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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.



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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 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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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



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



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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.



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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.



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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.



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Teacher's Edition overview

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

Teaching notes

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

B [CD 2, Track 15] A (CD 2, Track 14 6 SPEAKING To practice questions play Ask the Right (

7 WRITING

5 LISTENING

Complete Assessment Program

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

		15		
3	ection III: Language Use			
h	r this section, you will arrower questions about the use of English. Choose the word or words that act completes the sections. For each term, NI is your arrower on the arrower sheet. You will have 15 startes to complete this section.			
4	1 several good nonisurants in our mathéorétood.			
	e Tuerr 1: They're 4: They're 4: They are 4: They are			
1	2. The gas station is			
	a: 00 b: at			
	c mat			
	d. close			
1	3. T can't series very welk" "T can't"			
	a. too h. eithet			
	E 103			
	d. recidear			
4	4. Tanjoyout two or three times a week.			
	a. forest b. setting			
	6 evi			
	d. Teat			
45. These days, woman keep working after they get married.				
	a, most b, mast of			
	c, almont			
	d, the most			
1	6. My sew job is very			
	a. excitation			
	c uniting			
	d exite			
4	3. After frishing callege, I kepe reacting.			
	s. get b. theiget			
	c pitting			
	if, to get			
1	iow go on to page 15.			
	Identify Placement Test A			



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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.



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cambridge.org/interchange

Go online for offers 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.

		You can use these materials	
	50 exercises 1 Snapshot	in class	outside the classroom
	2 Conversation 3 Grammar Focus		55 Unit 1 Speaking 1–2 58 Unit 1 Grammar plus. Focus 1
1	3 Grammar Focus		SB Unit I Grammar plus, Pocul I SS Unit I Grammar 1
			GAME Sentence Runner (Past tense 1)
2			GAME Say the Word (Past tense 2)
	4 Listening		
	5 Speaking	TSS Unit 1 Extra Worksheet	WB Unit 1 exercises 1-4
	6 Word Power		55 Unit 1 Vocabulary 1-2
12	7 Perspectives		
P	8 Grammar Focus		58 Unit 1 Grammar plus, Focus 2
			SS Unit 1 Grammar 2
			GAME Speak or Swim (Used to 1) GAME Sentence Stacker (Used to 2)
Ŀ.	9 Pronunciation	TSS Unit 1 Vocabulary Worksheet	GAME Sensence Stacker (Used to 2)
: 1	 Pronunciation 	TSS Unit 1 Grammar Worksheet	
		TSS Unit 1 Listening Worksheet	
5 F	10 Speaking		
	11 Writing	TSS Unit 1 Writing Worksheet	
	12 Interchange 1		
	13 Reading	TSS Unit 1 Project Worksheet	55 Unit 1 Reading 1-2
		VID Unit 1	55 Unit 1 Listening 1-3
		VRS Unit 1	
			WB Unit 1 exercises 5-10
	12 Interchange 1 13 Reading	TSS Unit 1 Project Worksheet VID Unit 1 VIB Unit 1	SS Unit 1 Reading 1-2 SS Unit 1 Listening 1-3 SS Unit 1 United 1-3 WB Unit 1 exercises 5-10 In 0x0-40M TBS. Reader Separat Sec

Downloadable worksheets

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

1	Jnit 3 Project Worksheet
	WHERE ARE YOU FROM?
1	Plan
è	magine that you will visit a classmale's homelown. Write questions that you want to ask your Sassmale about his or her town, family, and friends. Then find a photo of your family or friends n your homelown. A partner will ask you questions about the photo.
1	Nhat7
ŝ	Nhare7
	Nho?
,	tow?
	7
Î	7
Î	7
1	
ł	Prepare
	AIR WORK Share your pictures with your partner. Then take turns asking and
	inswering questions. Write your partner's answers.
	Present
2	2LASS ACTIVITY Put your partner's picture on the map. Then describe your partner's correstown and the people in the photo. Give at least three pieces of information about he city or town and the people.
	nferchance letro Teacher's Resource Worksheeks @ Cambridge University Press 2017

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

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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.

More Information

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

	CEER	Council of Europe	Cambridge ESOL	IFITS	TOFEL IBT	TOFIC
CEFR Council of Europe Cambridge ESOL IELTS TOEFL iBT TOEIC Interchange						
Level Intro	A1	Breakthrough				120+
Level 1 Level 2	A2	Waystage				225+
	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)

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

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

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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.

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Classroom Language Student questions



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Unit 1 Supplementary Resources Overview

	After the following	You can use these materials	Your students can use these materials
	SB exercises	in class	outside the classroom
	1 Snapshot		
	2 Conversation		SS Unit 1 Speaking 1–2
~	3 Grammar Focus		SB Unit 1 Grammar plus, Focus 1
CYCLE			SS Unit 1 Grammar 1
ا کر ا			GAME Sentence Runner (Past tense 1)
			GAME Say the Word (Past tense 2)
	4 Listening		
	5 Speaking	TSS Unit 1 Extra Worksheet	WB Unit 1 exercises 1–4
	6 Word Power		SS Unit 1 Vocabulary 1–2
	7 Perspectives		
	8 Grammar Focus		SB Unit 1 Grammar plus, Focus 2
			SS Unit 1 Grammar 2
			GAME Speak or Swim (Used to 1)
			GAME Sentence Stacker (Used to 2)
2	9 Pronunciation	TSS Unit 1 Vocabulary Worksheet	
Щ		TSS Unit 1 Grammar Worksheet	
CYCLE 2		TSS Unit 1 Listening Worksheet	
0	10 Speaking		
	11 Writing	TSS Unit 1 Writing Worksheet	
	12 Interchange 1		
	13 Reading	TSS Unit 1 Project Worksheet	SS Unit 1 Reading 1–2
		VID Unit 1	SS Unit 1 Listening 1–3
		VRB Unit 1	SS Unit 1 Video 1–3
			WB Unit 1 exercises 5–10

Key GAME: Online Game VID: Video DVD

SB: Student's BookVRB: Video Resource Book

SS: Online Self-studyWB: Online Workbook/Workbook

TSS: Teacher Support Site

Unit 1 Supplementary Resources Overview

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