

Online Workbooks Teachers' Guide

Introduction

Welcome to the *Interchange Fourth Edition* Online Workbook! Here students will be able to review and practice the language learned in class and communicate with their classmates and you, the teacher.

Learning Management System

The workbook is hosted on a Learning Management System (LMS) owned by Cambridge. This system is essentially a website that holds the content of the workbook and allows students who have logged in to do the exercises. It also allows you, the teacher to check your students' scores and monitor their progress and interactions with you and others in the class.

Rationale and benefits

The workbooks closely mirror the Student's Book and are clearly recognizable as being part of the same program. This helps to maintain the cohesion of the experience for the student.

Student Experience

The Online Workbook provides students with the opportunity to engage more fully with the materials, you, and their classmates. There is a rich variety of interactive exercise types providing immediate feedback on performance, giving students the opportunity to take action on the basis of that feedback, thus taking on more responsibility for their learning.

There is also a range of ways for students to communicate with each other and with you, the teacher that can be used in different ways to further enhance the online experience and reinforce students' learning.

Communication

Students can easily communicate with their classmates in the comments section at the end of each exercise, or, for more general issues, students can use the forums. They can also contact their teacher directly by using the Feedback function, which is found at the top of the page for every activity. This promotes a sense of working within a community of students, even during times of self-study.

Using the forums to assign homework means that students who have missed a class will still be able to catch up easily before the next lesson and ask the teacher for clarification if necessary.

Progress

Because the system tracks students' progress throughout, students can get a clear idea of how they're doing and where they need to do some extra practice. If students are experiencing difficulties with any of the language or skills covered, you can direct them to exercises that might help them with particular problems and assign homework for the class. As students become familiar with the workbook, they will be able to choose activities to help them with problem areas, which helps develop greater independence as students.

Students can attempt any of the exercises as many times as they like or try them again later when reviewing for exams. The system only records scores for their most recent attempts so students don't need to worry that their averages will be affected by multiple attempts.

Getting started

Logging in for the first time

First submit your access code.



The screenshot shows the 'Interchange Fourth Edition' website. On the left, there is a section titled 'Interchange Fourth Edition' with the authors 'Jack C. Richards with Jonathan Hull and Susan Proctor'. Below this, it states 'Interchange Fourth Edition is a fully revised edition of Interchange Third Edition, the world's most successful series for adult and young-adult learners of North American English.' It lists features of the online workbooks, such as instant feedback and clear navigation. In the center, there are four book covers: 'Intro', 'Workbook 1', 'Workbook 2', and 'Workbook 3'. On the right, there is a 'Log in to your account' section with fields for 'Email address' and 'Password', a 'Login' button, and a 'Forgot your password?' link. Below that is an 'Enter an access code' section with a text input field and a 'Submit code' button, which is highlighted with a red box.

You will then be prompted to set up an account. Click the link to register.



interchange
FOURTH EDITION

Thank you for purchasing Interchange Fourth Edition, Level 1
Before buying a course, please log in or create a new account if you don't have one.

Log in to your account

Enter your email id and password below.

Email Id:

Password:

[Forgot your password?](#)

Don't have an account? [Click here to register](#)

Fill in your details as prompted and click "Submit."



interchange
FOURTH EDITION

Thank you for purchasing Interchange Fourth Edition, Level 1
Before buying a course, please log in or create a new account if you don't have one.

Log in to your account

Enter your email id and password below.

Email Id:

Password:

[Forgot your password?](#)

Don't have an account? Click [here to register](#)

Create an account

Enter the information in the fields below and then click "Submit". Your username is your email address.

First Name:

Last Name:

Email:

Your password

Your password must contain at least one number, one letter, and be at least six (6) characters long.

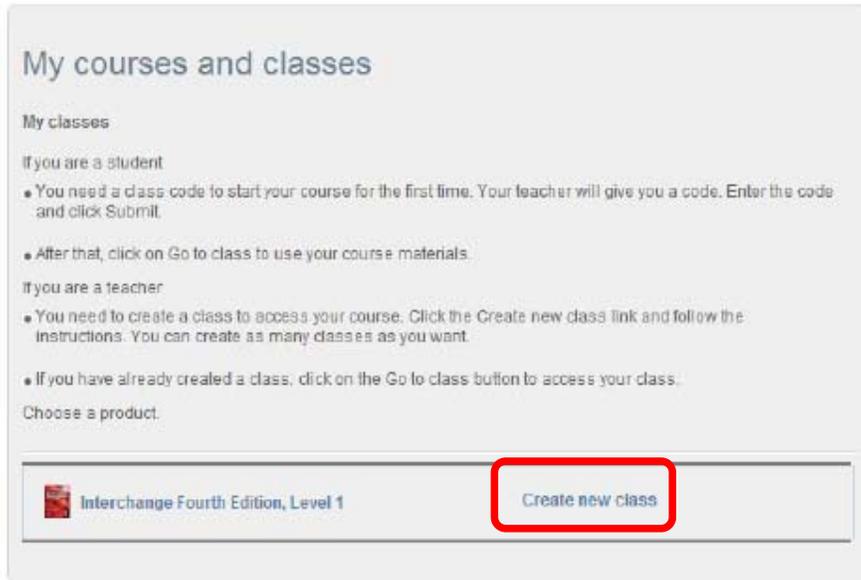
Password:

Confirm Password:

[Terms of Use](#)

Setting up a class

Once you have created your account, you will need to create a class. Click “Create new class.”



My courses and classes

My classes

If you are a student

- You need a class code to start your course for the first time. Your teacher will give you a code. Enter the code and click Submit.
- After that, click on Go to class to use your course materials.

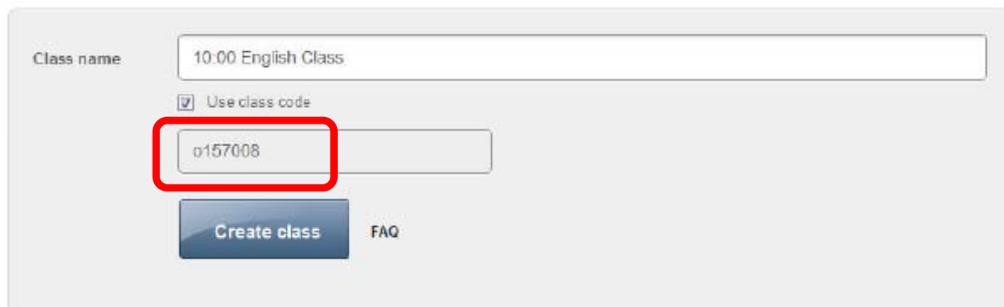
If you are a teacher

- You need to create a class to access your course. Click the Create new class link and follow the instructions. You can create as many classes as you want.
- If you have already created a class, click on the Go to class button to access your class.

Choose a product.

 Interchange Fourth Edition, Level 1 [Create new class](#)

Give your class a name and check “Use class code.” This will generate a class code that is unique in the LMS, and your students will need it to get access to your class. Copy this code and paste it into a word processing document. You will need this later.



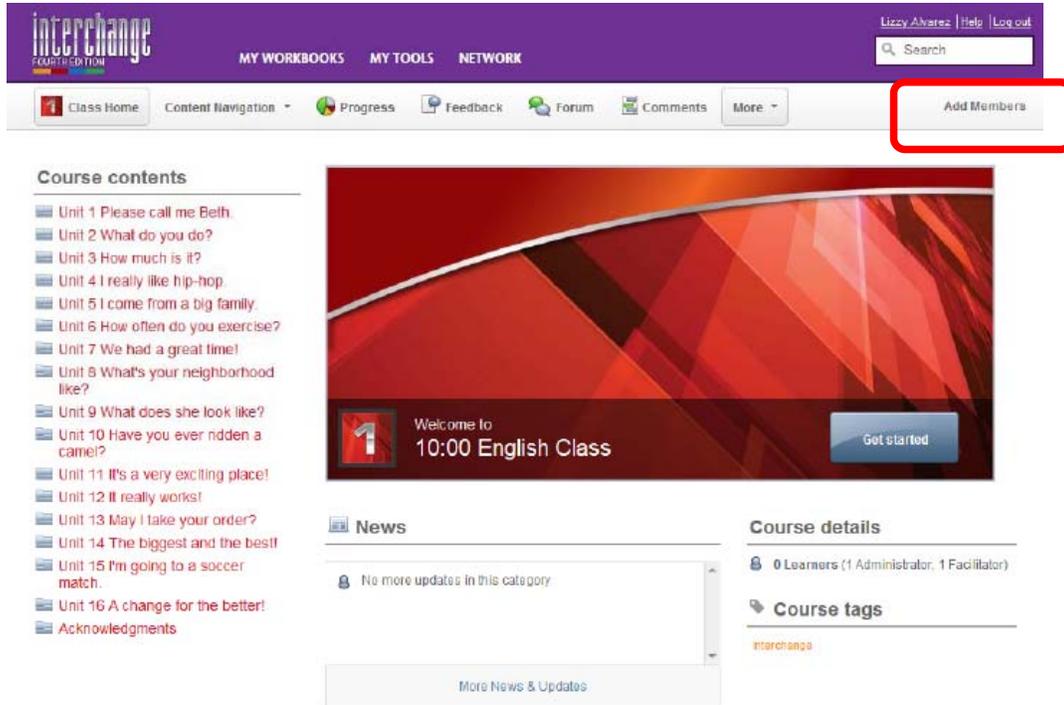
Class name

Use class code

[FAQ](#)

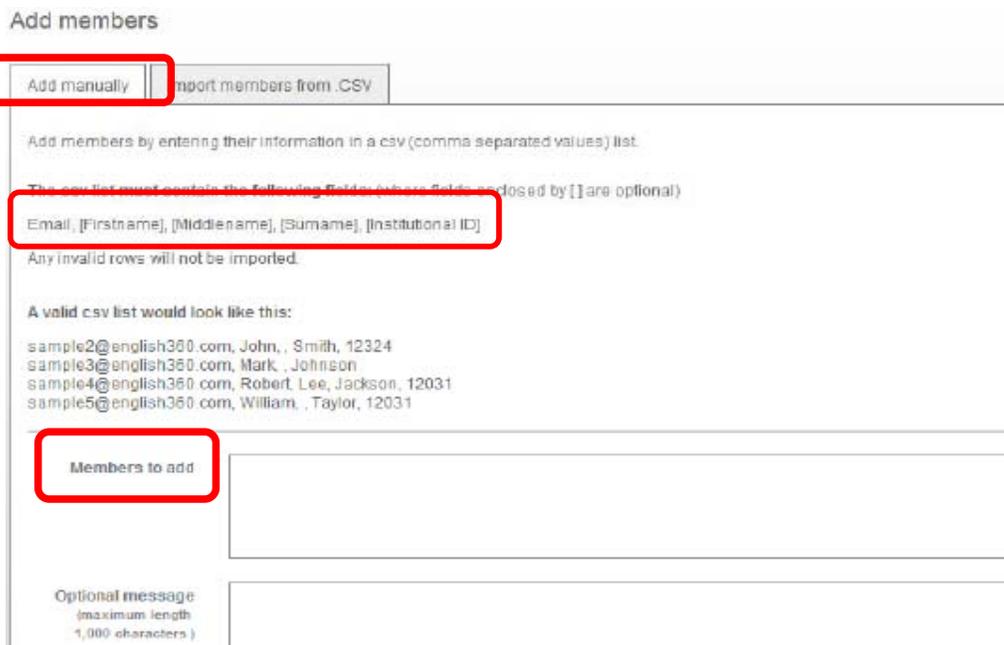
Add Students as Members

Now that you have created a class, you will need to put students in it. To do this you can either add them as members of the class or send them the class code in an email. To add them as members, Click "Add Members"



The screenshot shows the Interchange course management interface. At the top, there is a navigation bar with the course name "interchange" and a search bar. Below the navigation bar, there are several tabs: "Class Home", "Content Navigation", "Progress", "Feedback", "Forum", "Comments", and "More". The "Add Members" button is highlighted with a red box. The main content area is divided into three sections: "Course contents" on the left, a central banner for "10:00 English Class" with a "Get started" button, and "Course details" on the right. The "Course details" section shows "0 Learners (1 Administrator, 1 Facilitator)" and "Course tags" including "interchange".

Then, click "Add manually." This will allow you to add individuals as well as groups. Copy and paste the information into the "Members to Add" box.



The screenshot shows the "Add members" form. At the top, there are two buttons: "Add manually" and "Import members from .CSV". The "Add manually" button is highlighted with a red box. Below the buttons, there is a text area for adding members by entering their information in a CSV list. The text area contains the following instructions: "Add members by entering their information in a csv (comma separated values) list. The csv list must contain the following fields. Other fields enclosed by [] are optional) Email, [Firstname], [Middlename], [Surname], [Institutional ID]". The "Members to add" text box is highlighted with a red box. Below the text box, there is an "Optional message" field with a maximum length of 1,000 characters.

To add multiple members at once, click "Import members from .CSV." You will need an Excel file with the information arranged as specified below, saved in .CSV format.

Click "Choose File" to find the file on your computer and click "Add members" to import the students' email addresses.

Add members

Add manually | **Import members from .CSV**

Add members by entering their information in a csv (comma separated values) file.

The csv file must contain the following fields: (where fields enclosed by [] are optional)
Email, [Firstname], [Middlename], [Surname], [Institutional ID]
Any invalid rows will not be imported.

A valid csv file would look like this:

```
sample2@english360.com, John, , Smith, 12324  
sample3@english360.com, Mark, , Johnson  
sample4@english360.com, Robert, Lee, Jackson, 12031  
sample5@english360.com, William, , Taylor, 12031
```

Choose file to upload: Choose a .csv file from your computer that lists the students you want to import and then click 'Add members'.

Choose File No file chosen

Optional message (maximum length 1,000 characters)

Add members Cancel

Your new members will be visible here. You can change their role, send a message to them, or delete them from the class.

Members
Manage this course's members.

1 person was added to this course.

Member name	Last access	Institutional ID	Role	Actions
TKT Admin	Yesterday, 14:13 (GMT)	N/A	Administrator	Send message
Daisy Chain	Today, 13:17 (GMT)	N/A	Leamer	Remove from course Send message
Ella Fitzgerald	Today, 14:40 (GMT)	N/A	Facilitator	

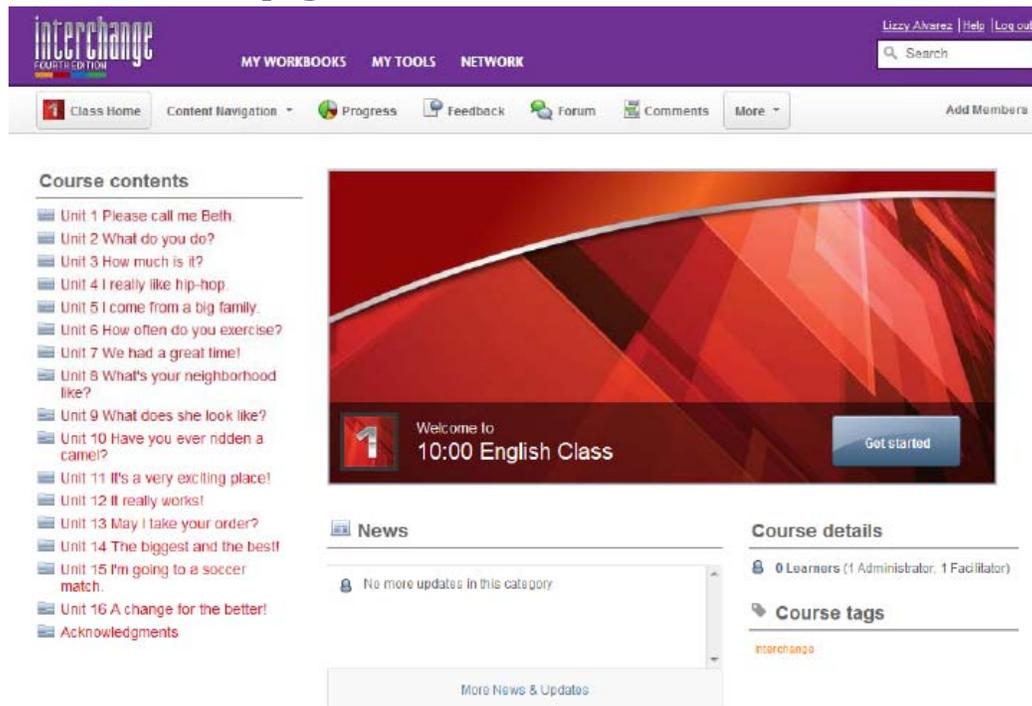
Class Code via Email

You can copy and paste the Class Code into an email and send it to your students. Students should use their activation code and set up an account following the procedure outlined in "Getting Started" above. They should then type in the Class Code and click "Submit." They will then have access to the course and your class.



The screenshot shows a form for entering a Class Code. At the top left, it says "Interchange Fourth Edition, Level 2". Below that, a message reads: "Please enter the code for this product, given to you by your teacher." To the right of this message is a text input field labeled "Class Code" and a blue "Submit" button. The "Class Code" input field is highlighted with a red rectangular border.

The Class Homepage

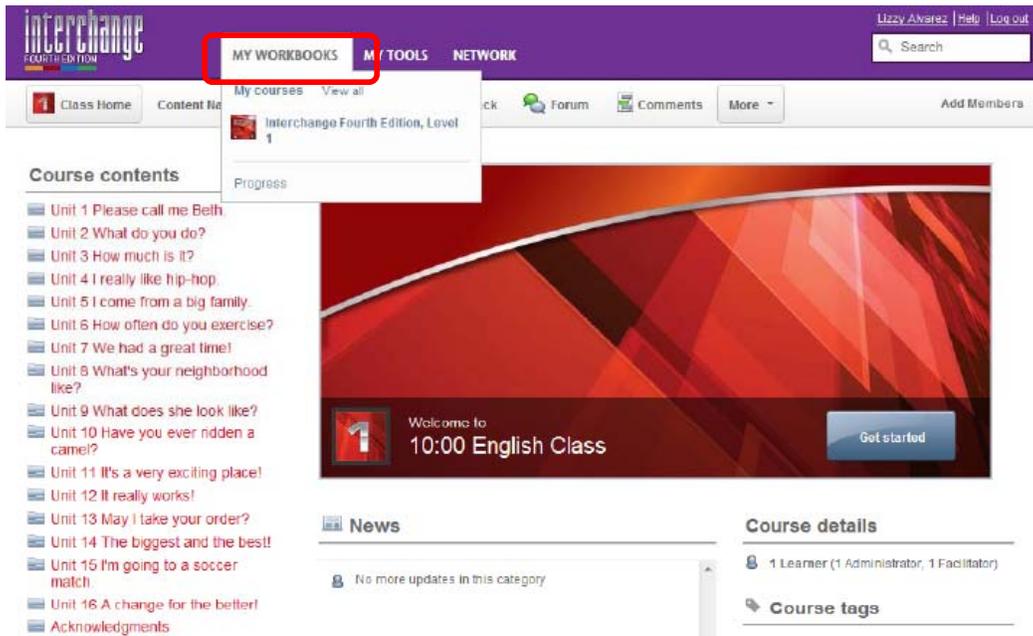


The screenshot shows the class homepage for "Interchange Fourth Edition". The top navigation bar includes "MY WORKBOOKS", "MY TOOLS", and "NETWORK". On the right, there is a user profile for "Lizzy Alvarez" with "Help" and "Log out" links, and a search bar. Below the navigation bar, there are several menu items: "Class Home", "Content Navigation", "Progress", "Feedback", "Forum", "Comments", and "More". A "Add Members" button is also present. The main content area is divided into three sections: "Course contents" on the left, a large banner in the center, and "News" and "Course details" on the right. The "Course contents" section lists 16 units with their titles. The banner features a red and orange geometric design and says "Welcome to 10:00 English Class" with a "Get started" button. The "News" section shows "No more updates in this category" and a "More News & Updates" button. The "Course details" section shows "0 Learners (1 Administrator, 1 Facilitator)" and "Course tags" including "interchange".

From here students can see the list of contents on the left hand side. To navigate around the content while working they should use the "Content Navigation" button. In the same area students will also see the links to their Progress and communications menus.

My Workbooks

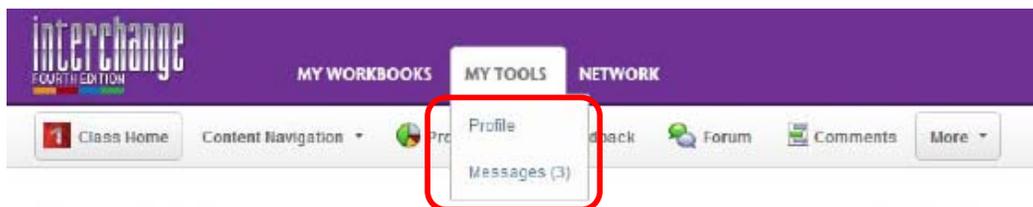
This is where you will find your list of classes so you can navigate easily between them.



The screenshot shows the top navigation bar of the Interchange Fourth Edition course page. The 'MY WORKBOOKS' menu item is highlighted with a red box. Below the navigation bar, the course title 'Interchange Fourth Edition, Level 1' is visible. The main content area features a 'Course contents' list on the left, a large banner for '10:00 English Class' with a 'Get started' button, and sections for 'News' and 'Course details' on the right.

My Tools

Click here to edit your profile and see your messages.



The screenshot shows the top navigation bar of the Interchange Fourth Edition course page. The 'MY TOOLS' menu item is highlighted with a red box. Below the navigation bar, the course title 'Interchange Fourth Edition, Level 1' is visible. The main content area features a 'Course contents' list on the left, a large banner for '10:00 English Class' with a 'Get started' button, and sections for 'News' and 'Course details' on the right.

Click "Edit My Profile" to add information to your profile, upload a picture or change your password.

The screenshot shows the top navigation bar with the 'interchange' logo and 'FOURTH EDITION' text. Navigation links include 'MY WORKBOOKS', 'MY TOOLS', and 'NETWORK'. A search bar is present with the text 'Search'. Below the navigation bar, there are tabs for 'My profile' and 'Notification settings'. The main profile area features a profile picture of a sailboat, the name 'John Teacher', and the text 'Member from Jun 13, 2012'. A blue button labeled 'Edit my profile' is circled in red. Below the profile area, there are sections for 'Courses' and 'Network'.

You can also manage what information is sent to your email account and what appears in your News feed here.

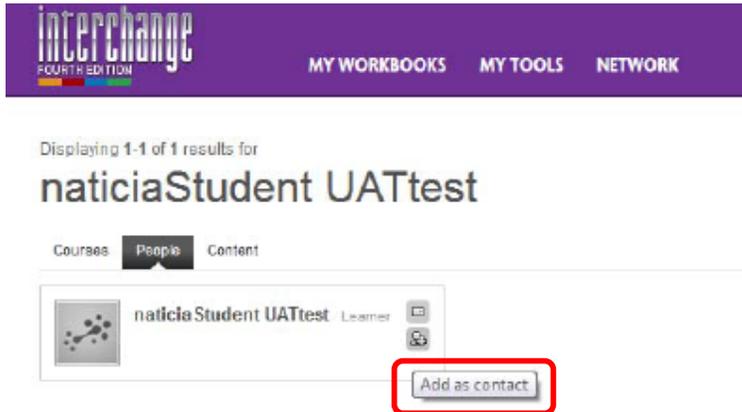
The screenshot shows the 'Notification settings' page. At the top, there are tabs for 'My profile' and 'Notification settings'. Below the tabs, the title 'Notification settings' is followed by a subtitle: 'Indicate the events for which you want to receive Dashboard or Email notifications. Some events may not apply to all courses.' There are two tables, one for 'Your courses' and one for 'General'. Each table has columns for 'Dashboard' and 'Email' notifications. Checkmarks indicate which notification types are selected.

	Dashboard	Email
Your courses		
Added to a new course	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Your course membership changed	<input type="checkbox"/>	<input type="checkbox"/>
Course copied	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Content feedback submissions	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Page comments	<input type="checkbox"/>	<input type="checkbox"/>
Course forum posts	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Calendar events: Added	<input type="checkbox"/>	<input type="checkbox"/>
General		
Messages received	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Contact requests received	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Contact requests accepted	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Replies to your forum posts	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General site announcements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

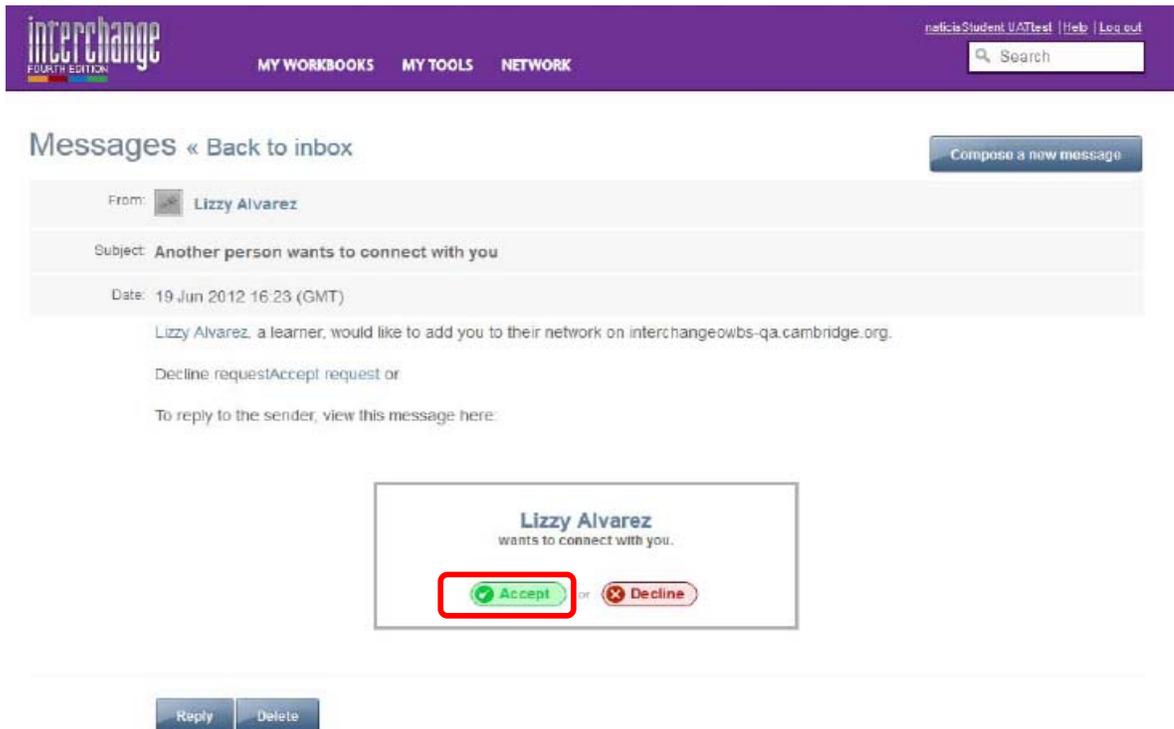
At the bottom of the page, there are two buttons: 'Save changes' and 'Cancel'.

Network

This shows the list of people in your network. You can only send and receive private messages to people in your network. To add people, type their names into the search bar. Results are shown in 3 tabs: courses, people, content. Switch to "People" to see who matches your search. Click the second icon next to the person's name to send an invitation to join your network.



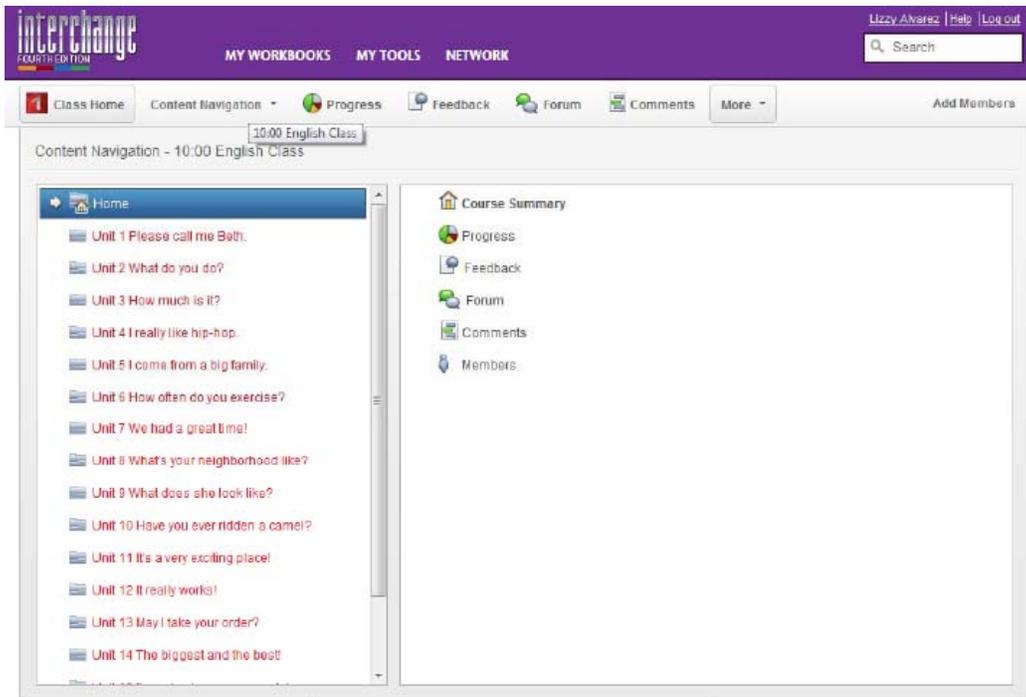
The invitation will appear in their messages under "My Tools." To accept, click on the message and click "Accept."



When they have accepted the invitation you will be able to send private messages to each other.

Content

Content is organized into units corresponding to the Student's Book. Each unit contains four pages of activities. On the Class Home page, the units and activities are listed on the left, but once students begin working through the content, the list disappears and students can navigate using the Content Navigation button on the toolbar.



Activity Types

There are various activity types available to help students consolidate meaning, form, and use.

Categorize

These exercises ask students to put words into categories and are used to test understanding of meaning or patterns.

6. Drag and drop the words into the correct place on the chart.

Available marks: 12

A screenshot of a categorization activity interface. At the top, a row of buttons contains the words: 'people', 'school', 'water', 'crime', 'traffic', 'bank', 'parking', 'pollution', 'noise', 'library', 'hospital', and 'theater'. Below this row are two boxes: 'Count nouns' and 'Noncount nouns'. Each box contains a 'Drop here' button. At the bottom of the interface are two buttons: 'Submit' and 'Save as draft'.

Fill-in-the-blank

These exercises can be done by typing in the answer, selecting the answer from a drop down menu or dragging and dropping the answer from a list of possibilities. These are generally used to practice sentence structure, collocations, or fixed expressions.

2. What do these people do?

Available marks: 5

A. Read the descriptions. Type the correct verbs. Use contractions when possible.



1. I'm a website designer. I work in an office. I like computers a lot.

He s a website designer.

He in an office.

He computers a lot.



2. I work in a gym. I'm a fitness instructor. I teach aerobics.

She in a gym.

She a fitness instructor.

She aerobics.

Matching

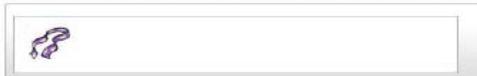
These are exercises to match words to meanings or questions to answers. Students click on the shaded bars to select matching items.

6. Clothes

Available marks: 7

A. Match the picture to the word.

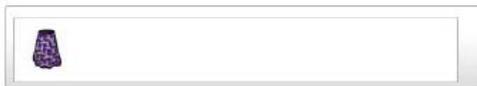
Click the shaded bars to select matching items. Undo a match by clicking again.



shorts



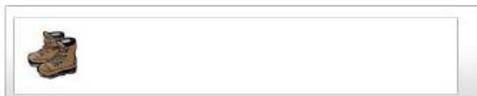
scarf



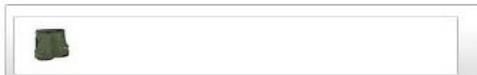
skirt



boots



dress



sneakers



necktie

Reordering

These are drag and drop exercises to reorder words in a sentence or letters in a word to practice grammatical structures, multi-word expressions and spelling.

8. Problems

Available marks: 3

A. Imagine you have this problem. How could you change the situation? Drag the words into the correct order.



I'm not interested in my job these days. I spend three hours driving to and from work every day, and I don't make enough money! I can't find a new job, though, because of my poor computer skills.

job.	I	a	hope	to	new	find
I	money.	make	want	more	to	
class.	I	a	plan	to	computer	take

Multiple Choice

These exercises can be drop down menus, radio buttons, or highlighting and are used for practicing a variety of language points.

Radio buttons

Click on the button next to the correct answer.

Choose the correct answer.

1. Jennifer is a _____.

- golfer basketball player volleyball player

2. Women's basketball is _____ than it was in the past.

- harder easier more popular

Drop down menu

Click the arrow next to the space and choose the correct answer from the menu.

1. Choose the correct words to complete the sentences.

Available marks: 5

1. Prices are high in New York City. Everything is very there.

2. Florence is a beautiful old city. There are not many buildings there.

3. My hometown is not an exciting place. The nightlife there is pretty .

4. Some parts of our city are fairly dangerous. They're not very late at night.

5. Athens is a very quiet place in the winter. The streets are never at that time of the year.

New York City



Florence

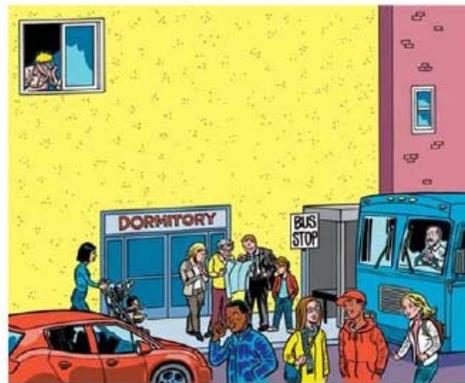


Highlighting

Click on the words to highlight them.

10. Look at the picture. Highlight the correct verb forms.

Available marks: 6



Yeah, classes start tomorrow. What am I doing? Let's see... I (looking / **am looking**) out my window right now. There's a middle-aged woman with her baby. Some people (wait / are waiting) at the bus stop. A serious-looking woman (asking / is asking) for directions. A young guy (uses / is using) his cell phone. Two people (standing / are standing) next to him. Hey! The one (wearing / is wearing) the baseball cap is my classmate! And hey, here comes a cute girl (carrying / is carrying) a backpack. Wait a minute! I know her! That's my old friend. I have to go now! Bye.

Audio

The workbook contains audio exercises for each unit. Students can click the script button to read the audio script while they listen. They can use this to check their answers before they click Submit or they can listen and read at the same time to practice their pronunciation.



Submitting

When students have finished working they can click Submit at the end of each exercise or if they would like to try again, click Save as draft. When they click Submit, their scores will be saved in Progress.



Communication

It is important to remember that studying online does not have to mean studying alone. The communicative features available to you and your class in the LMS can help enrich the learning experience for your students by giving them access to each other and facilitating the sharing of ideas and solutions to common problems. Not only does this aid language and skills acquisition, but it also mitigates feelings of isolation and lack of direction when studying alone and contributes significantly to the creation of a positive class atmosphere. This community of students can be very motivating when you are trying to encourage your class to work independently and rely on themselves and on each other rather than on you.

Communication is enabled in 3 ways:

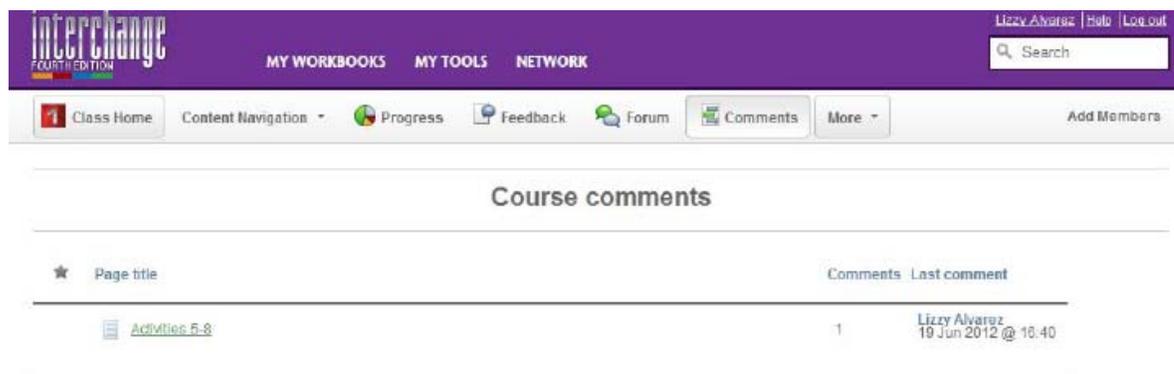
1. Comments

At the end of each page there is a section where students can leave comments about the exercises they have just done. These are visible to you and the rest of the group and anyone can comment on them.



The screenshot shows a 'Hide comments' button at the top left. Below it is the heading 'Leave a Comment' and a sub-heading 'Comments left here can be read by all members of this course.' A large text input area is provided for the comment, and a 'Submit' button is located at the bottom left of the form.

When a student leaves a comment you will receive notification of it in the Comments Section of the Home Page. The star indicates an unread comment.

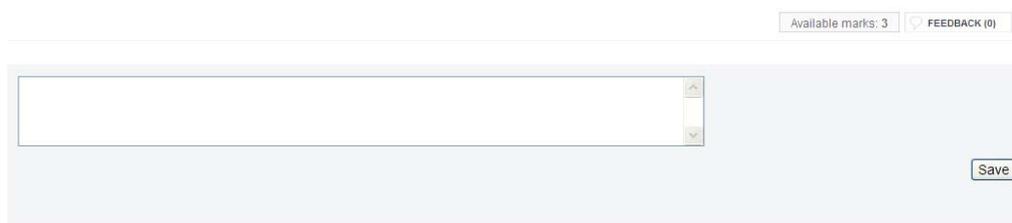


The screenshot shows the top navigation bar of the Interchange LMS with the user 'Lizzy Alvarez' logged in. The main navigation includes 'Class Home', 'Content Navigation', 'Progress', 'Feedback', 'Forum', 'Comments', and 'More'. Below this is the 'Course comments' section, which features a table with the following data:

★ Page title	Comments	Last comment
 Activities 5-8	1	Lizzy Alvarez 19 Jun 2012 @ 16:40

2. Feedback

Using the Feedback button at the top of the page, students can communicate with the teacher privately. Feedback messages are then visible at the top of the student's page and a notification that a new Feedback message is available will appear in the student's News feed on the home page.

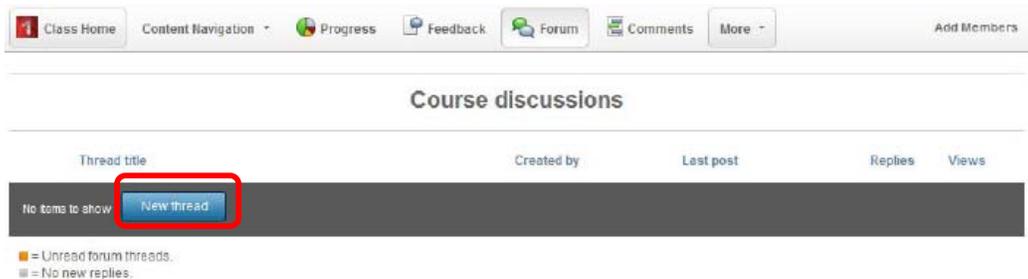


The screenshot shows a feedback form with a text input area and a 'Save' button. Above the form, there are two status indicators: 'Available marks: 3' and 'FEEDBACK (0)'.

When a student has written to you in the Feedback area, the message will appear in a list under the Feedback tab in your home page. To reply, click the text of the message. You will be able to see the student's screen as they see it and post a reply under their comment. The student will get notification of your response under their Feedback tab.

3. Forums

The forums are visible to all students and teachers enrolled in the course. These are used for more general discussions or trouble shooting. You can use these to set homework for the class or give generalized feedback to the group. Anyone can start a new thread by clicking New Thread.



When a student has posted to a thread it will appear in your News feed on your home page.



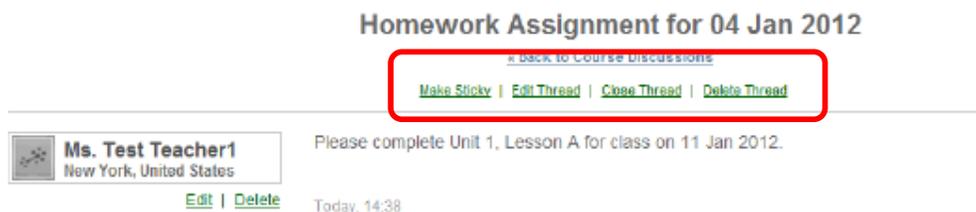
Using Forums Effectively

There are a number of ways you can use Forums to create class rapport, enhance learning, and provide support.

1. After each lesson, ask one student to write up what you covered in class and why it was useful. This gives the “scribe” extra practice at writing and provides information for absentees to be able to catch up before the next lesson, without extra work for you.
2. Set up a help forum for students to get help on using the technology from each other.
3. Make sure you have one forum relevant to every unit that students should contribute to. Give time limits for contributions, e.g. one week. This way you will help focus on the language they are in the process of learning and provide them with ways to further personalize the information and practice the skills. As they are all focused on the same section at the same time, you are more likely to see more thoughtful discussion taking place than if they are free to “wander.” This could result in the odd post here and there without generating meaningful exchanges.
4. Close discussions when they are finished. You can do this in two ways. As in a classroom activity, students need feedback on the task and on the language. In online discussions, summarize the main points of the discussion and highlight any contributions that particularly helped to develop ideas. Follow up on language in the classroom by looking at errors or particularly good language use as overall feedback rather than as individual feedback. In addition, you can lock threads to prevent further posts. It is up to you whether you want to do this. Locking threads at the end of the week can help provide a sense of urgency to encourage students to contribute now while they still can, but you may be excluding those trying to catch up on work later for legitimate reasons. See [Additional Functions](#) below for instructions.
5. Give clear instructions. Make sure the students understand why their participation is important and how to do what you want, when you want it. Make it clear that they should respond to each other and not just the question. In the beginning you will have to provide a lot of support on this but you can reduce it as it becomes more natural to them as the course progresses.
6. You may want to discuss online etiquette with them as a class to ensure appropriate behavior in collaborative activities.
7. In class time, train students to evaluate their own and each other’s work. When they have specific tasks to do, e.g. write a postcard, put the students into pairs and give them each a set of marking criteria (e.g. correct salutations, third person ‘s’ in present simple, three words to do with holidays). They can then look at their partner’s work and evaluate it according to the criteria. In a subsequent lesson, they can explain to each other why they gave this mark. This

trains them in proofreading, peer evaluation and giving feedback as well as contributing to your community-building goals. You can then ask them to evaluate each other's work online as you have helped them build the necessary skills and confidence face to face.

Threads: Additional functions for Teachers



Make Sticky: This “sticks” the thread to the top of the list of discussions so that it always appears first.

Edit Thread: This allows you to edit previously posted messages, and those of students.

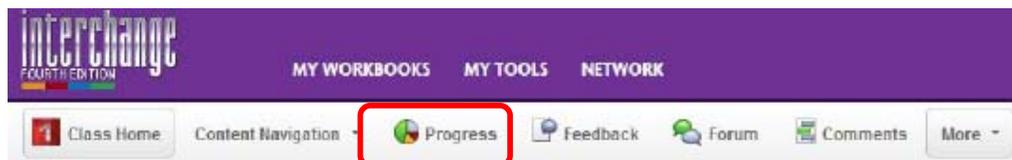
Close Thread: This locks the thread so no one else can post in it but it will still be visible. This is useful for when you want the students to move on from a discussion to concentrate on something else but it is useful to keep the thread available for later reference. You can reopen it later if necessary.

Delete Thread: The thread will no longer be visible.

Tracking Student Progress

Both you and your students can track their progress at the exercise level. This allows you to see the areas your students are struggling with and can help inform subsequent lesson plans. You can see this for each individual student and as an average for the class. It is useful for the students to be able to see this too as they can start to make decisions about how to learn that support them in developing strong independent learning skills. You can see scores for each activity and how long the students spent online.

Click “Progress” to see your students’ scores.



Here you can view attendance online.

Average for members on this course			
	Completed activities	Dates of activity	Completed online time (hrs/mins)
Mr. Test Student1	1% (6 of 1,179)	Oct 27, 2011 - Oct 27, 2011	00 hrs 10 min
Course average	1% (6 of 1,179)	N/A	00 hrs 10 min

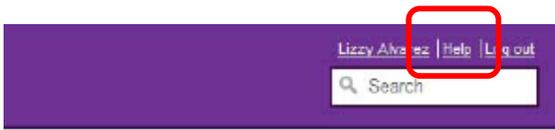
You can also view the average scores for the class per exercise or unit or click on each student to see their individual scores.

Course scores summary			
	Naticia Student UATest	Average for this course's members	
Correct answers:	602.8 of 626	602.8 of 626	
Overall score:	96.0%	96.0%	

Course scores detail			
Folder / Page name [expand collapse]	Status	Correct answers	Overall score
▶ Unit 1 Please call me Beth.		78.0 of 79	99.0%
▼ Unit 2 What do you do?		99.0 of 104	95.0%
▶ Activities 1-4		37.0 of 39	95.0%
▶ Activities 5-8		30.0 of 31	97.0%
▶ Activities 9-12		32.0 of 34	94.0%
▶ Listening		0 of 0	N/A
▼ Unit 3 How much is it?		73.0 of 76	96.0%
▶ Activities 1-4		23.0 of 24	96.0%
▶ Activities 5-7		27.0 of 27	100.0%
▶ Activities 8-10		23.0 of 25	92.0%
▶ Listening		0 of 0	N/A
▶ Unit 4 I really like hip-hop.		0 of 0	N/A

Support

If you are experiencing difficulty please use the Help Button to see the FAQs.



If you do not find the solutions there, then please contact the following:

Technical Issues: L2support@cambridge.org

Pedagogical Issues: eltdigitalsales@cambridge.org