

Web Interaction Activities for *Interactive* Level 4

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 4, Unit 1, Interaction 1:
Meeting face-to-face

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

1 Why does Sally look different from how David had imagined? Because she has longer hair in the photo that he has seen

2 How long have Sally and David been playing chess together online? Two years

3 Is Sally still in touch with Sam? Not really

4 Does Sally know Richard? No, she doesn't

5 What does David want to drink? Green tea

6 What does Sally most enjoying doing? Playing chess

B Imagine you and your partner know each other from a Facebook film fan page. You've been talking to each other online for a few months. Now you've decided to meet face-to-face. Have a conversation using the information below. Use the expressions from Interaction 1 to help you.

Student A

- Ask Student B if he/she knows Kaz and Jay, who you also chat with on the Facebook page.
- Tell Student B that he/she looks very different from his/her profile picture.
- As well as watching films, you also enjoy playing tennis, reading comic books and listening to music.

Student B

- Tell Student A that you've known Kaz for a while and that enjoy reading Kaz's blog about old black and white films. You don't know Jay.
- You've recently dyed your hair black and you wear contact lenses now rather than glasses.
- As well as watching films, you also enjoy watching tennis, reading fantasy novels and listening to music.

Level 4, Unit 2, Interaction 2:
Making and responding to excuses

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

- 1 Has Mr Jenkins finished marking the tests? No, he hasn't
- 2 What does Mr Jenkins think is worrying Jenny? He thinks that she is nervous about doing the play
- 3 What can't Jenny do? Perform in the play
- 4 How long have they been working on the play? Months
- 5 What birthday will Jenny celebrate soon? Her 18th
- 6 Is Mr Jenkins serious about taking on Jenny's role in the play? No, he is joking

B Work with a partner. Use the expressions from Interaction 2 to help you to make and respond to excuses.

Student A

Conversation 1: You have arranged to go away to London for the day with Student B. Student B is really looking forward to it. You are not feeling very well and don't think you should go to London now. Talk to your friend and make an excuse.

Conversation 2: It's your 19th birthday party next Friday. You can't wait. You have invited all your friends. But Student B wants to talk to you about the party. He/she sounds worried about something.

Student B

Conversation 1: You have arranged to go away to London for the day with Student A. You are really looking forward to it. You call Student A to talk about all the things you'd like to do in London. Student A sounds worried about something. Ask him/her what's wrong.

Conversation 2: It's Student A's 19th birthday party next Friday. You can't go because it's your mother's 50th birthday that day too. Talk to your friend and make an excuse.

C Do similar roleplays to the ones in Exercise B. This time, invent the information!

Level 4, Unit 3, Interaction 3: Empathising

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

- 1 How long has Étienne lived in the UK? A few months
- 2 What does Sarah think of Étienne's English? She thinks it's great
- 3 Where is Étienne's mother from? England
- 4 How long did Étienne live in Marseille? 15 years
- 5 Where did Sarah move to when she was 10? New York
- 6 Does Étienne's brother prefer living in France or the UK? The UK

B Work with a partner. Use the expressions from Interaction 3 to help you to empathise with your partner.

Student A

Conversation 1: You have just started doing a part-time job working in a bookshop. You don't like your colleagues very much. They are cold and unfriendly and are not helping you to settle into your new job. You feel frustrated and want to quit. Student B is a friend from college. Explain the situation and express your feelings to Student B.

Conversation 2: Listen to Student B's problem. Empathise and offer any advice you can think of.

Student B

Conversation 1: Listen to Student A's problem. Empathise and offer any advice you can think of.

Conversation 2: You have just moved to a new town, hundreds of miles away from where you were living before. You are finding it difficult to settle into your new college and you miss your old friends. Your school work is suffering because you can't concentrate. Student A is someone you have met at your new college. Explain the situation and express your feelings to Student A.

C Do similar roleplays to the ones in Exercise B. This time, invent the information!

Level 4, Unit 4, Interaction 4:
Listening actively

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

- 1 What does David tell Laura? That he met Sally in the café
- 2 What is the relationship between David and Laura? They are brother and sister
- 3 How does David describe Sally? He says that she's really nice
- 4 How does Laura react to the news that David and Sally played chess together? She's surprised
- 5 What did Sally tell David? That her family were moving house and that she was going to David and Laura's college
- 6 What does Laura think of the news that David has about Sally? She's very excited about it

B Think about what you have done recently. You might have passed an exam, been on holiday, won a competition, watched a great film or read an interesting book. Make a list of five things to tell you partner about.

C Listen to your partner's news. Remember to show interest and interrupt your partner! Your partner will try to stop you from interrupting so much. Use the expressions from Interaction 4 to help you.

Level 4, Unit 5, Interaction 5: Challenging someone's ideas

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

1 What doesn't Alice understand? Why we are so interested in actors, singers, film directors and sports stars

2 Who does Alice think should be famous? Anyone

3 What does Alice think people should be famous for? Doing something different, special or new

4 What point does Linda make about heroes? That we need heroes and heroines

5 What would Linda rather talk about? The party they're going to tomorrow

6 What does Alice say about the rich and famous? That they're just as ordinary as everyone else

B You are going to support your ideas in an argument. Work with a partner. Use the expressions from Interaction 5 to help you.

Student A

Social networking is a waste of time.

Decide whether or not you agree with this statement. Think of reasons why you agree/disagree with it. Tell Student B what you think of the statement. Student B will disagree with what you say. Support your ideas and use the Interaction language.

Student B

You learn more out of school than in school.

Decide whether or not you agree with this statement. Think of reasons why you agree/disagree with it. Tell Student A what you think of the statement. Student A will disagree with what you say. Support your ideas and use the Interaction language.

Level 4, Unit 6, Interaction 6:
Persuading people to do things

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

- 1 What do they have to do? Decide everything for the school party
- 2 Do they have much time left to organise things? No, they don't
- 3 Who's going to do the music? Colin
- 4 Who is going to organise the games? Colin
- 5 Who is going to do the lights in the hall? Simon
- 6 What is Sara going to do? Nothing

B Work in a group of three or four. You are going to raise money to build a new media centre at your college where students will be able to learn about how to make radio and TV programmes. Try to persuade the others to let you do the jobs you want to do, and also try to persuade them to do the jobs that you do not want to do. You must think of good reasons to explain why you do or do not want to do certain jobs. Use the expressions from Interaction 6 to help you.

In your group decide who is going to do the following things:

- write letters and emails to possible investors
- appear on interviews on TV and radio
- design leaflets and posters
- set up a website and social media pages online
- organise special fund-raising events like sponsored runs, parties or concerts

Level 4, Unit 7, Interaction 7: Comparing two photos

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

- 1 What similarity about the pictures does Colin point out? That they are both pictures of offices
- 2 What things does Sara say are in the pictures? Computers, printers, expensive artwork on the walls
- 3 What does Sara say about one of the offices? That it looks like the kind of office you might see in a film about lawyers; it's very clean and tidy
- 4 What does Colin say about the other office? It's very messy; it looks as if it hasn't been cleaned recently
- 5 What does Sara say about the tidy office? That it appears to have been designed by professionals
- 6 Which office does Sara prefer? Why? The messier office; she thinks it looks more relaxed and friendly and would be a more interesting place to work in

B Work with a partner. Compare and contrast the following pictures. Then say which photo you prefer. Use the expressions from Interaction 7 to help you.



Similarities: There are three people and a computer in both photos. People are holding drinks in both photos. Someone is using the computer in both photos.

Differences: In the first photo, there are two boys and a girl but in the second photo, there are two girls and a boy. There is one drink in the first photo but there are two drinks in the second photo. The boy is using the computer in the first photo but the girl is using the computer in the second photo.

Level 4, Unit 8, Interaction 8:
Talking about money

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

1 What does Tina say about the shirt? She thinks it's nice; she thinks that blue is Jason's colour

2 How much is the shirt? £35

3 Can Jason afford the shirt? No, he can't

4 How does Tina describe the shirt that costs £15? She says it's a bargain

5 How much does Tina owe Jason? £5

6 What did Jason lend Tina money for? So she could buy a book

B Look at the information and act out the conversations with your partner. Use the expressions from Interaction 8 to help you.

Student A

Conversation 1: You are shopping for trainers with Student B. Student B asks to borrow money from you. You are not happy about this because Student B is always asking you to lend him/her money. Explain that if you lend money this time it will be the last time. Your partner starts the conversation.

Conversation 2: You are shopping for DVDs with Student B. You would like to buy a boxset of the Twilight films but you do not have enough money for it. You love the Twilight films! Ask Student A if he/she can lend you some money to buy the boxset. Explain that you will pay Student A back next week. Start the conversation.

Student B

Conversation 1: You are shopping for trainers with Student A. You would like to buy a pair of trainers but you do not have enough money to buy them. Ask Student A if you can borrow some money. Be careful! You often ask Student A if you can borrow some money. Make sure that you promise to pay the money back as soon as possible. Start the conversation.

Conversation 2: You are shopping for DVDs with Student A. Student A would like to buy a boxset of the Twilight films, but does not have enough money to buy it. Student A asks you if he/she can borrow some money from you. You are not sure. You can't really afford to lend Student A any money and you think that the Twilight films are rubbish! Your partner starts the conversation.

Level 4, Unit 9, Interaction 9:
Negotiating and responding

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

- 1 What does Sally want to borrow? George's iPod
- 2 When is Sally going away? Tomorrow
- 3 How is she travelling? By train
- 4 Why hasn't Sally bought her own iPod? Because she thinks they are expensive
- 5 Is this the first time that Sally has asked to borrow George's iPod? No, there have been other times
- 6 Where is Sally going? To see her family in Wales

B Look at the information and act out the conversations with your partner. Use the expressions from Interaction 9 to help you.

Student A

Conversation 1: Student B is moving house this weekend. He/she would like you to help him move boxes. You don't usually enjoy helping people to do things. And you have also have arranged to play tennis with your cousin on Saturday. You want to know what is in it for you. What will Student B do for you in return? Your partner starts the conversation.

Conversation 2: You want Student B to help you study for your Maths exam next week. You are not very good at Maths, but Student B finds the subject very easy. Start the conversation.

Student B

Conversation 1: You are moving house this weekend. You would like Student A to help you move some boxes. You don't usually ask Student A to help you do things. You think Student A should be happy to help you move house. In your opinion, this is what friends are for! Start the conversation.

Conversation 2: Student A wants you to help him/her study for his/her Maths exam next week. You are very good at Maths, but Student A finds the subject very difficult. You are very busy. You have lots of studying to do as well. You want to know what is in it for you. What will Student A do for you in return? Your partner starts the conversation.

Level 4, Unit 10, Interaction 10:
Giving a presentation

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

- 1 When did the Olympics start? More than two and a half thousand years ago
- 2 Could women take part in the ancient Olympics? No, they were open only to men
- 3 Where did the games take place? In Olympia
- 4 When were the Olympic Games revived? In 1890
- 5 Who set up the International Olympic Committee? Pierre de Coubertin
- 6 When did the first modern Olympics take place? 1896

B Work with a partner. You are going to give a presentation together about a TV programme that you like. You should include the following information:

- who created the TV show
- when the show first appeared on TV
- what the show is about
- who appears in the show
- how popular the show is
- why you like the show

Plan your presentation with your partner. Use the expressions from Interaction 10 to help you.

C Work with another pair. Give your talk and listen to theirs. Ask any follow-up questions you can think of.

Level 4, Unit 11, Interaction 11:
A job interview

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

- 1 What's Colin surname? Lewis
- 2 What is Mathew Dawson's job? He's the head of Human Resources at Banana Computing
- 3 What degree is Colin going to do? Computer Science
- 4 Where did Colin work last summer? He worked with his dad at a computer company
- 5 What hours can Colin work? He can be flexible
- 6 Does Colin speak fluent German? No, he speaks a little bit of German
- 7 Would Colin have to wear a suit? No, he wouldn't; a shirt and trousers would be fine
- 8 When will Colin know if he's got the job? By the end of next week

B Work with a partner. Look at the information and act out the interviews. Use the expressions from Interaction 11 to help you.

Student A

Interview 1: You are the manager of a café. You are going to interview Student B for a part-time job as a waiter/waitress. You want someone with experience who is friendly, polite, patient and hardworking. You are looking for someone to work on Saturday from 10-6 and Sunday from 10-2.

Interview 2: You have applied for a part-time job as a life guard. Student B will interview you. You have never worked in a sports centre before, but you are a very sporty person. You like swimming, playing basketball and running. You are available to work in the evenings.

Student B

Interview 1: You have applied for a part-time job as a waiter/waitress in a café. Student A will interview you. You have never worked in a café before, but you have worked in a restaurant. You can work on Saturdays, but you can't work on Sundays from 10am to 2pm. However, you could work from 2pm to 6pm.

Interview 2: You are the manager of a sports centre. You are going to interview Student A for a part-time job as a life guard. Training will be provided so no experience is necessary. You are looking for someone to work on Monday, Wednesday and Friday evenings from 4pm to 8pm.

Level 4, Unit 12, Interaction 12:
Keeping a conversation going

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

- 1 What is Alice doing at a moment? Studying hard for her exams
- 2 Which university does Alice hope to go to? Nottingham
- 3 What results does Richard need in his exams to get into university? Two As and a B
- 4 Which university does Richard hope to go to? Durham
- 5 What does Alice want to borrow? A book of Richard's about Shakespeare
- 6 Who has Richard's book at the moment? Laura

B Work with a partner. Look at the information and act out the conversations. Use the expressions from Interaction 12 to help you.

Student A

Conversation 1: You bump into Student B on the street. You haven't seen him/her for a long time. Tell him/her your news:

- you are going to have a gap year before you go to university. You going to South America to work as a volunteer in a hospital.
- you are going to university in Bath. You are going to study physics.
- your brother just got married.

Conversation 2: You meet Student B in an art class you have just started going to in the evenings. Introduce yourself and find out information about:

- how long Student B has been coming to the art class
- what things Student B enjoys drawing and painting
- what Student B thinks of the class

Student B

Conversation 1: You bump into Student A on the street. You haven't seen him/her for a long time. Tell him/her your news:

- you are starting work soon as a trainee plumber.
- you have just bought a dog.
- you are hoping to start sharing a flat with some friends. At the moment you are still living at home.

Conversation 2: You meet Student A in an art class you have been going to for six months. Introduce yourself and find out information about:

- why Student A chose to come to the art class
- what things Student A enjoys drawing and painting
- if student A is interested in art as a hobby or as a possible career