

New Interchange Intro-3
Cambridge University Press
 correlated to
National ESL Standards
Grades 9-12

Grades 9-12	NEW INTERCHANGE INTRO	NEW INTERCHANGE 1
Goal 1, Standard 1		
To use English to communicate in social settings: Students will use English to participate in social interactions		
Descriptors		
• sharing and requesting information	2-7, 34-39, 46-51	2-7, 28-33, 60-65, 98-103
• expressing needs, feelings, and ideas	Throughout the book, see 'needs' on pages 56-59.	Opinions: 8-13, 20-25; Preferences: 14-19
• using nonverbal communication in social interactions	N/A	N/A
• getting personal needs met	40-45, 54-59, 81	72-77
• engaging in conversations	Throughout the book.	Throughout the book.
• conducting transactions	N/A	14-19, 80-85
Goal 1, Standard 2		
To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment		
Descriptors		
• describing, reading about, or participating in a favorite activity	60-65, 66-71, 86-91	20-25, 34-39, 40-45, 60-65
• sharing social and cultural traditions and values	66-71	28-33, 66-71
• expressing personal needs, feelings, and ideas	Throughout the book, especially pages 56-59.	Opinions: 8-13, 20-25; Preferences: 14-19
• participating in popular culture	66-71	20-25, 34-39, 40-45, 60-65

Grades 9-12, cont.	NEW INTERCHANGE INTRO	NEW INTERCHANGE 1
Goal 1, Standard 3 To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence		
Descriptors		
<ul style="list-style-type: none"> testing hypotheses about language 	Student will have the opportunity to test hypotheses about language during speaking activities throughout the book.	Student will have the opportunity to test hypotheses about language during speaking activities throughout the book.
<ul style="list-style-type: none"> listening to and imitating how others use English 	See the following activities in each unit: Conversation (i.e. pages 2, 21, 75, 100); Snapshot (i.e. pages 23, 54, 92, 100); Word Power(i.e. pages 32, 42, 64, 83); Fluency Exercise (i.e. 30, 37, 58, 84).	See the following activities in each unit: Conversation (i.e. pages 23, 31, 49, 87); Snapshot (i.e. pages 5, 14, 34, 49); Word Power(i.e. pages 8, 54, 74, 86); Fluency Exercise (i.e. 56, 64, 68, 88).
<ul style="list-style-type: none"> exploring alternative ways of saying things 	7, 28, 30	15, 16
<ul style="list-style-type: none"> focusing attention selectively 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> seeking support and feedback from others 	Activities throughout the book will give students the opportunity to seek support and feedback from others. IC2-IC21	Activities throughout the book will give students the opportunity to seek support and feedback from others. See IC2-IC22 and group and pair work throughout the book.(i.e. pages 4, 36, 53, 99).
<ul style="list-style-type: none"> comparing nonverbal and verbal cues 	IC2-IC21	5, 7
<ul style="list-style-type: none"> self-monitoring and self-evaluating language development 	Word Power (i.e. pages 32, 42, 64, 83), activities throughout the book.	Word Power (i.e. pages 8, 54, 74, 86), activities throughout the book.
<ul style="list-style-type: none"> using the primary language to ask for clarification 	Throughout the book.	2
<ul style="list-style-type: none"> learning and using language "chunks" 	Book is organized in themes which will help student learn language "chunks"	Book is organized in themes which will help student learn language "chunks"
<ul style="list-style-type: none"> selecting different media to help understand language 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> practicing new language 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> using context to get meaning 	Throughout the book.	Throughout the book.

Grades 9-12, cont.	NEW INTERCHANGE INTRO	NEW INTERCHANGE 1
Goal 2, Standard 1 To use English to achieve academically in all content areas: Students will use English to interact in the classroom		
Descriptors		
<ul style="list-style-type: none"> following oral and written directions, implicit and explicit 	Student will follow directions for activities throughout the book.	Student will follow directions for activities throughout the book.
<ul style="list-style-type: none"> requesting and providing clarification 	81	2, 3
<ul style="list-style-type: none"> participating in full-class, group, and pair discussions 	Throughout the book, i.e. pages 11, 15, 26, 31, 64 and IC2-IC22.	Throughout the book, i.e. pages 4, 36, 53, 99, and IC2-IC21
<ul style="list-style-type: none"> asking and answering questions 	Throughout the book, i.e. pages 2, 3, and 21.	Throughout the book, i.e. pages 54-59, and 66-71.
<ul style="list-style-type: none"> requesting information and assistance 	Throughout the book, i.e. pages 34-39, and 46-51.	Throughout the book, i.e. pages 46-51.
<ul style="list-style-type: none"> negotiating and managing interaction to accomplish tasks 	Throughout the book, i.e. pages 11, 15, 26, 31, 64 and IC2-IC22.	Throughout the book, i.e. pages 4, 36, 53, 99, and IC2-IC21.
<ul style="list-style-type: none"> explaining actions 	28-33	34-39
<ul style="list-style-type: none"> elaborating and extending other people's ideas and words 	Snapshot: (i.e. pages 23, 54, 92, 100); IC2-IC21	Snapshot: (i.e. pages 5, 14, 34, 49); IC2-IC21
<ul style="list-style-type: none"> expressing likes, dislikes, and needs 	54-59, 60-65	21, 80-85
Goal 2, Standard 2 To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form		
Descriptors		
<ul style="list-style-type: none"> comparing and contrasting information 	IC3, IC8, IC10	IC12, IC13, IC14
<ul style="list-style-type: none"> persuading, arguing, negotiating, evaluating, and justifying 	N/A	80-85, 86-91
<ul style="list-style-type: none"> listening to, speaking, reading, and writing about subject matter information 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> gathering information orally and in writing 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> retelling information 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> selecting, connecting, and explaining information 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> analyzing, synthesizing, and inferring from information 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> responding to the work of peers and others 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> representing information visually and interpreting information presented visually 	Snapshot: (i.e. pages 23, 54, 92, 100); IC2-IC21	Throughout the book, especially Snapshot (i.e. pages 5, 14, 34, 49); and IC2-IC21.
<ul style="list-style-type: none"> hypothesizing and predicting 	N/A	N/A
<ul style="list-style-type: none"> formulating and asking questions 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> understanding and producing technical vocabulary and text features according to content area 	Throughout the book.	Throughout the book.

• demonstrating knowledge through application in a variety of contexts	Throughout the book.	Throughout the book.
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Grades 9-12, cont.	NEW INTERCHANGE INTRO	NEW INTERCHANGE 1
Goal 2, Standard 3 To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge		
Descriptors		
<ul style="list-style-type: none"> focusing attention selectively 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text 	Student can practice these skills in reading activities throughout the book, like those on pages 33, 39, 71, 91, 97 and 103.	Student can practice these skills in reading activities throughout the book, like those on pages 19, 25, 51, 71 and 91.
<ul style="list-style-type: none"> using context to construct meaning 	Units are designed thematically which will give students context for vocabulary building.	Units are designed thematically which will give students context for vocabulary building.
<ul style="list-style-type: none"> taking notes to record important information and aid one's own learning 	Student can takes notes on information presented throughout the book.	Student can takes notes on information presented throughout the book.
<ul style="list-style-type: none"> applying self-monitoring and self-corrective strategies to build and expand a knowledge base 	Student can apply self-monitoring and self-corrective strategies during activities throughout the book.	Student can apply self-monitoring and self-corrective strategies during activities throughout the book.
<ul style="list-style-type: none"> determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study) 	Student can practice effective learning habits while using this book.	Student can practice effective learning habits while using this book.
<ul style="list-style-type: none"> planning how and when to use cognitive strategies and applying them appropriately to a learning task 	Student can plan and use cognitive strategies to learning tasks found throughout the book.	Student can plan and use cognitive strategies to learning tasks found throughout the book.
<ul style="list-style-type: none"> actively connecting new information to information previously learned 	Snapshot: (i.e. pages 23, 54, 92, 100); IC2-IC21	Snapshot: (i.e. pages 5, 14, 34, 49); IC2-IC21
<ul style="list-style-type: none"> evaluating one's own success in a completed learning task 	Student can evaluate success in completion of learning tasks found throughout the book.	Student can evaluate success in completion of learning tasks found throughout the book.
<ul style="list-style-type: none"> recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members) 	Teacher can assist student in recognizing the need for seeking assistance.	Teacher can assist student in recognizing the need for seeking assistance.
<ul style="list-style-type: none"> imitating the behaviors of native English speakers to complete tasks successfully 	See the following activities in each unit: Conversation (i.e. pages 2, 21, 75, 100); Snapshot (i.e. pages 23, 54, 92, 100); Word Power(i.e. pages 32, 42, 64, 83); Fluency Exercise (i.e. 30, 37, 58, 84).	See the following activities in each unit: Conversation (i.e. pages 23, 31, 49, 87); Snapshot (i.e. pages 5, 14, 34, 49); Word Power(i.e. pages 8, 54, 74, 86); Fluency Exercise (i.e. 56, 64, 68, 88).
<ul style="list-style-type: none"> knowing when to use native language resources (human and material) to promote understanding 	N/A	N/A

Grades 9-12, cont.	NEW INTERCHANGE INTRO	NEW INTERCHANGE 1
Goal 3, Standard 1		
To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting		
Descriptors		
<ul style="list-style-type: none"> using the appropriate degree of formality with different audiences and settings 	N/A	3, 7, 41, 79
<ul style="list-style-type: none"> recognizing and using standard English and vernacular dialects appropriately 	Expressions: pages S-2 through S-17	Expressions: pages S-2 through S-17
<ul style="list-style-type: none"> using a variety of writing styles appropriate for different audiences, purposes, and settings 	N/A	3, 7, 41, 79
<ul style="list-style-type: none"> responding to and using slang appropriately 	N/A	N/A
<ul style="list-style-type: none"> responding to and using idioms appropriately 	Expressions: pages S-2 through S-17	Expressions: pages S-2 through S-17
<ul style="list-style-type: none"> responding to and using humor appropriately 	Humor is interspersed throughout the book.	Humor is interspersed throughout the book.
<ul style="list-style-type: none"> determining when it is appropriate to use a language other than English 	N/A	N/A
<ul style="list-style-type: none"> determining appropriate topics for interaction 	Student is learning appropriate topics for interaction throughout the book.	Student is learning appropriate topics for interaction throughout the book.
Goal 3, Standard 2		
To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting		
Descriptors		
<ul style="list-style-type: none"> interpreting and responding appropriately to nonverbal cues and body language 	N/A	5, 7
<ul style="list-style-type: none"> demonstrating knowledge of acceptable nonverbal classroom behaviors 	Teacher can monitor for knowledge of acceptable nonverbal classroom behaviors.	Teacher can monitor for knowledge of acceptable nonverbal classroom behaviors.
<ul style="list-style-type: none"> using acceptable tone, volume, stress, and intonation, in various social settings* 	See "Pronunciation" activities throughout the book, i.e. 21, 48, 62, 87.	See "Pronunciation" activities throughout the book, i.e. 41, 48, 58, 70.
<ul style="list-style-type: none"> recognizing and adjusting behavior in response to nonverbal cues 	N/A	N/A

Grades 9-12, cont.	NEW INTERCHANGE INTRO	NEW INTERCHANGE 1
Goal 3, Standard 3		
To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence		
Descriptors		
<ul style="list-style-type: none"> observing and modeling how others speak and behave in a particular situation or setting 	See the following activities in each unit: Conversation (i.e. pages 2, 21, 75, 100); Snapshot (i.e. pages 23, 54, 92, 100); Word Power(i.e. pages 32, 42, 64, 83); Fluency Exercise (i.e. 30, 37, 58, 84).	See pages 3, 7, 41, 79. See the following activities in each unit: Conversation (i.e. pages 23, 31, 49, 87); Snapshot (i.e. pages 5, 14, 34, 49); Word Power (i.e. pages 8, 54, 74, 86); Fluency Exercise (i.e. 56, 64, 68, 88).
<ul style="list-style-type: none"> experimenting with variations of language in social and academic settings 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> seeking information about appropriate language use and behavior 	Student is learning appropriate language throughout the book.	Student is learning appropriate language throughout the book.
<ul style="list-style-type: none"> self-monitoring and self-evaluating language use according to setting and audience 	Student can self-monitor and self evaluate language use as appropriate throughout the book.	Student can self-monitor and self evaluate language use as appropriate throughout the book.
<ul style="list-style-type: none"> analyzing the social context to determine appropriate language use 	N/A	3, 7, 41, 79
<ul style="list-style-type: none"> rehearsing variations for language in different social and academic settings 	N/A	3, 7, 41, 79
<ul style="list-style-type: none"> deciding when use of slang is appropriate 	N/A	3, 7, 41, 79

New Interchange
Cambridge University Press
 correlated to
National ESL Standards
Grades 9-12

Grades 9-12	NEW INTERCHANGE 2	NEW INTERCHANGE 3
Goal 1, Standard 1		
To use English to communicate in social settings: Students will use English to participate in social interactions		
Descriptors		
• sharing and requesting information	2-7, 72-77,	14-19
• expressing needs, feelings, and ideas	Throughout the book, see 'needs' on pages 86-91.	Throughout the book, see 'emotions' on pages 28-33.
• using nonverbal communication in social interactions	86-91	19
• getting personal needs met	Throughout the book.	Throughout the book.
• engaging in conversations	Throughout the book.	Throughout the book.
• conducting transactions	8-13	N/A
Goal 1, Standard 2		
To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment		
Descriptors		
• describing, reading about, or participating in a favorite activity	Student is learning language skills that will help him/her to describe, read about and participate in a favorite activity.	Student is learning language skills that will help him/her to describe, read about and participate in a favorite activity.
• sharing social and cultural traditions and values	46-51	28-33
• expressing personal needs, feelings, and ideas	Throughout the book.	28-33
• participating in popular culture	46-51, 66-71, 80-85	20-25, 86-91

Grades 9-12, cont.	NEW INTERCHANGE 2	NEW INTERCHANGE 3
Goal 1, Standard 3 To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence		
Descriptors		
<ul style="list-style-type: none"> testing hypotheses about language 	Student will have the opportunity to test hypotheses about language during speaking activities throughout the book.	Student will have the opportunity to test hypotheses about language during speaking activities throughout the book.
<ul style="list-style-type: none"> listening to and imitating how others use English 	See the following activities in each unit: Conversation (i.e. pages 2, 31, 43, 47); Snapshot (i.e. pages 10, 28, 40, 60); Word Power(i.e. pages 4, 14, 30, 36); Fluency Exercise (i.e. 4, 32, 37, 44).	See the following activities in each unit: Conversation (i.e. pages 5, 8, 31, 43); Snapshot (i.e. pages 2, 14, 20, 40); Word Power(i.e. pages 10. 17, 24, 37); Fluency Exercise (i.e. 4, 22, 30, 44).
<ul style="list-style-type: none"> exploring alternative ways of saying things 	N/A	19
<ul style="list-style-type: none"> focusing attention selectively 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> seeking support and feedback from others 	Activities throughout the book will give students the opportunity to seek support and feedback from others. See IC2-IC22 and group and pair work throughout the book.(i.e. 4, 9, 21, 64, 70).	Activities throughout the book will give students the opportunity to seek support and feedback from others. See IC2-IC22 and group and pair work throughout the book.(i.e. 24, 37, 39, 73).
<ul style="list-style-type: none"> comparing nonverbal and verbal cues 	86-91	19
<ul style="list-style-type: none"> self-monitoring and self-evaluating language development 	Student can self-monitor and self correct during activities throughout the book.	Student can self-monitor and self-correct during activities throughout the book.
<ul style="list-style-type: none"> using the primary language to ask for clarification 	Throughout the book.	N/A
<ul style="list-style-type: none"> learning and using language "chunks" 	Book is organized in themes that will help student learn language "chunks".	Book is organized in themes that will help student learn language "chunks".
<ul style="list-style-type: none"> selecting different media to help understand language 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> practicing new language 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> using context to get meaning 	Throughout the book.	Throughout the book.

Grades 9-12, cont.	NEW INTERCHANGE 2	NEW INTERCHANGE 3
Goal 2, Standard 1 To use English to achieve academically in all content areas: Students will use English to interact in the classroom		
Descriptors		
<ul style="list-style-type: none"> • following oral and written directions, implicit and explicit 	Student will follow directions for activities throughout the book.	Student will follow directions for activities throughout the book.
<ul style="list-style-type: none"> • requesting and providing clarification 	N/A	N/A
<ul style="list-style-type: none"> • participating in full-class, group, and pair discussions 	Throughout the book, i.e. pages 9, 21, 64, 70 and IC2-IC22	See IC2-IC22 and group and pair work throughout the book.(i.e. pages 24, 37, 39, 73)
<ul style="list-style-type: none"> • asking and answering questions 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> • requesting information and assistance 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> • negotiating and managing interaction to accomplish tasks 	Group work activities throughout the book.	Group work activities throughout the book.
<ul style="list-style-type: none"> • explaining actions 	20-25	20-25, 34-39, 72-77
<ul style="list-style-type: none"> • elaborating and extending other people's ideas and words 	Snapshot: (i.e. pages 10, 28, 40, 60); IC2-IC21	Snapshot: (i.e. pages 2, 14, 20, 40); IC2-IC21
<ul style="list-style-type: none"> • expressing likes, dislikes, and needs 	20-25	2-7
Goal 2, Standard 2 To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form		
Descriptors		
<ul style="list-style-type: none"> • comparing and contrasting information 	14-19, 54-59	8-13
<ul style="list-style-type: none"> • persuading, arguing, negotiating, evaluating, and justifying 	34-39	2-7, 92-97
<ul style="list-style-type: none"> • listening to, speaking, reading, and writing about subject matter information 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> • gathering information orally and in writing 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> • retelling information 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> • selecting, connecting, and explaining information 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> • analyzing, synthesizing, and inferring from information 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> • responding to the work of peers and others 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> • representing information visually and interpreting information presented visually 	Snapshot: (i.e. pages 10, 28, 40, 60); IC2-IC21	Throughout the book, especially Snapshot (i.e. pages 2, 14, 20, 40); IC2-IC21
<ul style="list-style-type: none"> • hypothesizing and predicting 	N/A	45, 65, 77, 97, 103
<ul style="list-style-type: none"> • formulating and asking questions 	Throughout the book.	Throughout the book.

<ul style="list-style-type: none">• understanding and producing technical vocabulary and text features according to content area	Throughout the book.	Throughout the book.
<ul style="list-style-type: none">• demonstrating knowledge through application in a variety of contexts	Throughout the book.	Throughout the book.

Grades 9-12, cont.	NEW INTERCHANGE 2	NEW INTERCHANGE 3
Goal 2, Standard 3 To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge		
Descriptors		
<ul style="list-style-type: none"> focusing attention selectively 	Throughout the book.	Throughout the book.
<ul style="list-style-type: none"> applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text 	Student can practice these skills in reading activities throughout the book, like those on pages 13, 19, 25, and 39.	Student can practice these skills in reading activities throughout the book, like those on pages 13, 19, 25, and 77.
<ul style="list-style-type: none"> using context to construct meaning 	Units are designed thematically which will give students context for vocabulary building.	Units are designed thematically which will give students context for vocabulary building.
<ul style="list-style-type: none"> taking notes to record important information and aid one's own learning 	Student can takes notes on information presented throughout the book.	Student can takes notes on information presented throughout the book.
<ul style="list-style-type: none"> applying self-monitoring and self-corrective strategies to build and expand a knowledge base 	Student can apply self-monitoring and self-corrective strategies during activities throughout the book.	Student can apply self-monitoring and self-corrective strategies during activities throughout the book.
<ul style="list-style-type: none"> determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study) 	Student can practice effective learning habits while using this book.	Student can practice effective learning habits while using this book.
<ul style="list-style-type: none"> planning how and when to use cognitive strategies and applying them appropriately to a learning task 	Student can plan and use cognitive strategies to learning tasks found throughout the book.	46-51
<ul style="list-style-type: none"> actively connecting new information to information previously learned 	Snapshot: (i.e. pages 10, 28, 40, 60); IC2-IC21	Snapshot: (i.e. pages 2, 14, 20, 40); IC2-IC21
<ul style="list-style-type: none"> evaluating one's own success in a completed learning task 	Student can evaluate success in completion of learning tasks found throughout the book.	46-51
<ul style="list-style-type: none"> recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members) 	Teacher can assist student in recognizing the need for seeking assistance.	Teacher can assist student in recognizing the need for seeking assistance.
<ul style="list-style-type: none"> imitating the behaviors of native English speakers to complete tasks successfully 	See the following activities in each unit: Conversation (i.e. pages 2, 31, 43, 47); Snapshot (i.e. pages 10, 28, 40, 60); Word Power(i.e. pages 4, 14, 30, 36); Fluency Exercise (i.e. 4, 32, 37, 44).	See the following activities in each unit: Conversation (i.e. pages 5, 8, 31, 43); Snapshot (i.e. pages 2, 14, 20, 40); Word Power(i.e. pages 10. 17, 24, 37); Fluency Exercise (i.e. 4, 22, 30, 44).
<ul style="list-style-type: none"> knowing when to use native language resources (human and material) to promote understanding 	N/A	N/A

Grades 9-12, cont.	NEW INTERCHANGE 2	NEW INTERCHANGE 3
Goal 3, Standard 1		
To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting		
Descriptors		
<ul style="list-style-type: none"> using the appropriate degree of formality with different audiences and settings 	N/A	14-19, 82
<ul style="list-style-type: none"> recognizing and using standard English and vernacular dialects appropriately 	Expressions: pages S-2 through S-17	Expressions: pages S-2 through S-17
<ul style="list-style-type: none"> using a variety of writing styles appropriate for different audiences, purposes, and settings 	N/A	14-19, 82
<ul style="list-style-type: none"> responding to and using slang appropriately 	N/A	N/A
<ul style="list-style-type: none"> responding to and using idioms appropriately 	Expressions: pages S-2 through S-17	Expressions: pages S-2 through S-17
<ul style="list-style-type: none"> responding to and using humor appropriately 	Humor is interspersed throughout the book.	Humor is interspersed throughout the book.
<ul style="list-style-type: none"> determining when it is appropriate to use a language other than English 	N/A	N/A
<ul style="list-style-type: none"> determining appropriate topics for interaction 	Student is learning appropriate topics for interaction throughout the book.	Student is learning appropriate topics for interaction throughout the book.
Goal 3, Standard 2		
To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting		
Descriptors		
<ul style="list-style-type: none"> interpreting and responding appropriately to nonverbal cues and body language 	86-91	N/A
<ul style="list-style-type: none"> demonstrating knowledge of acceptable nonverbal classroom behaviors 	86-91	N/A
<ul style="list-style-type: none"> using acceptable tone, volume, stress, and intonation, in various social settings* 	86-91	14-19, 82
<ul style="list-style-type: none"> recognizing and adjusting behavior in response to nonverbal cues 	86-91	14-19, 82

Grades 9-12, cont.	NEW INTERCHANGE 2	NEW INTERCHANGE 3
Goal 3, Standard 3		
To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence		
Descriptors		
<ul style="list-style-type: none"> observing and modeling how others speak and behave in a particular situation or setting 	See the following activities in each unit: See Conversation (i.e. pages 2, 21, 75, 100); Snapshot (i.e. pages 23, 54, 92, 100); Word Power(i.e. pages 32, 42, 64, 83); Fluency Exercise (i.e. 30, 37, 58, 84).	See pages14-19, and 82. See the following activities in each unit: Conversation (i.e. pages 5, 8, 31, 43); Snapshot (i.e. pages 2, 14, 20, 40); Word Power(i.e. pages 10, 17, 24, 37); Fluency Exercise (i.e. 4, 22, 30, 44).
<ul style="list-style-type: none"> experimenting with variations of language in social and academic settings 	Throughout the book.	14-19, 82
<ul style="list-style-type: none"> seeking information about appropriate language use and behavior 	Student is learning appropriate language throughout the book.	Student is learning appropriate language throughout the book.
<ul style="list-style-type: none"> self-monitoring and self-evaluating language use according to setting and audience 	Student can self-monitor and self evaluate language use as appropriate throughout the book.	14-19, 82
<ul style="list-style-type: none"> analyzing the social context to determine appropriate language use 	N/A	14-19, 82
<ul style="list-style-type: none"> rehearsing variations for language in different social and academic settings 	N/A	14-19, 82
<ul style="list-style-type: none"> deciding when use of slang is appropriate 	N/A	14-19, 82