▶ B Listen again. What does Caden decide to do?  
 C **PAIR WORK** What other advice would you give Caden?

## 11 DISCUSSION Which job would you take?

- A What is a job you would like to have? What is a job you wouldn't like to have? Write each one on a separate slip of paper.

kindergarten teacher

tour guide

- B **GROUP WORK** Mix all the slips from your group. One student picks two slips and the group helps him or her decide between the two jobs.
- A: You should take the job as a kindergarten teacher because you enjoy working with kids.
- B: But being a tour guide sounds more exciting. I could travel more and earn more money.
- C: But you'd work longer hours and . . .

## 12 INTERCHANGE 2 Networking

Would you be a good party planner? Go to Interchange 2 on page 115.

