

CAMBRIDGE



interchange

FIFTH EDITION

1



Student's Book

With online self-study

Jack C. Richards

with Jonathan Hull and Susan Proctor

Experience
Better
Learning

What are you doing later?

- ▶ Discuss future activities and plans
- ▶ Give messages

1 SNAPSHOT

HOW TO DECLINE AN INVITATION POLITELY

A friend has invited you to go out, but you can't make it. Follow our advice and learn how you can decline an invitation politely and keep your friend.

To thank your friend, you can say:

"Thanks so much for asking me. It sounds like a lot of fun."
 "Thanks so much for the invite."

To apologize and explain why you can't accept, you can say:

"Sorry, but I already have plans."
 "Sorry, but I have something else going on that day."
 "I'm so sorry, but I can't make it. I'm really busy these days."

To offer another time to do something together, you can say:

"This week is crazy, but let's shoot for next week."
 "Maybe another time? I'm free next week."
 "Can I take a rain check?"



*Do you feel comfortable declining friends' invitations? Why? Why not?
 What polite excuses have you used? Which are effective? Which are not?
 What is the best tip, in your opinion? Why?*

2 CONVERSATION Are you doing anything tomorrow?

A Listen and practice.

Alicia: Hey, Mike, what are you doing tonight? Do you want to go see the new photo exhibit?

Mike: Thanks so much for asking me, but I can't. I'm going to have dinner with my parents.

Alicia: Oh, well, maybe some other time.

Mike: Are you doing anything tomorrow? We could go then.

Alicia: Tomorrow sounds fine. I have class until four.

Mike: So let's go around five.

Alicia: OK. Afterward, maybe we can get some dinner.

Mike: Sounds great.

B Listen to the rest of the conversation. Where are Alicia and Mike going to have dinner? Who are they going to meet for dinner?



3 GRAMMAR FOCUS

Future with present continuous and *be going to*

With present continuous

What **are** you **doing** tonight?

I'm **going** to a party.

Are you **doing** anything tomorrow?

No, I'm not (**doing** anything).

With *be going to* + verb

What **is** she **going to do** tomorrow?

She's **going to see** a play.

Are they **going to see** the photo exhibit?

Yes, they **are** (**going to see** it).

Time expressions

tonight

tomorrow

on Friday

this weekend

next week

GRAMMAR PLUS see page 146

A Complete the invitations in column A with the present continuous used as future.

Complete the responses in column B with *be going to*.

A

1. What _____ you _____ (do) tonight? Would you like to go out?

2. _____ you _____ (do) anything on Friday night? Do you want to see a movie?

3. We _____ (have) friends over for a barbecue on Sunday. Would you and your parents like to come?

4. _____ you _____ (stay) in town next weekend? Do you want to go for a hike?

B

a. I _____ (be) here on Saturday, but not Sunday. Let's try to go on Saturday.

b. Well, my father _____ (visit) my brother at college. But my mother and I _____ (be) home. We'd love to come!

c. Sorry, I can't. I _____ (work) late tonight. How about tomorrow night?

d. Can we go to a late show? I _____ (stay) at the office till 7:00.

B Match the invitations in column A with the responses in column B.

Then practice with a partner.

4 WORD POWER Free-time activities and events

A Complete the chart with words and phrases from the list.

Then add one more example to each category.

a rock concert

a barbecue

a wedding

a hip-hop dance performance

a soccer game

a film festival

a musical

a video game tournament

a birthday party

a class reunion

a car race

a baseball game

Sports and games	Friends and family	Art and performances

B PAIR WORK Are you going to do any of the activities in part A?

When are you doing them? Talk with a partner.

5 ROLE PLAY Accept or refuse?

Student A: Choose an activity from Exercise 4 and **invite** a partner to go with you. Be ready to say **where** and when the activity is.

A: So, are you doing anything on . . . ? **Would** you like to . . . ?

Student B: Your partner invites you out. Either **accept** the invitation and ask for more information **or say** you can't go and give an excuse.

Accept

B: OK. That sounds fun.
Where is it?

Refuse

B: Oh, I'm sorry,
I can't. I'm . . .

Change roles and try the role play again.



6 INTERCHANGE Weekend plans

Find out what your classmates are going to do this weekend. Go to Interchange 15 on page 130.

7 CONVERSATION Can I take a message?

A Listen and practice.



CAITLIN Hello?



JAKE Hi, Caitlin. It's Jake. Are you busy?



CAITLIN No, I'm having coffee with Brittney. Where are you? Class is going to start soon.



JAKE That's the problem. I don't think I'm going to make it tonight.



CAITLIN Why not? What's the matter?



JAKE My bus is stuck in traffic. Nobody is moving.



CAITLIN Oh, no! What are you going to do?



JAKE I don't know. Could you tell Mr. Eaton that I'm going to miss class?



CAITLIN No problem. I'll give him the message.



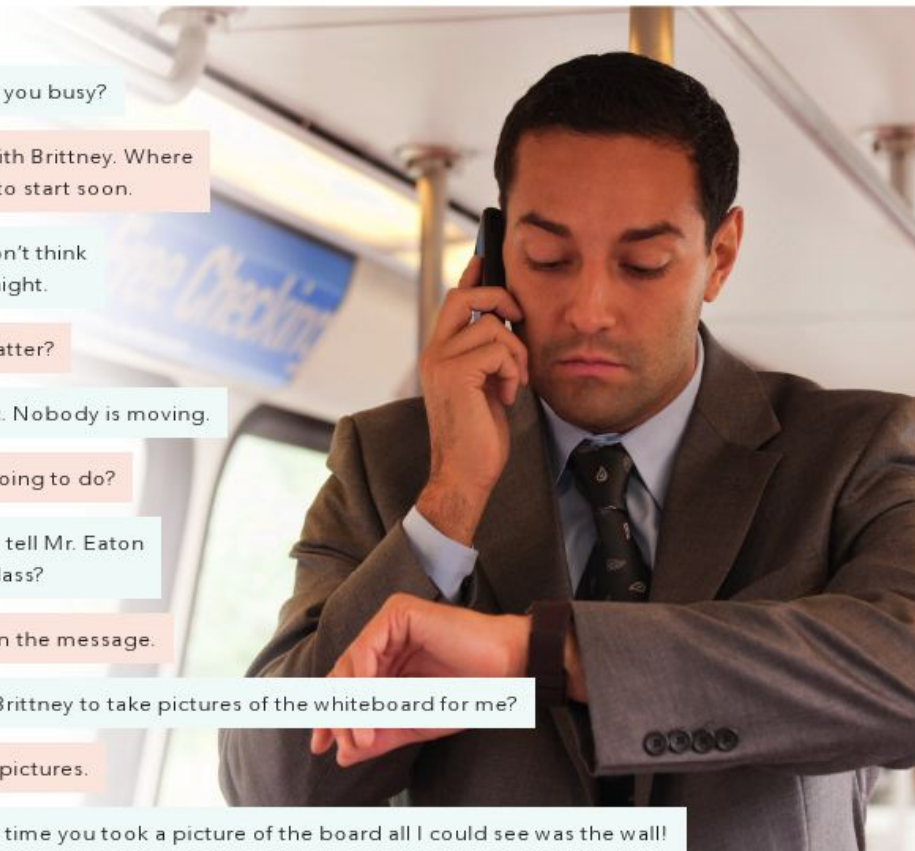
JAKE Oh, and could you ask Brittney to take pictures of the whiteboard for me?



CAITLIN Sure. But I can take the pictures.



JAKE Um, thanks, but the last time you took a picture of the board all I could see was the wall!



B Listen to three other phone calls. Write the callers' names.

8 GRAMMAR FOCUS

Formal and informal messages with *tell* and *ask*

Statements

I'm going to miss class tonight.

Requests

Could she take a picture of the board?

Messages with a statement: *tell*

(Please) **Tell him (that)** I'm going to miss class.

Could you tell him (that) I'm going to miss class?

Would you tell him (that) I'm going to miss class?

informal
↓
formal

Messages with a request: *ask*

(Please) **Ask her** to take a picture of the board.

Could you ask her to take a picture of the board?

Would you ask her to take a picture of the board?

informal
↓
formal

GRAMMAR PLUS see page 146

A Unscramble these messages. Then compare with a partner.

1. tell / that / is / please / Haru / the barbecue / on Saturday

2. call me / at / 4:00 / you / Caitlin / could / ask / to

3. is / that / Mia / tonight / could / you / the dance performance / tell

4. tell / is / Casey / in the park / would / you / that / the picnic

5. meet me / to / you / would / Maika / ask / at the stadium

6. ask / to the rock concert / please / bring / Garrett / to / the tickets

B PAIR WORK Imagine that you are far from school and cannot come to class. "Call" your partner and ask him or her to give a message to your teacher and to one of the students in your group.

A: Could you tell Ms. Clark that . . . And could you ask Joel to . . .

9 WRITING Text message requests

A PAIR WORK "Text" your partner. Write messages to each other with requests for your classmates. Write as many messages as you can in three minutes.

A: Hi, Sandra. Would you ask Marcella to have dinner with us after class?

B: OK, Chris. And could you tell Jules that we have a test tomorrow?

B CLASS ACTIVITY Give the messages to your classmates.

A: Hi, Jules. I have a message from Sandra. We have a test tomorrow.

B: Hi, Marcella. I have a message from Chris. Would you like to have dinner with us after class?



What are you doing later? 103

10 PRONUNCIATION Reduction of *could you* and *would you* drzaban.com

- ▶ **A** Listen and practice. Notice how **could you** and **would you** are reduced in conversation.

[cʊdʒə]

Could you tell him I'm going to miss class?

[wʊdʒə]

Would you ask him to call me after class?

- B PAIR WORK** Practice these questions with reduced forms.

Could you tell them I'm in bed with a cold?

Could you ask her to return my dictionary?

Would you ask her to be on time?

Would you tell him there's a food festival tomorrow?

11 LISTENING I'm going to be late.

- ▶ Listen to four people leaving messages. Who is the message from? Who is it for? What is the message? Complete the chart.

1

Message from: _____
Message for: _____
Message: _____

2

Message from: _____
Message for: _____
Message: _____

3

Message from: _____
Message for: _____
Message: _____

4

Message from: _____
Message for: _____
Message: _____

12 ROLE PLAY Who's calling?

Student A: You have a computer repair store. A client, Sophie Green, has left her laptop at your store. Call her to tell her this:

The computer needs a new motherboard. It's going to cost \$250.

She can buy a used motherboard for \$90. Could she please call you before 5:00?

Student B: Someone calls for your mother, Sophie Green. She isn't at home. Take a message for her.

Change roles and try another role play.

Student A: You are a receptionist at Techniware Industries. Someone calls for your boss, Mr. Yun. He isn't in. Take a message for him.

Student B: Call Mr. Yun at Techniware Industries to tell him this:

You can't make your lunch meeting at 12:00 next Wednesday. You would like to meet at 12:30 at the same place instead. Could he please call you to arrange the new time?

useful expressions

Caller

May I speak to . . . ?

Can I leave a message?








Receiver

Sorry, but . . . isn't here.

Can I take a message?

I'll give him/her the message.

A Scan the article. Why did some people go to the wrong address?











Home News Technology Lifestyle Fashion Politics Food

Cell Phone Trouble!

Have you ever had an embarrassing time because of your cell phone? If you have, you're not alone. Check out this selection of cell phone "accidents."


Security cameras in a fancy hotel captured a video of a well-dressed woman, about 30 years old, texting on her phone. There's nothing unusual about that, is there? Well, yes, this time there is. The woman was so busy on her phone that she walked right into a pool of water in the hotel lobby . . . fully dressed! Nobody knows who the woman is or where the watery adventure happened, but almost half a million people have watched the video on the Internet!






A New Yorker was riding the subway home from work one evening. He was very excited by the video game he was playing on his smartphone. When he won the game, he threw his arms in the air in excitement . . . At that moment, the subway doors opened to let people on and off the train. The problem is that the man threw his phone right out of the subway car and on to the tracks below. Oops! No more video games for a while!

A lot of people are so busy looking at their smartphones that they often walk into lampposts and hurt themselves. The problem is so big that Brick Lane in London is now a "safe text" zone. Every lamppost in the street is covered in soft padding just in case somebody walks into it.





Most of us use map apps on our phones to get to the places we want to go. But sometimes, these apps get a little confused. A demolition company (a company that tears down buildings) used a map app to find a house. So far so good, right? Well, no. The map led the workers to the wrong house, a house one block away from the correct house in a town in Texas. The workers tore the house down. Imagine the owner's reaction when she arrived back home later that day!

B Read the article. Which advice best summarizes the article?

1. London is a great place to visit if you like using cell phones.
2. Be careful when you use your cell phone.
3. Lampposts and water are extremely dangerous.

C Check the facts that are mentioned in the article.

- ☐ 1. A woman on a subway fell into some water while she was using her phone.
- ☐ 2. Many people have watched a video of a woman falling into water.
- ☐ 3. A man on a subway lost his phone.
- ☐ 4. The man on the subway didn't like the video game he was playing.
- ☐ 5. London has an area where you can text more safely.
- ☐ 6. Every lamppost in London is padded.
- ☐ 7. A demolition company tore down someone's home.
- ☐ 8. The torn down building was in Texas.

D PAIR WORK Have you ever had a cell phone "accident?" What happened?
What advice about cell phone safety would you give to a child?

interchange

The world's favorite English course.

What makes Interchange special?

- The trusted methodology and proven approach have helped millions of students around the world learn English.
- Insights from thousands of teachers ensure that the topics and activities in the fifth edition are right for today's students and today's classrooms.
- The fifth edition features new content and a refreshed design of the flexible unit structure that teachers and students love.
- The clear communicative approach delivers results and helps students become confident speakers of English right from the beginning.

cambridge.org/interchange

downloadable resources | more information

Digital solutions



Presentation Plus

Everything in one place for classroom presentation: Student's Book, Workbook, Audio, and Video.



Online Self-Study

Hundreds of interactive online exercises free with each Student's Book.



Online Workbook with Games

Teachers save time and see exactly how well their students learn. Games in the Online Workbook provide additional opportunities for learning.



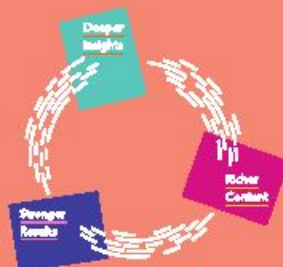
	Intro	Level 1	Level 2	Level 3	Passages 1	Passages 2
CEFR level:	A1	A2	B1	B2	B2	C1

Interchange helps you create Better Learning experiences in your classroom.

Better Learning is our simple approach where deeper insights help shape richer content that drives stronger results.

Discover more:

cambridge.org/betterlearning



CAMBRIDGE
UNIVERSITY PRESS
www.cambridge.org

ISBN 978-1-316-62247-6



9 781316 622476