

# interchange

THIRD EDITION

*Jack C. Richards*

*Intro*  
**LAB GUIDE**

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# Introduction

## Interchange Third Edition Lab CDs

For each level of *Interchange Third Edition* there is a set of four Lab CDs, accompanied by a Lab Guide. The Lab CDs contain practice exercises that supplement each unit of the Student's Book. The Lab CDs can be used in the language laboratory, in the classroom, or at home by the student who wants extra practice outside of class. The Lab CDs provide additional learning support for the student in the following ways:

- They give additional practice of the grammar patterns and functions in each unit of the Student's Book.
- They provide extra practice of the vocabulary and pronunciation patterns in the Student's Book, and extend them into fluency activities.
- They provide further opportunities to practice the conversations from the Student's Book.
- They further develop students' listening comprehension skills.

The exercises on the Lab CDs therefore help students develop the foundations for oral fluency.

## Types of exercises on the Lab CDs

Each unit on the Lab CDs corresponds to the same unit in the Student's Book. (There are no *Progress checks* on the Lab CDs.) A variety of exercise types is used, ranging from simple listen-and-repeat tasks to more interactive and fluency-building activities. The exercises typically present students with a cue that requires a response, which students can record separately. Then students hear the response modeled on the CD for comparison. Students are not required to make written responses.

Some of the lab exercises are designed to provide further opportunities to practice material introduced in the Student's Book. Other exercises provide additional practice with vocabulary, functions, or grammar points from the Student's Book.

The order of exercises *in general* follows the same sequence as the Student's Book. Hence, each unit on the Lab CDs complements the corresponding unit in the Student's Book as a whole. For this reason, it is best to use the Lab CD after finishing (or almost finishing) a cycle or unit in the Student's Book.

## How an exercise is presented on the Lab CDs

An exercise typically has the following format. The student hears the instructions, a cue, and a sample response.

### Unit 1, Exercise 1

Listen to people introduce themselves, like this:

– Hi. I'm Lisa Wong.

Reply like this:

– **It's nice to meet you, Lisa.**

The bold type shows the sample student response. Then the example is sometimes repeated and/or followed by a second example. This time the student hears a tone (indicated by the symbol •) before the sample response.

Listen to another example.

– Hello. My name is Paul Lopez. •

– **It's nice to meet you, Paul.**

Ready.

When the announcer says "Ready," the exercise begins. Students say their response when they hear the tone (indicated by •). There is ample time on the CD for the students to answer, so it is not necessary to pause the CD. After the students respond, an appropriate response is modeled to give them immediate feedback.

1. Hi. I'm Christopher Smith. •

[*The student responds.*]

**It's nice to meet you, Christopher.**

[*The answer is modeled on the CD.*]

It's nice to meet you, Christopher.

### When to use the Lab Guide

The Lab Guide is intended as a teacher reference and learner resource. Although the goal is for students to do the exercises on the Lab CDs by listening only, students may need differing levels of print support depending on their listening proficiency. Teachers can either make Lab Guides available to students, photocopy and distribute individual pages, or make overhead transparencies of exercises for use in class. Therefore, the Lab Guide offers different alternatives:

- **Part A** of the Lab Guide presents only the instructions for each exercise.
- **Part B** of the Lab Guide is for students who need additional support. It presents the complete script for each exercise with a dotted line to indicate where students should give their response. Again, scripts from this part may be made available for student reference. Once students are comfortable with the exercises, however, they should try the exercises using only the written instructions in Part A. Eventually they should be able to do the exercises only by listening, without using print support.
- **Part C** presents the complete script, with answers indicated in bold type. This section is intended for use mainly by teachers, but can also be made available to students needing extra help in developing listening proficiency or to any students wanting to double-check their responses. Teachers can also use this section to preview material.

Thus the Lab Guide offers great flexibility, allowing each student in the class to work at his or her own level of ability and to progress accordingly.

### How to use the Lab CDs

Since the Lab CDs correspond to the Student's Book, it is assumed that students will already be familiar with the words and structures in the exercises. In this level, there are between eight and ten exercises per unit, and entire units average about 15–20 minutes in length.

#### In the language laboratory

- Students do not need to bring their Student's Books to the laboratory in order to do the Lab CD exercises.

- Either in class or in the lab, the teacher should introduce the lab exercises by telling students which exercises they will be doing. If necessary, the teacher can go over the instructions to the exercises ahead of time to make sure students understand what to do.
- The first time students use the Lab CDs, it may be helpful to do one entire exercise as a class. (See "How an exercise is presented on the Lab CDs" on page v.) This will familiarize them with the general exercise format.
- It is not necessary for students to take notes or write while doing the exercises; in fact, it will prevent them from listening effectively.
- If the lab allows it, students should record their responses. After they have completed their assignment, they can go back and check their responses.
- Limit the amount of time that students spend doing the lab exercises to 15–20 minutes per session. Students are likely to get greater benefits from the exercises if they spend shorter periods of time doing them.

#### In the classroom

The Lab CDs may be used in the classroom as a follow-up to a unit or part of a unit. Here are some suggested procedures for the teacher:

- Play the instructions for an exercise. Check that students understand what to do. If necessary, write the instructions (or just the example) on the board, put them on an overhead transparency, or photocopy them for each student.
- Students can give responses during the exercise as a class, or individually by taking turns around the class.
- **Option:** After completing an exercise, students extend the exercise by providing further cues for their classmates to respond to. (The teacher can also provide further cues.)

#### For self-study

Students who want extra practice can use the Lab CDs for self-study.

- If the student has access to a CD player and a cassette recorder, the Lab CDs can be played on the CD player, and the cassette recorder can be used for recording responses. The student or the teacher can then check the responses.