

Web Interaction Activities for *Interactive* Level 3

Introduction

These web Interaction activities are designed to exploit the video material, giving students further opportunity to hear the Interaction language in context and to practise using it themselves. The first part features general comprehension questions; the second part is a speaking exercise.

You will need to organise your students into pairs or small groups. Before you begin each activity, elicit the vocabulary for the relevant Interaction and put this vocabulary on the board. Check that students understand the meaning and use of each of the phrases; pay particular attention to the intonation used when saying these phrases.

Level 3, Unit 1, Interaction 1:
Catching up with a friend

A Work with a partner. Answer the questions about the video.

- 1 What has Richard done recently? Nothing really
- 2 What did Linda's basketball team win last week? The championship
- 3 How does Linda describe the yoga teacher? The teacher is kind, friendly and takes her time
- 4 How does yoga make Linda feel? Relaxed
- 5 Has Richard tried yoga? No, he hasn't
- 6 When are the classes? Six o'clock on Wednesdays
- 7 How much do the classes cost? They are free
- 8 Why does Linda have to go? She is meeting Sarah for a coffee

B What is your news? Write four sentences describing what you have done and what has happened to you recently.

C Have a conversation with your partner. Ask and answer questions about your news, using the sentences that you wrote down in Exercise B. Use the expressions from Interaction 1 to help you.

Level 3, Unit 2, Interaction 2:
Returning items to a shop

A Work with a partner. Answer the questions about the video.

- 1 How many times has Mark used the MP3 player? Once
- 2 What is the problem with the MP3 player? Mark was listening to a song on it and it just stopped working
- 3 Where is the receipt? In the box
- 4 Has Mark tried recharging the MP3 player? Yes, he has
- 5 Has Mark connected the MP3 player to the computer? Yes, he has
- 6 Why can't Mark have a new MP3 player? There are none left in the shop
- 7 How long will it take the engineers to fix the MP3 player? It isn't clear, it might take two or three weeks
- 8 Who does Mark want to speak to? The manager

B Think of something that you have bought. It could be an MP3 player, a TV, a mobile phone, a computer, etc. Think of a problem that you have been having with this object (e.g. *it keeps breaking down, it doesn't turn on properly*).

C Work with a partner to roleplay conversations in a shop. Take it in turns to be the customer and the shop assistant. Customers return their item to the shop. Shop assistants try to solve the problem. Use the expressions from Interaction 2 to help you.

Level 3, Unit 3, Interaction 3:
Getting ready for a trip

A Work with a partner. Answer the questions about the video.

- 1 Who doesn't think they need to take so much stuff? Susan
- 2 How many sleeping bags does Linda want to take? Four
- 3 What does the weather forecast say? That it's going to be really hot
- 4 Why does Linda think that they need to take the jumpers? Because the weather can change
- 5 Where does Susan think they can buy food? From the shop on the campsite
- 6 How many tins of soup does Linda tell Susan to put back? One
- 7 How long are they going camping? Three days
- 8 Why does Linda want to take her laptop with her? Just in case she needs to use it

B You are going to the beach for the weekend with your friend. You will be camping. Work with a partner to roleplay conversations about getting ready for the trip. Use the expressions from Interaction 3 to help you.

Student A

You want to get away from things this weekend and relax on the beach. You are very happy to leave your life at home. You only want to pack basic items such as clothes, a swimsuit and sunglasses.

Student B

You are looking forward to the trip, but you like to be prepared for everything. You want to pack everything that anyone could possibly need. This could include a laptop, six pairs of shoes, five books, an MP3 player, tennis racquets, a football and a raincoat.

Level 3, Unit 4, Interaction 4:
Giving and receiving advice

A Work with a partner. Answer the questions about the video.

- 1 Who is Richard worried about? His brother Tim
- 2 What did Richard see Tim do? Steal CDs from a supermarket
- 3 What is Susan's first suggestion? She suggests that Richard talk to his parents
- 4 Why doesn't Richard like Susan's first idea? Because he thinks his parents would just get angry and shout
- 5 What is Richard's suggestion? That Susan talks to Tim
- 6 What does Susan say she would do if she were Richard? She would talk to Tim

B Work with a partner. Use the expressions from Interaction 3 to help you to tell your partner about your problems. Your partner listens to your problems and then offers you advice. You must decide whether to accept or reject the advice.

Student A

- 1 You haven't been studying for your exams. You think you will fail them all. There are only three days to go before the exams. What can you do?
- 2 You recently borrowed your brother's guitar, but you've broken it. You dropped it and it broke in two pieces. How can you explain what happened to your brother?

Student B

- 1 Your little brother is spending all his time playing violent computer games. He doesn't leave his bedroom very often. You're worried about the effect the games might be having on him. What can you do to stop your little brother from playing the violent games all the time?
- 2 Your friend cycles without a cycle helmet. You have tried to explain to her that this is very dangerous, but she won't listen. How can you persuade your friend to wear a helmet?

Level 3, Unit 5, Interaction 5: Interrupting

A Work with a partner. Answer the questions about the video.

1 What kind of school club does Susan want to organise? She thinks the club should be a place where students can learn what they want to learn

2 What does Linda think of Susan's idea? She thinks it's great

3 What point does Richard make? He asks who is going to teach the students

4 What does Susan say in response to Richard's point? She says that students can help each to learn new things or they can teach themselves

5 What does Kate do? Kate plays the guitar

6 What can Sandra do? Sandra can dance salsa

B Write five ideas about how to improve your town (e.g. *open a new library, build a modern leisure centre, start an annual summer music festival*).

C Work in a group of four. Listen to your partners' ideas. Decide on the three best ideas for improving your town. Interrupt the other people in the group if necessary. Use the expressions from Interaction 5 to help you.

Level 3, Unit 6, Interaction 6:
Agreeing and disagreeing

A Work with a partner. Answer the questions about the video.

1 Who says 'Everybody wants to be famous now'? Laura

2 Does Brad want to be famous? No, he doesn't

3 What does Laura say would be good about being famous? Your face would be on magazine covers and the internet, you'd be rich, and people would talk about you

4 Why wouldn't Brad want everyone to know his name? He likes being able to walk down the street without people recognising him

5 What does Laura say you could do if you were famous? She says you could go to all the best parties, travel around the world, go to film premieres

6 What does Brad say would be bad about being famous? He says that people would only want to know you because you were famous

B Look at the information and have a debate with your partner. Use the expressions from Interaction 6 to help you.

Student A

Debate 1: 'Young people are more interested in being famous than in working hard.' You agree with this statement. Start the debate.

Debate 2: 'Actors, sports stars and TV presenters get paid too much.' You disagree with this statement. Start the debate.

Student B

Debate 1: 'Young people are more interested in being famous than in working hard.' You disagree with this statement. Your partner starts the debate.

Debate 2: 'Actors, sports stars and TV presenters get paid too much.' You agree with this statement. Your partner starts the debate.

Level 3, Unit 7, Interaction 7: Guessing what happened

A Work with a partner. Answer the questions about the video.

- 1 Why is Emma worried about telling George what happened? She thinks that he might laugh at her
- 2 What was Emma doing when she saw the strange blue light in the sky? Walking home
- 3 What happened to the strange blue light? It came very near to Emma then it flew off over the top of the hill
- 4 What does Emma think the blue light was? She thinks it might have been a UFO
- 5 Does George think Emma's idea makes sense? No, not really; George doesn't think that UFOs exist
- 6 What does Emma think of George's first explanation? It doesn't sound right to her

B Some strange things have happened recently. Read about the strange events. Prepare to tell your partner about what happened.

Student A

- 1 When you came home from school yesterday, you found a cat sitting on the kitchen table. All the doors and windows in the house were closed. How did the cat get in the house?
- 2 Your Maths teacher's eyes have changed colour. Last week they were blue, this week they are brown. Your Maths teacher doesn't wear glasses. Why are his eyes a different colour?

Student B

- 1 You had a look at your bank account online last night. You found that there was an extra £5000 in your account. Where did the money come from?
- 2 Every time you mention your eighteenth birthday, which is coming up next month, your family go quiet and then change the subject. Why won't your family talk about your birthday?

C Work with a partner. Tell your partner about the strange events. Together with your partner try to guess what has happened. Use the expressions from Interaction 7 to help you.

Level 3, Unit 8, Interaction 8:
Asking for and giving explanations

A Work with a partner. Answer the questions about the video.

1 What can't Linda believe? She can't believe that Susan has never used a smartphone before

2 What does Susan think of mobile phones? She's not interested in them

3 Does Susan know what a smartphone is? No, she has no idea what a smartphone is

4 What does Susan think about the internet? She's bored with it

5 Does Susan have a Facebook page? No, she doesn't

6 What is 'apps' short for? Applications

B You are an inventor. You've just created a new gadget that you hope many people will be interested in. Read about your gadget and get ready to explain how it works.

Student A

The Automatic Shoe Polisher: attach your shoes to this gadget and it will polish them for you. All you need to do is make sure that the special tray is regularly filled up with polish.

Student B

The Robot Dog Walker: attach your dog to the robot dog walker and it will walk your dog for you. All you need to do is make sure you programme the robot to take the dog on a specific walk.

C Work with a partner. Tell your partner how your gadget works. Use the expressions from Interaction 8 to help you.

Level 3, Unit 9, Interaction 9:
Being tactful

A Work with a partner. Answer the questions about the video.

- 1 How does Colin describe Jason's shirt? He says it's 'kind of cool, sort of different' and then 'quite nice'
- 2 Which shirt does Colin prefer, the red or the green? Colin says that it's Jason's choice
- 3 Does Colin think that purple is Jason's colour? No, Colin wouldn't say that purple was exactly Jason's colour
- 4 Which colours does Colin prefer? Darker ones
- 5 Why is Colin worried about colours like blue or black? He thinks that they might be boring
- 6 Why does Colin get angry with Jason? He thinks that Jason is making things difficult

B Work with a partner to roleplay conversations. Try to be tactful! Use the expressions from Interaction 9 to help you.

Student A

- 1 Your friend bought you a hat for your birthday. You think that the hat is one of the most horrible things you have ever seen. You can't imagine ever wearing it. Your partner starts the conversation.
- 2 You have bought a new pair of bright red jeans and a yellow T-shirt. You're very happy with them. Show your partner your new clothes. Start the conversation.

Student B

- 1 You have bought your friend a hat for his or her birthday. You are very excited about the hat and think that it is a brilliant present. You want your friend to wear the hat straight away. Start the conversation.
- 2 You think your friend's new bright red jeans and yellow T-shirt look awful. But you must make your friend believe the opposite. Your partner starts the conversation.

Level 3, Unit 10, Interaction 10:
Checking details

A Work with a partner. Answer the questions about the video.

1 Why is Mark calling? To check the time of the train tomorrow

2 What time does the train go? Five

3 Where are they going? London

4 When are they going to Edinburgh? Next month

5 When will they get the tickets? On Saturday

6 What time are they going to the theatre? 19:30

B Work with a partner. Ask and answer the questions. Use the expressions from Interaction 10 to help you.

Student A

You and your friend are going to an exhibition on Saturday. You have arranged everything. First choose your answers.

Where meeting?	train station / bus station
Where to?	London / Liverpool
What exhibition?	Picasso / Rembrandt
How much?	£10 / £12
Going?	Saturday morning / Saturday afternoon
Coming back?	Saturday afternoon / Saturday evening

Student B

You and your friend are going to an exhibition on Saturday. But you can't remember anything about what you have agreed. First complete these questions.

Where / meeting? Where are we meeting?
Where / going? Where are we going?
What / exhibition? What exhibition are we going to?
How / much? How much will it cost?
When / going? When are we going?
When / coming back? When are we coming back?

C Change roles. Do a similar roleplay to the one in Exercise B. This time, invent the information! Ask any extra questions you can think of.

Level 3, Unit 11, Interaction 11: Apologising

A Work with a partner. Answer the questions about the video.

- 1 What does David want to do? Apologise to Emma
- 2 What day wasn't good for David? Tuesday
- 3 Did David's football team win the match? No, the team lost 6-0
- 4 Why were David's parents angry with him? Because he failed his Maths test
- 5 Does Emma accept David's apology? Yes, she does
- 6 How many conditions does Emma give David? One; he has to buy her a piece of cake

B Look at the information and act out the conversations with your partner. Use the expressions from Interaction 11 to help you.

Student A

- 1 You ate your friend's chocolate without asking. Apologise and explain why you did it. You start the conversation.
- 2 Your friend arranged to meet you at the cinema. Your friend didn't turn up and didn't call you explain why. Talk to your friend and find out why he/she did it. Your partner starts the conversation.

Student B

- 1 Your friend ate your chocolate without asking. Talk to your friend and find out why he/she did it. Your partner starts the conversation.
- 2 You arranged to meet your friend at the cinema. You didn't go and you didn't call your friend to explain why. Apologise and explain why you did it. You start the conversation.

C Do two similar roleplays to the one in Exercise B. This time, invent the information! Take it in turns to be the one who apologises for something.

Level 3, Unit 12, Interaction 12: Dealing with a problem

A Work with a partner. Answer the questions about the video.

- 1 What's the problem? Linda hasn't got the tickets
- 2 Where are the tickets? Linda doesn't know; she thinks she's lost them
- 3 What does Linda remember doing? Picking the tickets up off the table and putting them in her bag
- 4 Does David know what to do? No, he says that they can't get into the concert without the tickets
- 5 What's Linda's plan? To check her bank account online and show the people at the door in the concert when she bought the tickets
- 6 What does David think of Linda's plan? He thinks it might work

B Work with a partner to roleplay the conversations. Use the expressions from Interaction 12 to help you.

Student A

You are the owner of a new music website. Tell the designer of the website about the problems below:

- the website is too slow to download
- very few people are visiting the website
- the homepage needs more images and text

You want the website to be updated and changed. It must be faster and look more interesting. Explain your ideas to the designer.

Student B

You are the designer of a website. Listen to the owner's problems and try to help. Use the ideas below to help you in the conversation:

- the website is slow at the moment, but will get faster
- the website is new; it will take time for people to find it
- too many images and too much text can make a homepage difficult to read

You don't want to change the website. It takes time for people to find a website and for a website to develop. Explain your ideas to the owner.