

Plan of Intro book

Titles/Topics	Speaking	Grammar
 <p>UNIT 1 PAGES 2–7 What's your name? Alphabet; greetings and leave-takings; names and titles of address; numbers 0–10, phone numbers, and email addresses</p>	<p>Introducing yourself and friends; saying hello and good-bye; asking for names and phone numbers</p>	<p>Possessive adjectives <i>my, your, his, her</i>; the verb <i>be</i>; affirmative statements and contractions</p>
 <p>UNIT 2 PAGES 8–13 Where are my keys? Possessions, classroom objects, personal items, and locations in a room</p>	<p>Naming objects; asking for and giving the locations of objects</p>	<p>Articles <i>a, an, and the; this/these, it/they</i>; plurals; <i>yes/no</i> and <i>where</i> questions with <i>be</i>; prepositions of place: <i>in, in front of, behind, on, next to, and under</i></p>
<p>PROGRESS CHECK PAGES 14–15</p>		
 <p>UNIT 3 PAGES 16–21 Where are you from? Cities and countries; adjectives of personality and appearance; numbers 11–103 and ages</p>	<p>Talking about cities and countries; asking for and giving information about place of origin, nationality, first language, and age; describing people</p>	<p>The verb <i>be</i>: affirmative and negative statements, <i>yes/no</i> questions, short answers, and <i>Wh</i>-questions</p>
 <p>UNIT 4 PAGES 22–27 Is this coat yours? Clothing; colors; weather and seasons</p>	<p>Asking about and describing clothing and colors; talking about the weather and seasons; finding the owners of objects</p>	<p>Possessives: adjectives <i>our</i> and <i>their</i>, pronouns, names, and <i>whose</i>; present continuous statements and <i>yes/no</i> questions; conjunctions <i>and, but, and so</i>; placement of adjectives before nouns</p>
<p>PROGRESS CHECK PAGES 28–29</p>		
 <p>UNIT 5 PAGES 30–35 What time is it? Clock time; times of the day; everyday activities</p>	<p>Asking for and telling time; asking about and describing current activities</p>	<p>Time expressions: <i>o'clock, A.M., P.M., noon, midnight, in the morning/afternoon/evening, at 7:00/night/midnight</i>; present continuous <i>Wh</i>-questions</p>
 <p>UNIT 6 PAGES 36–41 I ride my bike to school. Transportation; family relationships; daily routines; days of the week</p>	<p>Asking for and giving information about how people go to work or school; talking about family members; describing daily and weekly routines</p>	<p>Simple present statements with regular and irregular verbs; simple present <i>yes/no</i> and <i>Wh</i>-questions; time expressions: <i>early, late, every day, on Sundays/weekends/weekdays</i></p>
<p>PROGRESS CHECK PAGES 42–43</p>		
 <p>UNIT 7 PAGES 44–49 Does it have a view? Houses and apartments; rooms; furniture</p>	<p>Asking about and describing houses and apartments; talking about the furniture in a room</p>	<p>Simple present short answers; <i>there is, there are; there's no, there isn't a, there are no, there aren't any</i></p>
 <p>UNIT 8 PAGES 50–55 Where do you work? Jobs and workplaces</p>	<p>Asking for and giving information about work; giving opinions about jobs; describing workday routines</p>	<p>Simple present <i>Wh</i>-questions with <i>do</i> and <i>does</i>; placement of adjectives after <i>be</i> and before nouns</p>
<p>PROGRESS CHECK PAGES 56–57</p>		

Pronunciation/Listening

Writing/Reading

Interchange Activity

Linked sounds
 Listening for the spelling of names,
 phone numbers, and email addresses

Writing a list of names, phone
 numbers, and email addresses

"Celebrity classmates": Introducing
 yourself to new people
PAGE 114

Plural -s endings
 Listening for the locations of objects

Writing the locations of objects

"Find the differences": Comparing
 two pictures of a room
PAGE 115

Syllable stress
 Listening for countries, cities, and
 languages; listening to descriptions
 of people

Writing questions requesting
 personal information

"Let's talk!": Finding out more about
 your classmates
PAGE 118

The letters *s* and *sh*
 Listening for descriptions of clothing
 and colors

Writing questions about what people
 are wearing

"Celebrity fashions": Describing
 celebrities' clothing
PAGES 116–117

Rising and falling intonation
 Listening for times of the day;
 listening to identify people's actions

Writing times of the day
 "Message Me!": Reading an online
 chat between two friends

"What's wrong with this picture?":
 Describing what's wrong with a
 picture
PAGE 119

Third-person singular -s endings
 Listening for activities and days of the
 week

Writing about your weekly routine
 "What's Your Schedule Like?":
 Reading about someone's daily
 schedule

"Class survey": Finding out more
 about classmates' habits and routines
PAGE 120

Words with *th*
 Listening to descriptions of homes;
 listening to people shop for furniture

Writing about your dream home
 "Unique Hotels": Reading about two
 interesting hotels

"Find the differences": Comparing
 two apartments
PAGE 121

Reduction of *do*
 Listening to people describe their
 jobs

Writing about jobs
 "Dream Jobs": Reading about two
 unusual jobs

"The perfect job": Figuring out what
 job is right for you
PAGE 122

Titles/Topics	Speaking	Grammar
 <p>UNIT 9 PAGES 58–63 I always eat breakfast. Basic foods; breakfast foods; meals</p>	<p>Talking about food likes and dislikes; giving opinions about healthy and unhealthy foods; talking about foods you have and need; describing eating habits</p>	<p>Count and noncount nouns; <i>some</i> and <i>any</i>; adverbs of frequency: <i>always</i>, <i>usually</i>, <i>often</i>, <i>sometimes</i>, <i>hardly ever</i>, <i>never</i></p>
 <p>UNIT 10 PAGES 64–69 What sports do you like? Sports; abilities and talents</p> <p>PROGRESS CHECK PAGES 70–71</p>	<p>Asking about free-time activities; asking for and giving information about abilities and talents</p>	<p>Simple present Wh-questions; <i>can</i> for ability; <i>yes/no</i> and Wh-questions with <i>can</i></p>
 <p>UNIT 11 PAGES 72–77 I'm going to have a party. Months and dates; birthdays, holidays, festivals, and special days</p>	<p>Asking about birthdays; talking about plans for the evening, weekend, and other occasions</p>	<p>The future with <i>be going to</i>; <i>yes/no</i> and Wh-questions with <i>be going to</i>; future time expressions</p>
 <p>UNIT 12 PAGES 78–83 How do you feel? Parts of the body; health problems and advice; medications</p> <p>PROGRESS CHECK PAGES 84–85</p>	<p>Describing health problems; talking about common medications; giving advice for health problems</p>	<p><i>Have</i> + noun; <i>feel</i> + adjective; negative and positive adjectives; imperatives</p>
 <p>UNIT 13 PAGES 86–91 How do I get there? Stores and things you can buy there; tourist attractions</p>	<p>Talking about stores and other places; asking for and giving directions</p>	<p>Prepositions of place: <i>on</i>, <i>on the corner of</i>, <i>across from</i>, <i>next to</i>, <i>between</i>; giving directions with imperatives</p>
 <p>UNIT 14 PAGES 92–97 I had a good time. Weekends; chores and fun activities; vacations; summer activities</p> <p>PROGRESS CHECK PAGES 98–99</p>	<p>Asking for and giving information about weekend and vacation activities</p>	<p>Simple past statements with regular and irregular verbs; simple past <i>yes/no</i> questions and short answers</p>
 <p>UNIT 15 PAGES 100–105 Where were you born? Biographical information; years; school days</p>	<p>Asking for and giving information about date and place of birth; describing school experiences and memories</p>	<p>Statements and questions with the past of <i>be</i>; Wh-questions with <i>did</i>, <i>was</i>, and <i>were</i></p>
 <p>UNIT 16 PAGES 106–111 Can I take a message? Locations; telephone calls; invitations; going out with friends</p> <p>PROGRESS CHECK PAGES 112–113 GRAMMAR PLUS PAGES 132–150</p>	<p>Describing people's locations; making, accepting, and declining invitations; making excuses</p>	<p>Prepositional phrases; subject and object pronouns; invitations with <i>Do you want to...?</i> and <i>Would you like to...?</i>; verb + <i>to</i></p>

Pronunciation/Listening

Writing/Reading

Interchange Activity

Sentence stress

Listening for people's food preferences

Writing about mealtime habits

"It's a Food Festival!": Reading about foods people celebrate

"Planning a party": Choose snacks for a party and compare answers

PAGE 123

Pronunciation of *can* and *can't*

Listening for people's favorite sports to watch or play; listening to people talk about their abilities

Writing questions about sports

"Awesome Sports Records": Reading about fitness records from around the world

"Hidden talents": Finding out more about your classmates' hidden talents

PAGE 124

Reduction of *going to*

Listening to people talk about their holiday plans

Writing about weekend plans

"Happy Birthday to You!": Reading about birthday customs in different places

"Take a guess": Making guesses about a classmate's plans

PAGE 125

Sentence intonation

Listening to people talk about health problems; listening for medications

Writing advice for health problems

"Do You Know Your Body?": Reading interesting facts about your body

"Problems, problems": Giving advice for some common problems

PAGE 126

Compound nouns

Listening to people talk about shopping; listening to directions

Writing directions

"A Tour of Palermo, Buenos Aires": Reading about popular tourist attractions in Buenos Aires, Argentina

"Giving directions": Asking for directions in a neighborhood

PAGE 127, 128

Simple past *-ed* endings

Listening to people talk about their past summer activities

Writing about last weekend

"Did You Have a Good Weekend?": Reading about four people's weekend experiences

"Past activities": Comparing your classmates' childhoods

PAGE 129

Negative contractions

Listening for places and dates of birth

Writing questions about a person's life

"Who is Marina Chapman?": Reading about a woman's life

"This is your life": Finding out more about your classmates' lives

PAGE 130

Reduction of *want to* and *have to*

Listening to phone conversations about making and changing plans

Writing about weekend plans

"Austin City Limits!": Reading about events at a festival

"The perfect weekend": Making plans with your classmates

PAGE 131

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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The Fifth Edition of *Interchange*

Interchange, the world's favorite English course, has a long tradition of teaching students how to speak confidently. Millions of people all over the world attest to its effectiveness.

What Makes *Interchange* Special?

Jack C. Richards' communicative methodology: Refined over years and in countless classrooms, the *Interchange* approach is rooted in solid pedagogy.

Flexible units: Instructors can change the order of the activities in each unit, keeping lessons fresh and students engaged. Additional photocopiable activities and a full video program give teachers even more freedom to make *Interchange* their own.

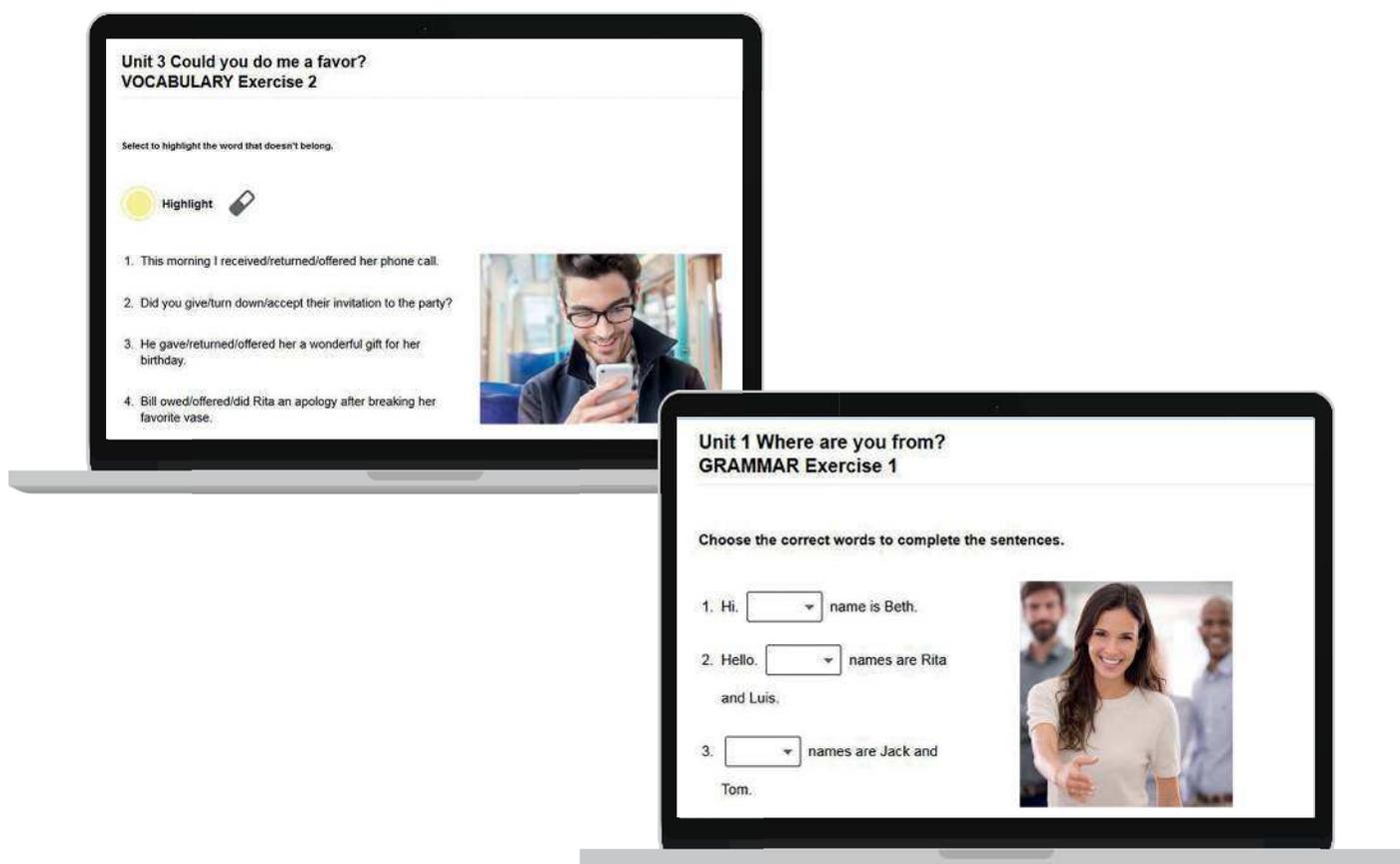
Students speak right from the start: The solid research and winning content give students the confidence to speak early and often.

What's New in the Fifth Edition?

50% new content: Readings, listenings, conversations, and Snapshots have been updated throughout the books.

Improved exercises for listenings and readings: We listened to teachers' requests for greater variety in the activities that accompany the listenings and readings.

New digital tools: Self-study for every student available online. An online workbook with fun games.



Student's Book overview

Every unit in *Interchange Fifth Edition* contains two cycles, each of which has a specific topic, grammar point, and function. The units in Level Intro contain a variety of exercises, including a Snapshot, Conversation, Grammar focus, Pronunciation, Discussion (or Speaking), Word power, Listening, Writing, Reading, and Interchange activity. The sequence of these exercises differs from unit to unit. Here is a sample unit from Level Intro.

Cycle 1 (Exercises 1–5)

Topic: sports

Grammar: simple present Wh-questions

Function: discuss sports students watch and play

10 What sports do you like?
 ▶ Discuss sports to watch and play
 ▶ Discuss skills, abilities, and talents

1 SNAPSHOT
 Listen and practice.

SPORTS QUIZ

Mexico's favorite sport is soccer. Their second favorite sport is ...
 football
 hockey
 baseball

Brazil's favorite sport is soccer. Their second favorite is ...
 tennis
 volleyball
 swimming

Canada's favorite sport is ice hockey. Their second favorite sport is ...
 basketball
 ice-skating
 snowboarding

South Korea's favorite sport is basketball. Their second favorite sport is ...
 bike riding
 hiking
 soccer

Can you guess what sports are the second favorite in each country? Check (✓) the sports.
 Do you like sports? What sports are popular in your country?

2 CONVERSATION When do you play all these sports?
 Listen and practice.

TARA So, Victor, what do you do in your free time?
 VICTOR Well, I really like sports.
 TARA Cool! What sports do you like?
 VICTOR My favorite sports are basketball, soccer, and tennis.
 TARA Wow! You're a really good athlete. When do you play all these sports?
 VICTOR Oh... I don't play them very often.
 TARA What do you mean?
 VICTOR I just watch them on TV!

Snapshot

- Introduces the unit or cycle topic
- Presents vocabulary for discussing the topic
- Uses real-world information
- Provides personalized guided discussion questions

Conversation

- Provides structured listening and speaking practice
- Introduces the meaning and use of Cycle 1 grammar in context
- Uses pictures to set the scene and illustrate new vocabulary
- Provides follow-up listening tasks

Grammar focus

- Includes audio recordings of the grammar
- Provides controlled grammar practice in realistic contexts, such as short conversations
- Provides freer, more personalized speaking practice

3 GRAMMAR FOCUS

Simple present Wh-questions

What sports do you play? I play **soccer and basketball**.
Who do you play basketball with? I play **with some friends from work**.
Where do you play? We play **at a gym near the office**.
How often do you practice? We practice **twice a week**.
When do you practice? We practice **on Tuesdays and Thursdays**.
What time do you start? We start **at six in the evening**.

GRAMMAR PLUS see page 141

A Complete the conversations with the correct Wh-question words. Then practice with a partner.

- 1. A:** How often do you go bike riding?
B: Oh, about once or twice a week.
A: I love to go bike riding. I go every Sunday.
B: Really? do you go?
A: Usually at about ten in the morning.
B: Oh, yeah? do you go with?
A: A group of friends. Come with us next time!
- 2. A:** I watch sports on TV every weekend.
B: Really? do you like to watch?
A: Soccer. It's my favorite!
B: do you usually watch soccer?
A: In the evening or on weekends.
B: And do you usually watch it?
 At home?
A: No, at my brother's house. He has a home theater!

B Complete the conversation with Wh-questions. Then compare with a partner.

- A:** What sports do you like ?
B: I like a lot of sports, but I really love volleyball!
A: ?
B: I usually play with my sister and some friends.
A: ?
B: We practice on Saturdays.
A: ?
B: We start at about noon.
A: ?
B: We usually play at a sports club, but sometimes we play on the beach.

C **PAIR WORK** Ask your partner five questions about sports or other activities. Then tell the class.

- A:** What sports do you like?
B: I don't like sports very much.
A: Oh? What do you like to do in your free time?



What sports do you like? 165

4 LISTENING What do you think of sports?

Listen to the conversations about sports. Complete the chart.

	Favorite sport	Do they play or watch it?	
		Play	Watch
1. James	football	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Brianna		<input type="checkbox"/>	<input type="checkbox"/>
3. Matthew		<input type="checkbox"/>	<input type="checkbox"/>
4. Nicole		<input type="checkbox"/>	<input type="checkbox"/>



5 SPEAKING Free-time activities

A Add one more question about free-time activities to the chart. Then ask two people the questions. Write their names and complete the chart.

	Name:	Name:
1. What sports do you like to watch or play?		
2. What do you do on the weekends?		
3. What do you like to do when the weather is nice?		
4. What do you like to do when it's raining?		
5. How often do you play video games?		
6. _____?		

A: Soo-hyun, what sports do you like?
B: I like a lot of sports. My favorites are soccer and baseball.

B **CLASS ACTIVITY** Tell your classmates about your partners' free-time activities.

6 CONVERSATION What can I do?

Listen and practice.

Dylan: Look! There's a talent show audition on Friday. Let's enter.
Becky: Oh, I can't enter a talent show. What can I do?
Dylan: You can sing very well.
Becky: Really? Thanks!
Dylan: I can't sing at all, but I can play the piano, so ...
Becky: So maybe we can enter the contest.
Dylan: Of course we can. Let's do it!
Becky: OK. We can practice tomorrow!



Listening

- Provides pre-listening focus tasks or questions
- Develops a variety of listening skills, such as listening for main ideas and details

Speaking

- Provides communicative tasks that help develop oral fluency
- Includes pair work, group work, and class activities

Conversation

- Provides structured listening and speaking practice
- Introduces the meaning and use of Cycle 2 grammar, useful expressions, and discourse
- Uses pictures to set the scene and illustrate new vocabulary

Cycle 2 (Exercises 6–12)

Topic: skills and abilities

Grammar: *Can* for ability

Function: discuss skills, abilities, and talents

Grammar focus

- Presents examples from the previous conversation
- Provides controlled grammar practice in realistic contexts, such as short conversations

Pronunciation

- Provides controlled practice in recognizing and producing sounds linked to the cycle grammar
- Promotes extended or personalized pronunciation practice

7 GRAMMAR FOCUS

Can for ability

I You She He We They	can can't	sing very well. sing at all.	Can	you I she he we they	you I No, he we they	can. can't.	What can I do? You can sing. Who can sing? Becky can .
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GRAMMAR PLUS see page 141

A Six people are talking about things they can and can't do. Complete these sentences.



1. I _____ **can** swim. 2. I _____ fix cars. 3. I _____ sing.
4. I _____ ice-skate. 5. I _____ play the piano. 6. I _____ cook.

B **PAIR WORK** Ask and answer questions about the pictures in part A.

A: Can Ben swim?
B: Yes, he can.

C **GROUP WORK** Can your classmates do the things in part A? Ask and answer questions.
"Can you swim, Diego?"

8 PRONUNCIATION Can and can't

A Listen and practice. Notice the pronunciation of **can** and **can't**.

/kən/ /kənt/
I **can** play the piano. I **can't** sing at all.

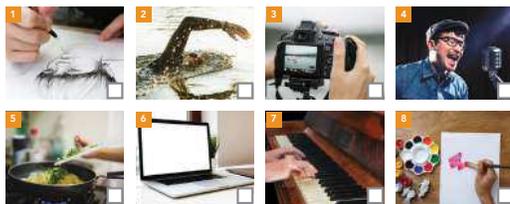
B **PAIR WORK** Your partner reads a sentence for each number. Check (✓) the sentence you hear.

1. I can cook. 2. I can drive. 3. I can swim. 4. I can dance.
 I can't cook. I can't drive. I can't swim. I can't dance.

What sports do you like? 67

9 LISTENING Are you good at sports?

A Listen to three people talk about their abilities. Write J (Joshua), M (Monica), or A (Anthony) on the things they can do well.



10 WORD POWER Talents and abilities

A Complete the word map with talents and abilities from the list. Then listen and practice.

- ✓ bake cookies
- build a robot
- design a website
- do math in your head
- edit a video
- fix a computer
- make electronic music
- play chess
- ride a horse
- run a marathon
- skateboard
- take good photos
- tell good jokes



B **GROUP WORK** Who can do the things in part A? Make a list of guesses about your classmates.

- A: Who can bake cookies?
B: I think Melanie can.
C: Who can design ... ?

bake cookies - Melanie
design a website

C **CLASS ACTIVITY** Go around the room and check your guesses.

- A: Melanie, can you bake cookies?
B: Yes, I can.

11 INTERCHANGE 10 Hidden talents and abilities

Learn more about your classmates' hidden talents and abilities. Go to Interchange 10 on page 124.

68 Unit 10

Listening

- Provides pre-listening focus tasks or questions
- Develops a variety of listening skills, such as listening for main ideas and details

Word power

- Presents vocabulary related to the unit topic
- Provides practice with collocations and categorizing vocabulary
- Promotes freer, more personalized practice

Reading

- Presents a variety of text types
- Introduces the text with a pre-reading task
- Develops a variety of reading skills, such as reading for main ideas, reading for details, and inferencing
- Promotes discussion that involves personalization and analysis

12 READING ◉

A Some people like to set world records. Why do you think they like to do that?

Awesome Sports Records

base jumping

Base jumping is a dangerous sport. People jump off buildings, bridges, and other high places. The Burj Khalifa tower in Dubai, United Arab Emirates, is 824 meters (2,717 feet) tall. That's a very scary jump. But Fred Fugen and Vince Reffet of France can jump it! They also enjoy skydiving and parachuting.

Kalamandalam Hemalatha of India has an amazing marathon record, but it's not for running. She can dance, and dance, and dance! In fact, Kalamandalam can dance for 120 hours and 15 minutes. That's the longest dance marathon on record. Kalamandalam's special dance is from India. It's called the Mohiniyattam dance.

Do you know about Otto? Otto likes surfing, skateboarding, and playing soccer. Otto is a champion skateboarder, but he's a dog from Lima, Peru! Otto has the record for skateboarding through the legs of 30 people!

Do you know what a unicycle is? It's a bicycle with just one wheel. David Weichenberger of Austria has the world record for longest jump on a unicycle. He can jump 2.95 meters (about 10 feet).

Can you squash an apple? Can you squash your arm? (One woman can!) Her name is Lindsey Lindberg. Lindsey is from Texas, in the U.S. In one minute, she can squash 10 apples. That's one apple every six seconds.

B Read the records. Then check (✓) the correct answers to the questions.

- What's special about a unicycle?
 - a. It has no wheels. b. It has one wheel, not two.
- Who likes base jumping?
 - a. David Weichenberger b. Fred Fugen
- What sort of marathon can Kalamandalam do?
 - a. a dance marathon b. a running marathon
- How does Lindsey Lindberg squash apples?
 - a. with her hands b. with her arm muscles
- What is one sport that Otto plays?
 - a. basketball b. soccer

C **GROUP WORK** Do you think it's fun to set world records? Why or why not? What other world records do you know about? Tell your classmates.

What sports do you like? 69

In the back of the book

Interchange activity

- Expands on the unit topic, vocabulary, and grammar
- Provides opportunities to consolidate new language in a creative or fun way
- Promotes fluency with communicative activities such as discussions, information gaps, and games

Grammar plus

- Explores the unit grammar in greater depth
- Practices the grammar with controlled exercises
- Can be done in class or assigned as homework

INTERCHANGE 10 Hidden talents and abilities

A **CLASS ACTIVITY** Add two more activities to the list. Then go around the class. Find someone who can and someone who can't do each thing. Try to write a different name on each line.

Can you . . . ?	Can	Can't
do a handstand		
do yoga		
juggle three balls		
make your own clothes		
play two musical instruments		
raise one eyebrow		
say the alphabet backward		
say "hello" in three languages		
swim underwater		
whistle a song		



do a handstand



make your own clothes



raise one eyebrow



say the alphabet backward



whistle a song



juggle balls

A: Can you do a handstand?
 B: Yes, I can. or No, I can't.

B **CLASS ACTIVITY** Share your answers with the class.
 "Nick can't do a handstand, but Sylvia can. And Yan-mei can do yoga."

C Do you have any other hidden talents or abilities?

124 Interchange 10

UNIT 10

1 Simple present Wh-questions #202-235

Remember: Who = what person; where = what place; how often = what frequency; when = what days; what time = what time of day
 Remember: Use do or does after the question word.

Complete the questions with the correct question word and do or does. Then match the questions with the answers.

1. What sport do you like? c.
 2. When you go to games with? a.
 3. How often your team play? e.
 4. Where they play? d.
 5. When they play? a.
 6. What time the games start? f.

a. My father and my two brothers.
 b. Usually at four o'clock.
 c. Soccer. I love to watch my team.
 d. Once or twice a month.
 e. On Sunday afternoons.
 f. At the Olympic Stadium.

2 Can for ability #236-251

Use the base form of the verb with can. With third-person singular, don't add an -s to can or to the base form: She **can play** the piano. (not: she-~~can~~-plays-the-piano)

A Write sentences about the things people can and can't do. Use can or can't with and, but, or, or (✓ = can, ✗ = can't)

- Olivia: ride a bike ✓ drive a car ✗
 Olivia can ride a bike, but she can't drive a car.
- Juan: play the piano ✓ play the violin ✗
- Matt and Drew: act ✓ sing ✗
- Alicia: snowboard ✓ ice-skate ✗
- Ben: take good photos ✓ edit videos ✓
- Corinne: write poems ✗ tell good jokes ✓

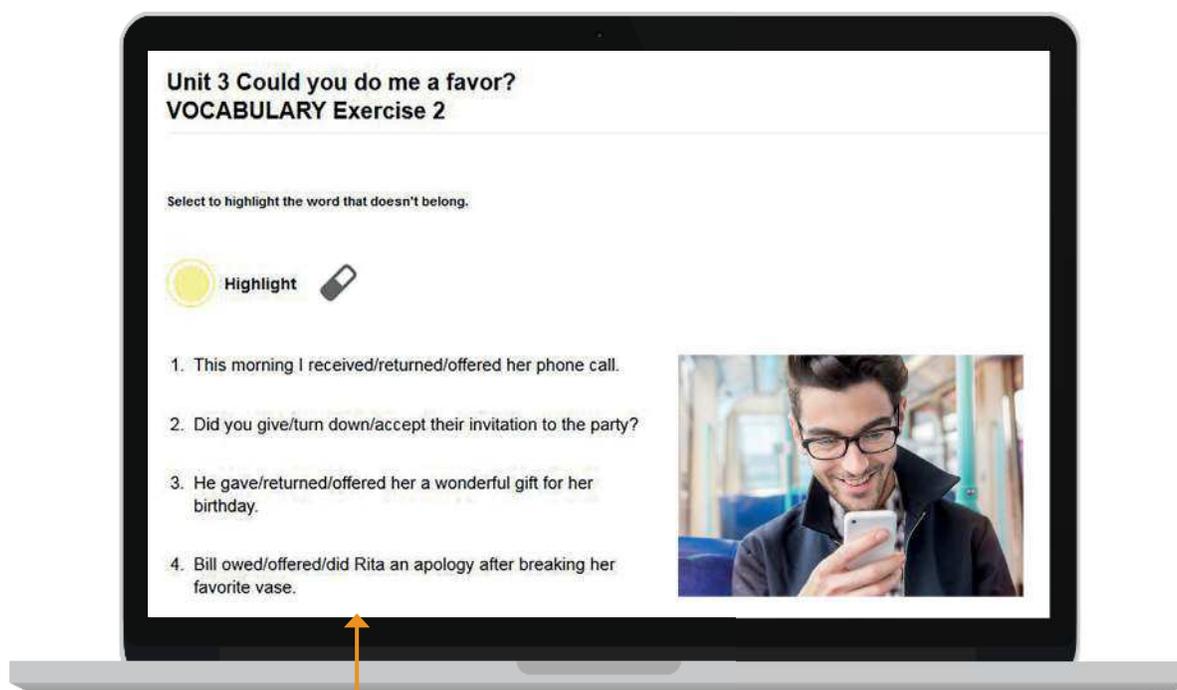
B Look at part A. Answer the questions. Write short sentences.

- Can Matt and Drew sing? No, they can't.
- Who can tell good jokes? _____
- Can Olivia drive a car? _____
- Can Juan play the piano? _____
- Who can snowboard? _____
- What can Matt do? _____

Unit 10 Grammar plus 141

Online Self-study overview

Interchange Fifth Edition online Self-study provides students with hundreds of additional exercises to practice the language taught in the Student's Book on their own, in the classroom, or in the lab.



Interactive exercises

Hundreds of interactive exercises provide hours of additional:

- vocabulary practice
- grammar practice
- listening practice
- speaking practice
- reading practice

The complete *Interchange* video program

The entire *Interchange* video program for this level is included online with exercises that allow the students to watch and check comprehension themselves.



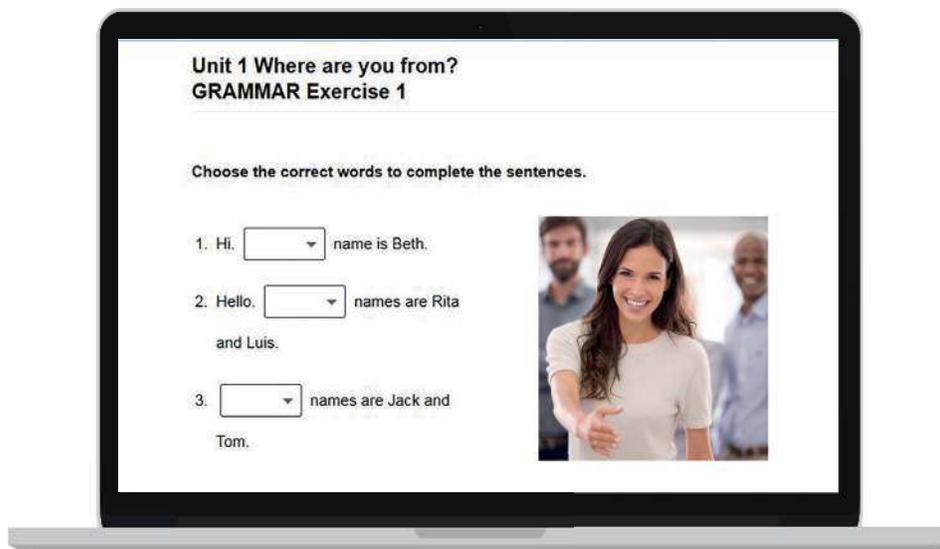
Online Workbook overview

The *Interchange Fifth Edition Online Workbook* provides additional activities to reinforce what is presented in the corresponding Student's Book. Each *Online Workbook* includes:

- A variety of interactive activities which correspond to each Student's Book lesson, allowing students to interact with workbook material in a fresh, lively way.
- Instant feedback for hundreds of activities, challenging students to focus on areas for improvement.
- Simple tools for teachers to monitor students' progress such as scores, attendance, and time spent online, providing instant information.

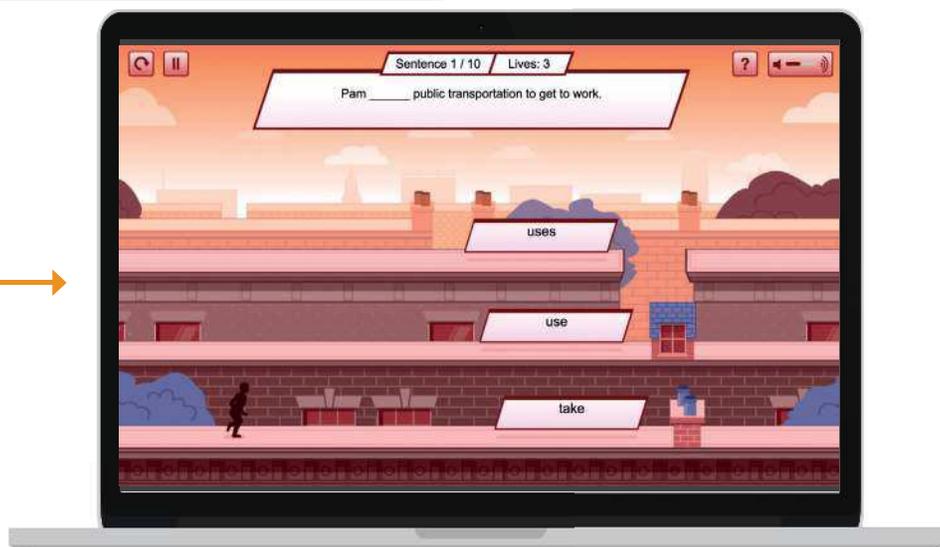
The *Interchange Fifth Edition Online Workbooks* can be purchased in two ways:

- as an institutional subscription,
- as part of a Student's Book with Online Workbook Pack.



Games

- Fun, interactive, self-scoring activities in the Online Workbooks offer a fresh change of pace.



Workbook overview

Interchange Fifth Edition provides students with additional opportunities to practice the language taught in the Student's Book outside of the classroom by using the Workbook that accompanies each level.

Vocabulary

- Provides vocabulary practice based on the unit topic

7 Does it have a view?

1 Label the parts of the house.

2 Complete the conversation. Use the sentences in the box.

<input type="checkbox"/> No, I don't. I live with my sisters.	<input type="checkbox"/> Yes, it has three bedrooms.
<input checked="" type="checkbox"/> No, I live in an apartment.	<input type="checkbox"/> Yes, it has a great view of the city.

Ji-hye: Do you live in a house, Fernanda?
Fernanda: No, I live in an apartment.
Ji-hye: Well, is it very big?
Fernanda: _____
Ji-hye: Does it have a view?
Fernanda: _____
Ji-hye: Oh, that's great! And do you live alone?
Fernanda: _____

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9 Choose the correct responses.

1. A: My apartment has a view of the park. B: <u>You're lucky.</u> • Guess what! • You're lucky.	3. A: I really need a new desk. B: _____ • So let's go shopping this weekend. • That's great!
2. A: Do you need living room furniture? B: _____ • Yes, I do. I need a sofa and a coffee table. • No, I don't. I need a sofa and a coffee table.	4. A: Do you have chairs in your kitchen? B: _____ • Yes, I do. I need six chairs. • Yes, I do. I have six chairs.

10 Draw a picture of your home. Then write a description. Use the questions in the box for ideas.

Do you live in a house or an apartment? What furniture do you have?	What rooms does your home have? Who lives with you?
--	--

42 Unit 7

Grammar

- Reinforces the unit grammar through controlled practice

Writing

- Promotes freer, more personalized practice
- Reinforces the vocabulary and grammar in the unit

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

3 GRAMMAR FOCUS

Learning Objective: ask and answer simple present Wh-questions

CD 2, Track 43

Simple present Wh-questions

- Focus Ss' attention on the Grammar Focus box. Elicit or explain the Wh-questions ask for information.
- To review the meanings of Wh-question words, write this on the board:
 - Who
 - Where
 - How often
 - When
 - What time
- Elicit or give examples of questions using each Wh-word.
- Elicit the pattern for simple present Wh-questions: Question word + do/does + subject + verb?
- If needed, refer Ss to Unit 8, Exercise 4.
- Play the audio program. Ss listen and read silently.

A

- Explain the first part of the task. Ask two Ss to model the first three lines of the first conversation.
- Ss complete the task individually. Then they compare answers in pairs or small groups.

TIP

In mixed-level classes, include at least one strong S in each pair or group when they complete tasks involving grammar accuracy. Encourage Ss to collaborate and help each other.

• Elicit answers from the class and write them on the board.

Answers

1. **A: How often** do you go bike riding?
 B: Oh, about once or twice a week.
 A: I love to go bike riding. I go every Sunday.
 B: Really? **What time/When** do you go?
 A: Usually at about ten in the morning.
 B: Oh, yeah? **Who** do you go with?
 A: A group of friends. Come with us next time!
 B: I watch sports on TV every weekend.
 A: Soccer. It's my favorite!
 B: **When** do you usually watch soccer?
 A: In the evenings or on weekends.
 B: And **where** do you usually watch it?
 A: At home?
 B: No, at my brother's house. He has a home theater!

• Ss practice the conversations in pairs.

B

- Explain the task. Then ask two Ss to model the first two lines of the conversation.
- Ss complete the task individually. Then they compare answers in pairs.
- Ask different Ss to write the questions on the board. If needed, correct the questions with the class.
- **Option:** Ss practice the conversation in pairs.

Answers

A: What sports do you like?
 B: I like a lot of sports, but I really love volleyball!
A: Who do you usually play with?
 B: I usually play with my sister and some friends.
A: When do you practice?
 B: We practice on Saturdays.
A: What time do you start?
 B: We start at about noon.
A: Where do you play?
 B: We usually play at a sports club, but sometimes we play on the beach.

C Pair work

- Explain the task. Then ask two Ss to model the example conversation.
- Ss write questions about sports or other activities individually. Go around the class and give help as needed.
- **Option:** If Ss have trouble thinking of questions to ask, elicit questions from the class and write them on the board.
- Ss work in pairs. They take turns asking and answering their questions. Then ask different Ss to tell the class their partners' answers.
- **Option:** Ss write sentences about their partners before they tell the class.

For a new way to practice Wh-questions, try **Question Exchange** – download it from the website.

T65 Unit 10

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

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. There's
 c. There are
 d. There

42. The operation is _____ Maria Street.

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

43. "I can't invite very well."
 "I wish _____."

a. too
 b. either
 c. so
 d. neither

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

a. went
 b. seeing
 c. see
 d. I see

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

Presentation Plus overview

Interchange Presentation Plus is a complete classroom presentation package, combining the contents of the Student's Book, the class audio, and the video program for each level of the series into a convenient one-stop presentation solution. It can be used with all types of interactive whiteboards or with just a projector and a computer to present *Interchange* core materials in the classroom in a lively and engaging way.

Presentation Plus simplifies several of the teaching tasks that take place in the classroom.

You can use Presentation Plus to display the answers for the exercises in an uncomplicated way, zoom in on a page to more efficiently focus students' attention on an activity or image, and even annotate pages for future lessons.



cambridge.org/interchange

Go online for a variety of materials to assist with your teaching of the series. Here you will find practical articles, correlations, language summaries, overviews of supplementary materials, ideas for games and extra activities, as well as a number of downloadable worksheets for projects and extra practice of vocabulary, grammar, listening, writing, and speaking.

Supplementary Resources Overviews

Indicate all the activities available in the various ancillary components that can be used after each exercise in the Student's Book units for extra practice, review, and assessment.

UNIT 1 SUPPLEMENTARY RESOURCES OVERVIEW			
After the Learning Objectives	You can use these materials	For practice and assessment	For practice and assessment
1. Conversation		SS Unit 1 Speaking 1	
2. Dialogue		SS Unit 1 Speaking 1	
3. Grammar Focus		SB Unit 1 Grammar Plus, Focus 1	SS Unit 1 Grammar 1
			GAME Grammar Buster (The web bar 2)
4. Listening		TSS Unit 1 Extra Worksheet	
5. Word Power		SS Unit 1 Vocabulary 1	
6. Speaking		SS Unit 1 Vocabulary 2	
		SS Unit 1 Vocabulary 3	
7. Conversation		SS Unit 1 Speaking 2	
8. Grammar Focus		SB Unit 1 Grammar Plus, Focus 2	SS Unit 1 Grammar 2
			GAME Speak or Spell (The web bar 2)
9. Pronunciation			
10. Speaking		GAME Grammar Doctor (The alphabet and numbers)	
11. Listening			
12. Dialogue 1		TSS Unit 1 Vocabulary Worksheet	SS Unit 1 Reading 1-2
13. Dialogue 2		TSS Unit 1 Grammar Worksheet	SS Unit 1 Listening 1-3
14. Speaking 1		TSS Unit 1 Listening Worksheet	SS Unit 1 Games 1-3
15. Speaking 2		TSS Unit 1 Project Worksheet	SS Unit 1 Project Worksheet
16. Speaking 3		WB Unit 1	WB Unit 1 (with the web bar, Spelling lists and project page)
17. Speaking 4		WB Unit 1	WB Unit 1 (with the web bar, Spelling lists and project page)
18. Speaking 5		WB Unit 1	WB Unit 1 (with the web bar, Spelling lists and project page)

Downloadable worksheets

- Offer extra speaking opportunities
- Provide guidance for projects and extra practice of grammar, vocabulary, listening, and writing

Unit 3 Project Worksheet

WHERE ARE YOU FROM?

Plan
 Imagine that you will visit a classmate's hometown. Write questions that you want to ask your classmate about his or her town, family, and friends. Then find a photo of your family or friends in your hometown. A partner will ask you questions about the photo.

What _____?
 Where _____?
 Who _____?
 How _____?

Prepare
 PAIR WORK Share your pictures with your partner. Then take turns asking and answering questions. Write your partner's answers.

Present
 CLASS ACTIVITY Put your partner's picture on the map. Then describe your partner's hometown and the people in the photo. Give at least three pieces of information about the city or town and the people.

Interchange Intro Teacher's Resource Worksheets © Cambridge University Press 2017 Photocopyable

Video Program overview

The *Interchange* Video Program is designed to complement the Student's Books. Each video provides further practice related to the topics, language, and vocabulary introduced in the corresponding unit of the Student's Book.

PROGRAM COMPONENTS

Video

The sixteen videos in each level's video program complement Units 1 through 16 of the corresponding Student's Book. There are a variety of genres: dramatized stories, documentaries, interviews, profiles, and travelogues.

Video Resource Book

The Video Resource Book contains the following:

- engaging **photocopiable worksheets** for students
- detailed **teaching notes** for teachers
- answer keys for the student worksheets
- complete video transcripts

TEACHING A TYPICAL VIDEO SEQUENCE

The **worksheets** and **teaching notes** for each video are organized into four sections: *Preview*, *Watch the video*, *Follow-up*, and *Language close-up*. The unit-by-unit teaching notes in the Video Resource Book give detailed suggestions for teaching each unit.

Preview

The *Preview* activities build on each other to provide students with relevant background information and key vocabulary that will assist them in better understanding the video.

Watch the video

The carefully sequenced *Watch the video* activities first help students focus on gist and then guide them in identifying important details and language. These tasks also prepare them for *Follow-up* speaking activities.

Follow-up

The *Follow-up* speaking activities encourage students to extend and personalize information by voicing their opinions or carrying out communicative tasks.

Language close-up

Students finish with the *Language close-up*, examining and practicing the particular language structures and functions presented in the video.

Introduction to the CEFR

Introduction to the Common European Framework of Reference (CEFR)

The overall aim of the Council of Europe's Common European Framework of Reference (CEFR) is to provide objective criteria for describing and assessing language proficiency in an internationally comparable manner. The Council of Europe's work on the definition of appropriate learning objectives for adult language learners dates back to the '70s. The influential Threshold series (J. A. van Ek and J. L. M. Trim, Cambridge University Press, 1991) provides a detailed description in functional, notional, grammatical, and sociocultural terms, of what a language user needs to be able to do in order to communicate effectively in the sort of situations commonly encountered in everyday life. Three levels of proficiency are identified,

called Waystage, Threshold, and Vantage (roughly corresponding to Elementary, Intermediate, and Upper Intermediate).

The Threshold series was followed in 2001 by the publication of the Common European Framework of Reference, which describes six levels of communicative ability in terms of competences or "can do" statements: A1 (Breakthrough), A2 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Effective Operational Proficiency), and C2 (Mastery). Based on the CEFR descriptors, the Council of Europe also developed the European Language Portfolio, a document that enables learners to assess their language ability and to keep an internationally recognized record of their language learning experience.

Interchange Fifth Edition and the Common European Framework of Reference

The table below shows how *Interchange Fifth Edition* correlates with the Council of Europe's levels and with some major international examinations.

	CEFR	Council of Europe	Cambridge ESOL	IELTS	TOEFL iBT	TOEIC
Interchange						
Level Intro	A1	Breakthrough				120+
Level 1	A2	Waystage				225+
Level 2	B1	Threshold	KET (Key English Test)	4.0–5.0	57–86	550+
Level 3			PET (Preliminary English Test)			
Passages						
Level 1	B2	Vantage	FCE (First Certificate in English)	5.5–6.5	87–109	785+
Level 2	C1	Effective Operational Efficiency	CAE (Certificate in Advanced English)	7.0–8.0	110–120	490+ (Listening) 445+ (Reading)

Source: <http://www.cambridgeesol.org/about/standards/cefr.html>

Essential teaching tips

Classroom management

Error correction

- During controlled practice accuracy activities, correct students' wrong use of the target language right away, either by correcting the error yourself or, whenever possible, having the student identify and / or correct the error. This way, the focus is on accuracy, and students can internalize the correct forms, meaning, and use of the language.
- During oral fluency activities, go around the room and take notes on errors you hear. Do not interrupt students. Instead, take notes of their errors in the use of target language and write these errors on the board. Encourage students to correct them first. Be sure to point out and praise students for language used correctly as well.

Grouping students

It is good to have students work in a variety of settings: individually, in pairs, in groups and as a class. This creates a more student-centered environment and increases student talking time.

- The easiest and quickest way to put students in pairs is to have two students sitting close to one another work together. This is good for when students need to have a quick discussion or check answers.
- To ensure students don't always work with the same partner and / or for longer activities, pair students by name, e.g., Maria work with Javier.
- One way to put students in groups is to give them a number from 1 to 4, and then have all number 1s work together, all number 2s work together, and so forth.

Instructions

- Give short instructions and model the activity for the students.
- Check your instructions, but avoid asking, Do you understand? Instead ask concept questions such as, Are you going to speak or write when you do this activity?

Monitoring

- Make sure you go around the room and check that the students are doing the activity and offer help as necessary.
- Monitor closely during controlled practice, but don't make yourself too accessible during fluency activities; otherwise, students may rely on you to answer questions rather than focus on communicating their ideas to their partner or group.

Teaching lower-level students

- Teach the Classroom Language on page xxiii and put useful language up in the classroom, so the students get used to using English.
- Don't rush. Make sure all the students have had enough time to practice the material.
- Do a lot of repetition and drilling of the new target language.
- Encourage students to practice and review target language by doing activities in the Workbook and Self-study.
- Elicit answers from your students and involve them in the learning process. Even though they are beginners, they may have a passive knowledge of English. Find out what they already know by asking them questions.
- Use the optional activities within the Teaching Notes and the Supplementary Resources Overview charts at the beginning of each unit in this Teacher's Edition to add variety to your lessons.

Teaching reading and listening

- Reading and Listening texts are meant to help the students become better readers / listeners, not to test them. Explain to your students why they need to read or listen to a text several times.
- Adapt the reading speed to the purpose of the reading. When the students read for gist, encourage them to read quickly. When students read for detail, give them more time.

Classroom Language Teacher instructions

