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Interchange Fourth Edition is

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a four-level series for adult and young-adult learners of English from the beginning to the high-intermediate level. The Interchange Fourth Edition interleaved, spiral-bound Teacher's Edition with Assessment Audio CD/CD-

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bearings far from home, even as they do the necessary "grunt work of the world." A failed boxer painting nails at the local salon. A woman plucking feathers at a chicken processing plant. A housewife learning English from daytime

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**soap operas. A mother
teaching her daughter the art
of worm harvesting. In her
stunning debut story
collection, O. Henry Award
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Thammavongsa focuses on
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a living, illuminating their hopes, disappointments, love affairs, acts of defiance, and above all their pursuit of a place to belong. In spare, intimate prose charged with emotional power and a sly wit, she paints an indelible

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portrait of watchful children, wounded men, and restless women caught between cultures, languages, and values. As one of Thammavongsa's characters says, "All we wanted was to live." And in these stories,

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**they do—brightly, ferociously,
unforgettably. Unsentimental
yet tender, taut and visceral,
How to Pronounce Knife
announces Souvankham
Thammavongsa as one of the
most striking voices of her
generation. “As the daughter**

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**of refugees, I'm able to finally
see myself in stories."**

**—Angela So, Electric
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A Practical Guide for English
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These days, it seems that everyone has

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a strong opinion about how to teach young children to read. Some may brush off the current tension as nothing more than one more round of "the reading wars." Others may avoid the clash altogether due to the uncivilized discourse that sometimes

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results. Certainly, sorting the signal from the noise is no easy task. In this leading-edge book, authors Jan Burkins and Kari Yates address this tension as a critical opportunity to look closely at the research, reevaluate current practices, and

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embrace new possibilities for an even stronger enactment of balanced literacy. From phonological processing to brain research to orthographic mapping to self-teaching hypothesis, *Shifting the Balance* cuts through the rhetoric (and the sciencey

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science) to offer readers a practical guide to decision-making about beginning reading instruction. The authors honor the balanced literacy perspective while highlighting common practices to reconsider and revise--all through a lens of what's

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best for the students sitting in front of us. Across six shifts, each chapter identifies a common instructional practice to reconsider explores various misunderstandings that establish and keep that practice in play shares scientific research to support its

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reconsideration proposes an instructional shift to apply a new perspective, and details several high-leverage instructional routines to support implementation of that shift. By pinpointing gaps and overlaps--as well as common misunderstandings

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and missed opportunities between the competing lines of thought--Jan and Kari offer busy educators direction and clarification for integrating science and balance into their daily instruction, while keeping meaningful experiences with text a priority.

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This engaging, succinct text is an introduction to both phonetics and phonology as applied to the teaching of pronunciation to English language learners. Section 1 selectively covers the main areas of phonetics and phonology, without going into any

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area in more depth than the average English language teacher requires or that the average English language teacher trainee can handle. Section 2 focuses on practical issues related to learners and how they learn languages, and what represents good

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practice in terms of classroom activities for pronunciation—including aspects such as targets, motivation and priorities. The chapters end with activities to help the reader understand concepts. Section 3 provides innovative sample activities

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which put into practice the theoretical points covered in the first two sections, answers to the various exercises, recommended further reading (both print and non-print), a glossary of technical phonetic terms, and a bibliography of works on

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acquisition, summarising
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conclusions about its application to methods and materials and describing what characteristics effective materials should have. The author concludes that a solution to

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language teaching lies not
so much in expensive
equipment, exotic new
methods, or sophisticated
language analysis, but
rather in the full
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consonants, stress, rhythm,
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the teacher should know*

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