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.
Every unit in Interchange Fifth Edition contains two cycles, each of which has a specific topic, grammar point, and function. The units in Level 2 contain a variety of exercises, including a Snapshot, Conversation, Perspectives, 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 2.

**Cycle 1 (Exercises 1–7)**

**Topic:** holidays and special occasions  
**Grammar:** relative clauses of time  
**Function:** describe celebrations and annual events

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

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

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**Student’s Book overview**

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Perspectives
- Provides structured listening and speaking practice
- Introduces the meaning and use of the cycle's grammar, useful expressions, and discourse
- Presents people's opinions and experiences about a topic

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

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

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

Writing
- Provides a model writing sample
- Develops skills in writing different texts, such as blogs and email messages
- Reinforces the vocabulary and grammar in the cycle or unit
Introduction

Time to celebrate!

Conversational Speed and Naturalness

A traditional wedding

Grammar focus

Adverbial clauses of time

When women get married,

After the groom arrives,

Before the wedding,

they ... sounds

linked to the cycle grammar

• Promotes extended or personalized pronunciation practice

More Information

Grammar focus

• Presents examples from the previous conversation

• Provides controlled grammar practice in realistic contexts, such as short conversations

Speaking

• Provides communicative tasks that help develop oral fluency

• Recycles grammar and vocabulary in the cycle

• Includes pair work, group work, and class activities
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 inferring
- Promotes discussion that involves personalization and analysis

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

UNIT 1

1. Narrative Grammar of Time

   a. Present Perfect Tense
      - Has (have, has) + past base + event
      - Has (have, has) + past participle
      - Has (have, has) + past particle

   b. Past Perfect Tense
      - Had (have, has) + past participle

   c. Past Simple Tense
      - Verb + base

   d. Present Simple Tense
      - Verb + base

   e. Future Simple Tense
      - Will + verb

   f. Present Continuous Tense
      - Am/Is/Are + verb + ing

   g. Present Perfect Continuous Tense
      - Have (has) + been + verb + ing

   h. Past Continuous Tense
      - Had + been + verb + ing

   i. Present Perfect Continuous Tense
      - Have (has) + been + verb + ing

   j. Past Perfect Continuous Tense
      - Had + been + verb + ing

   k. Future Perfect Continuous Tense
      - Will + have + been + verb + ing

   l. Future Perfect Tense
      - Will + have + verb + event

   m. Conditional Tense
      - If + present simple + past simple

   n. Conditional Tense
      - If + past simple + present simple

   o. Conditional Tense
      - If + past simple + past simple

   p. Conditional Tense
      - If + present simple + past simple

   q. Conditional Tense
      - If + past simple + past simple

   r. Conditional Tense
      - If + present simple + present simple

   s. Conditional Tense
      - If + past simple + present simple

   t. Conditional Tense
      - If + past simple + past simple

2. Adverbial Grammar of Time

   a. Adverbial clauses of time
      - Before the main clause, use a comma. When it comes after the main clause, don't use a comma.

   b. Adverbial clauses of time
      - Before the main clause, use a comma. When it comes after the main clause, don't use a comma.

   c. Adverbial clauses of time
      - Before the main clause, use a comma. When it comes after the main clause, don't use a comma.

   d. Adverbial clauses of time
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   t. Adverbial clauses of time
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   u. Adverbial clauses of time
      - Before the main clause, use a comma. When it comes after the main clause, don't use a comma.
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.

Grammar
- Reinforces the unit grammar through controlled practice

Vocabulary
- Provides vocabulary practice based on the unit topic

Reading
- Gives additional reading practice based on the theme of the unit
- Introduces the text with a pre-reading task
- Reinforces reading skills used in the Student’s Book

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

**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.
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.
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 closeup, examining and practicing the particular language structures and functions presented in the video.
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.

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<th>Interchange</th>
<th>CEFR</th>
<th>Council of Europe</th>
<th>Cambridge ESOL</th>
<th>IELTS</th>
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<td>Passages</td>
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<td>Level 2</td>
<td>C1</td>
<td>Effective Operational Efficiency</td>
<td>CAE (Certificate in Advanced English)</td>
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<td>445+ (Reading)</td>
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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  Student questions

Can I borrow your ... ?
I'll be Student A.

Who wants to go first?
I'll go first.

Whose turn is it?
It's your turn.

Which role are you going to take?
I'll be Student A.

Ready?
Yes, I am.

No, not yet.

OK.

Let's change roles and do it again.
## Unit 1 Supplementary Resources Overview

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<th><strong>You can use these materials in class</strong></th>
<th><strong>Your students can use these materials outside the classroom</strong></th>
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<td><strong>7</strong> Perspectives</td>
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<td><strong>SB</strong> Unit 1 Grammar plus, Focus 2</td>
<td><strong>SS</strong> Unit 1 Grammar 2</td>
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<td><strong>GAME</strong> Sentence Stacker (Used to 2)</td>
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**Key**

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