

Cambridge University Press
978-0-521-71221-7 – Interactive Level 3
Garan Holcombe With Helen Hadkins Samantha Lewis and Joanna Budden
Frontmatter
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Garan Holcombe
with **Helen Hadkins, Samantha Lewis and Joanna Budden**

Interactive

Teacher's Book 3 with Web Zone access



CAMBRIDGE
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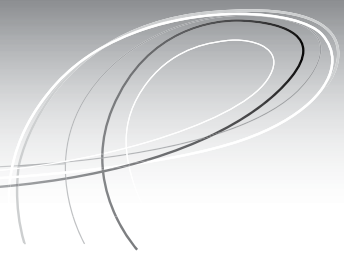
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Student's Book contents

	Grammar	Vocabulary	Interaction, Speaking and Pronunciation	Listening, Reading and Portfolio	
1 Get up and go!	<ul style="list-style-type: none">Present tense reviewPast tense review	<ul style="list-style-type: none">FitnessPhrasal verbs and expressions with <i>get</i>	<ul style="list-style-type: none"><i>Interaction 1</i>: Catching up with a friend<i>Speak</i>: Asking and answering questions<i>Pronunciation</i>: /ɪz/	<ul style="list-style-type: none"><i>Read</i>: Capoeira<i>Listen</i>: Matthew's new life<i>Portfolio 1</i>: An informal article	
2 Waste not, want not	<ul style="list-style-type: none">Present perfect with <i>just / yet / already</i>Present perfect continuous	<ul style="list-style-type: none">Electrical itemsPrefixes	<ul style="list-style-type: none"><i>Interaction 2</i>: Returning items to a shop<i>Speak</i>: Talking about electrical items<i>Pronunciation</i>: Stress patterns	<ul style="list-style-type: none"><i>Read</i>: The wonderful world of WEEE<i>Listen</i>: Time banking<i>Portfolio 2</i>: A discussion essay	
Review 1 and 2	Grammar	Vocabulary	Correct it!	How are you doing?	
3 Forces of nature	<ul style="list-style-type: none"><i>will</i> and <i>going to</i>Future continuous	<ul style="list-style-type: none">Natural disastersOutdoor equipment	<ul style="list-style-type: none"><i>Interaction 3</i>: Getting ready for a trip<i>Speak</i>: An interview about volunteer work<i>Pronunciation</i>: /uː/ and /ʊ/	<ul style="list-style-type: none"><i>Read</i>: Extreme weather around the world<i>Listen</i>: Getting ready to go on holiday<i>Portfolio 3</i>: An email asking for information	
4 Friends 4ever	<ul style="list-style-type: none"><i>if, when, as soon as</i> and <i>unless</i>First and second conditional review	<ul style="list-style-type: none">FriendshipAdjectives of personality	<ul style="list-style-type: none"><i>Interaction 4</i>: Giving and receiving advice<i>Speak</i>: Talking about who you ask for help<i>Pronunciation</i>: Friendly intonation	<ul style="list-style-type: none"><i>Read</i>: An online friendship<i>Listen</i>: Best friends<i>Portfolio 4</i>: An informal email to a friend	
Review 3 and 4	Grammar	Vocabulary	Correct it!	How are you doing?	
5 Top of the class	<ul style="list-style-type: none">Permission: <i>can, let</i> and <i>be allowed to</i>Passive review	<ul style="list-style-type: none">SchoolMemory	<ul style="list-style-type: none"><i>Interaction 5</i>: Interrupting<i>Speak</i>: Guess the question<i>Pronunciation</i>: Final <i>e</i>	<ul style="list-style-type: none"><i>Read</i>: Lessons in life<i>Listen</i>: Sleep and the brain<i>Portfolio 5</i>: Ideas for improving your school	
6 Who's got talent?	<ul style="list-style-type: none">Past perfectPast perfect continuous	<ul style="list-style-type: none">Noun suffixesEntertainment collocations	<ul style="list-style-type: none"><i>Interaction 6</i>: Agreeing and disagreeing<i>Speak</i>: Talking about free-time activities<i>Pronunciation</i>: Changing word stress	<ul style="list-style-type: none"><i>Read</i>: Young and talented<i>Listen</i>: Sleep quiz<i>Portfolio 6</i>: Completing a form	
Review 5 and 6	Grammar	Vocabulary	Correct it!	How are you doing?	

	Grammar	Vocabulary	Interaction, Speaking and Pronunciation	Listening, Reading and Portfolio	
7 That's incredible!	<ul style="list-style-type: none">Modal verbs of deduction: presentModal verbs of deduction: past	<ul style="list-style-type: none">Extreme adjectivesPhrasal verbs with <i>go</i>	<ul style="list-style-type: none"><i>Interaction 7</i>: Guessing what happened<i>Speak</i>: Guess what the picture is<i>Pronunciation</i>: Elision of <i>have</i>	<ul style="list-style-type: none"><i>Read</i>: Mothman and the Men in Black<i>Listen</i>: Strange stories<i>Portfolio 7</i>: A mystery story	
8 Gaming and gadgets	<ul style="list-style-type: none">Quantifiers reviewNon-defining relative clauses	<ul style="list-style-type: none">Health problemsTechnology	<ul style="list-style-type: none"><i>Interaction 8</i>: Asking for and giving explanations<i>Speak</i>: Talking about your opinions<i>Pronunciation</i>: Words with <i>ough</i>	<ul style="list-style-type: none"><i>Read</i>: Active gaming<i>Listen</i>: Gadgets<i>Portfolio 8</i>: A formal letter of complaint	
Review 7 and 8	Grammar	Vocabulary	Correct it!	How are you doing?	
9 Seeing is believing	<ul style="list-style-type: none"><i>as if, as though</i> and <i>like</i><i>a/an, the</i> or no article	<ul style="list-style-type: none">Adjectives of opinionTruth and lies	<ul style="list-style-type: none"><i>Interaction 9</i>: Being tactful<i>Speak</i>: Speculating on photos<i>Pronunciation</i>: The sounds /ð/ and /θ/	<ul style="list-style-type: none"><i>Read</i>: The camera never lies<i>Listen</i>: Art<i>Portfolio 9</i>: Writing about your opinions	
10 Beyond words	<ul style="list-style-type: none">Reported statementsReported questions, commands and requests	<ul style="list-style-type: none">Reading materialsAdverbs and adverbial phrases	<ul style="list-style-type: none"><i>Interaction 10</i>: Checking details<i>Speak</i>: Talking about your reading habits<i>Pronunciation</i>: Rhythm	<ul style="list-style-type: none"><i>Read</i>: Rapping Shakespeare<i>Listen</i>: Interviews about reading habits<i>Portfolio 10</i>: A book review	
Review 9 and 10	Grammar	Vocabulary	Correct it!	How are you doing?	
11 Is it a crime?	<ul style="list-style-type: none">Subject and object questions<i>wish</i> and <i>if only</i>	<ul style="list-style-type: none">CrimeCrime collocations	<ul style="list-style-type: none"><i>Interaction 11</i>: Apologising<i>Speak</i>: Discussing crimes and punishments<i>Pronunciation</i>: Consonant clusters at the ends of words	<ul style="list-style-type: none"><i>Read</i>: Computer criminals<i>Listen</i>: Crime quiz show<i>Portfolio 11</i>: A report	
12 Moving on	<ul style="list-style-type: none"><i>would rather</i> and <i>would prefer</i>Third conditional	<ul style="list-style-type: none">Hopes and ambitionsDependent prepositions	<ul style="list-style-type: none"><i>Interaction 12</i>: Dealing with a problem<i>Speak</i>: Talking about preferences<i>Pronunciation</i>: Sentence stress	<ul style="list-style-type: none"><i>Read</i>: Aim High<i>Listen</i>: The end of the school year<i>Portfolio 12</i>: A record of achievement	
Review 11 and 12	Grammar	Vocabulary	Correct it!	How are you doing?	
Skills4Real: Units 1–4 Interaction: Student B	Skills4Real: Units 5–8 Speaking activities	Skills4Real: Units 9–12 Wordlist Irregular verbs	Interaction: Student A Phonemic chart		

Teacher's Book introduction



Welcome to *Interactive*, a course designed to maximise your students' communication in real, effective English. Interactive by name. Interactive by nature.

Interactive communication

For many foreign-language students, the secondary school classroom provides the only opportunity they get to speak English. For this reason, it is essential that the amount of English they use in the classroom is maximised. *Interactive* has been designed with communication as one of its main objectives, and students are provided with real opportunities to communicate in class. However, opportunity alone is sometimes not enough. Many students struggle to find the language required when trying to express themselves in English. *Interactive* therefore provides students with innovative means which help students of all abilities maximise their potential for communicating in real English:

Language Reference is a list of functional English phrases, conveniently placed on a gatefold cover. Students can use the flap of the cover when doing an activity in the classroom. Examples are 'It's my go' for playing games and 'What do you have for a)?' when comparing answers with a partner. This facilitates maximum use of English in the classroom as it provides the necessary language students need to communicate spontaneously with the teacher and other students. There is therefore no reason to use L1 during a class activity.

An **Interaction section** in every unit gives students the opportunity to practise functional language in real-life situations such as asking for directions, ordering food and drink. It also gives students the ability to express themselves more clearly in giving opinions, expressing likes and dislikes etc. A listening exercise gives students a model of the language, followed by a communicative activity where students can use the prompts on the language reference to help them. As an additional option, the Interaction material is also modelled on the accompanying DVD, providing a visual context for the language.

Pronunciation is a vital area of communication that is often overlooked. Every unit in *Interactive* has fun, challenging activities such as tongue twisters to practise sounds in the context of a sentence. The DVD provides an optional visual guide to all the pronunciation exercises, using native speakers as models. Students are given a clear view of how to form the sounds and produce natural-sounding English. Teachers can rely on the DVD for extra support and approach this challenging area of language teaching with confidence.

Extra pronunciation lesson plans on the *Interactive* Teacher Website encourage the use of the attractively illustrated phonetic chart at the back of the Student's Book.

Interactive technology

The technological advances of the last few decades have had a profound effect on how students learn and process information. Twenty-first century teenagers have grown up with a world of technology at their fingertips and expect instant answers and easy methods of communication. They are also far better at multi-tasking than previous generations and often bring this into the learning environment, which can sometimes be a challenge for the teacher. Research has shown that teachers often find the challenge of teaching computer-literate teenagers daunting. *Interactive* has a number of easy-to-use electronic components for each level, making it simple for you to integrate technology into the classroom.

The Student Website offers all you would expect from a CD-ROM and more. The website provides interactive exercises and games to help students practise grammar and vocabulary. These can be set for homework or used in class. A Comic Builder gives students the opportunity to create their own stories in a fun and imaginative way, providing a creative outlet for more visual learners.

The Teacher Website offers support to you, with teaching tips videos, extra resources and an online community for teachers. Go to <http://interactive.cambridge.org>.

The Classware DVD-ROM (IWB software) has an interactive function, enabling audio and DVD footage to be played at the click of an icon and activities to be enlarged or hidden as required.

The Testmaker CD-ROM and Audio CD enables teachers to generate their own tests both prior to the course and at any stage during the term. Tests can be created for grammar, vocabulary and skills with the possibility of extra questions to challenge more advanced students. They can be tailored to your students' needs. Different students can receive the same questions in a different order, or even different tests based on the same material. There is also the option of editing tests on screen and an easy print-out facility.

As mentioned previously, the Class DVD contains a visual option for both the Interaction and Pronunciation sections, helping students see how to form the pronunciation and putting functional language in context. Talking Heads provide unscripted conversations with teenagers from different parts of the UK while the more structured Interviews provide both cultural and linguistic insights into the lives of real British people.

Interactive authentic English and culture

Interactive provides a wealth of references from British and international popular culture that students can identify with:

Culture pages can be found throughout the book: The Culture Noticeboard is UK-focused and is a collection of real flyers, postcards, photos and stickers that might be collected from a tourist attraction or event. Through the completion of a series of activities, students have exposure to authentic materials and develop their reading skills, particularly scanning quickly to find information, just as they might in a real-life situation. The Culture World is, as the name suggests, world-focused. Students look at a magazine-style article about a part of the world and through a series of activities develop different reading skills from the ones above. The final task in both these sections is that students prepare a similar-style project, write questions about it and ideally put them around the classroom, for other students to answer.

As the name suggests, Skills4Real sections at the back of the book feature real texts and real people. The unscripted recordings feature native and non-native speakers, talking and answering questions, and the authentic, unedited reading material links into earlier units of the book. This enhances the student exposure to real English in real contexts rather than the usual audio recorded in a studio. Similarly, the Talking Heads section on the DVD provides unscripted, authentic language.

Culture Vulture is an icon in every unit that informs students of cultural aspects of the English-speaking world in a light-hearted way. They act as a discussion prompt and students will be able to compare these to local cultures which will highlight awareness of other countries.

Check it out boxes in every unit, and Correct it sections on each review page, alert students to common learner errors from the Cambridge English Corpus. The Cambridge English Corpus is a multi-billion word collection of written and spoken English. It includes the Cambridge Learner Corpus, a unique bank of exam candidate papers.

Each level contains an age-appropriate, beautifully illustrated Graphic Novel to encourage students to read for pleasure. This is one story split into three episodes. Outwardly, this appears as a read-for-pleasure section as there are no exercises on the page. The Teacher's Book, however, contains activities for exploiting the material fully.

Interactive Components

Each level of the series contains the following components:

- Student's Book
- Class Audio CDs
- Workbook with Downloadable Audio
- Student Website <http://interactive.cambridge.org>
- Teacher's Book
- Teacher's Resource Pack
- DVD
- Classware DVD-ROM
- Testmaker CD-ROM and Audio CD
- Teacher Website <http://interactive.cambridge.org>

Interactive Student's Book

 *Interactive* Level 3 corresponds to CEF levels B1–B2.

Student's Book 3 consists of twelve topic-based units. Each unit is made up of a main section of six pages and two final pages of skills and project work. There are also Review pages after every pair of units. At the end of the book there are three Skills4Real spreads, followed by the Interaction pairwork activities, an irregular verb table and a phonemic chart.

Each unit of the Student's Book contains:

- Two themed lexical sets.
- Two context-based grammar presentations with practice activities and guided discovery to work out the rules themselves.
- A structured speaking task with an outcome.
- A core reading text based on authentic material of different genres, chosen to be of interest to teenagers.
- Pronunciation exercises relating to a grammar or a vocabulary area.
- Unit themed listening texts.
- Interaction task based on using functional language in a real context.
- A model-based Portfolio writing task of a specific writing genre with detailed language work.
- The final pages of each unit vary between either Culture UK, Culture World, Graphic Novel and Song pages.
- A review page every other unit gives students the opportunity to track their progress with follow-up practice activities on the Student Website <http://interactive.cambridge.org>.

Interactive Workbook

Key features of the Workbook include:

- Grammar and vocabulary exercises that provide further varied language practice of the areas covered in the Student’s Book.
- Eye-catching Check it out! boxes that clarify aspects of grammar or vocabulary.
- Help yourself sections that allow students to extend their knowledge of grammar or vocabulary.
- Pronunciation exercises that develop points introduced in the Student’s Book, with downloadable audio.
- Listening tasks that encourage students to develop different skills such as listening for gist or more specific information, with downloadable audio available on the Student Website <http://interactive.cambridge.org>.
- Reading texts accompanied by graded tasks that guide students to more general or detailed comprehension.
- Portfolio sections that relate closely to the unit topic, but provide different tasks from those in the Student’s Book.
- A quiz at the end of every unit encourages students to review the Student’s Book content in a fun context, while promoting learner autonomy. Students then write their own questions in preparation for a whole-class quiz.

Interactive Teacher’s Book

Key features of the Teacher’s Book include:

- Step-by-step instructions of how to exploit the course material in the classroom and plenty of guidance and support for lesson preparation.
- Answers and transcripts for all the exercises in the Student’s Book, plus Workbook answer key.
- An at-a-glance copy of the Interaction Language Reference on the cover of the Student’s Book.
- Language Notes to grammar areas in the Student’s Book to provide support for less experienced teachers.
- Optional classroom activities that relate to the language or topic of the Student’s Book.
- Optional activities for multi-level groups and fast-finishers.
- Background and cultural information for topics in the Student’s Book.

Interactive Teacher’s Resource Pack

Key features of the Teacher’s Resource Pack include:

- Photocopiable interaction activities, that aim to activate the language students have encountered in each unit.
- Photocopiable grammar and vocabulary practice activities for further consolidation of each unit.
- A photocopiable picture dictionary for students to complete and form their own vocabulary record for the Student’s Book.
- Answer keys for the grammar and vocabulary practice activities and picture dictionary pages.

Interactive Web Zone

<http://interactive.cambridge.org>

Interactive Student Website

Access to all of the material from the Student Website include:

- Interactive Grammar and Vocabulary practice activities.
- Interactive games that reflect the grammar and vocabulary content of the units.
- Downloadable Workbook audio MP3 files with complete transcripts.
- Interactive Comic Builder.

Interactive Teacher Website

Access to all of the material from the Student Website, plus:

- A twelve-page printable Start Up section that can be used with complete beginners or with classes at CEF level A1 as diagnostic material. This has accompanying workbook pages, downloadable MP3 audio and teacher’s notes with answer keys and transcripts.
- Extra resources, including pronunciation activities, the *Interactive* phonemic chart, CLIL material and editable graphic novel pages.
- Downloadable, translated Wordlists in several languages to use for reference, as a mini-dictionary or to adapt for tests.
- Interaction sections from the DVD with bonus speaking activities.
- Teacher’s notes and answer keys for the DVD, plus Teaching Tips videos.
- Testmaker user guide and two free unit tests for each level from the Testmaker CD-ROM.
- Discussion Forum on our Facebook page, with weblinks to sites of further interest.

See you at <http://interactive.cambridge.org>!

Interaction Language Reference

Giving opinions
In my opinion ...
I really believe ...
Personally, I think that ...
If you ask me ...
For me ...

Agreeing
I think so too!
Yes, that's right.
Exactly!
Good point!
Me too!

Disagreeing
I don't think so.
Maybe, but what
about ...?
Yes, but ...
I'm not sure about that.
That's rubbish!

Involving your partner
What do you think?
Do you agree?
Do you think that's right
/ a good idea?
How does that sound?
Are you OK with that?
What about you?

Interaction 1
Catching up with a friend
How's it going?
How are things?
So, what's new?
What have you been up to?
Great. / Fine, thanks.
Lots of things.
Nothing really.
I've got to go now.
See you around.
See you later.
Catch you later.

Interaction 2
Returning items to a shop
I've just bought this.
It doesn't work properly.
I've only used it once.
What's the problem?
Do you have the receipt?
I'm sorry about that.

Interaction 3
Getting ready for a trip
We'll definitely need ...
Let's take ...
I reckon it'll ...
We'll decide on ...
Do you think it'll ...?
Shall we ...?
I don't think ...

Interaction 4
Giving and receiving advice
Have you got a minute?
What would you do ...?
What do you think I should do?
I'm (a bit) worried about ...
Why don't you talk to (name of person)?
How about ...?
If I were you, I'd ...
Yeah, I guess you're right.
Maybe you're right.
I don't think that's the answer.
I'm not sure about that.

Interaction 5
Interrupting
Sorry, can I just say something?
Can I make a point here?
Yeah, go on.
Yes, of course
Hang on a minute.
Can I just finish?

Interaction 6
Agreeing and disagreeing
Yes, absolutely!
OK, maybe you've got a point.
Yes, I hadn't thought of that.
I agree with what you're saying, but ...
Yes, definitely, but ...
I see what you mean, but ...
That's completely untrue!
I totally disagree!

Interaction 7
Guessing what happened
Maybe you're right ...
Actually, I think ...
I'm not sure about that.
That doesn't sound like (name of person).
Something must have happened.
I know what might have happened.
You're probably right, but ...

Interaction 8
Asking for and giving explanations
How does it work?
What happens if you press this button?
If you press that ...
I've got no idea what a (name of object) is.
I don't know what that is!

Interaction 9
Being tactful
They're kind of cool.
They're not exactly my colour/style/taste.
They're not really me.
They're all right.
They're sort of different.
They're quite nice.
I actually prefer ...
They seem a bit too ...

Interaction 10
Checking details
You know that ...
I wanted to ask you something about ...
I'm calling to check ...
What do we have to do?
Did you say £30?
What did you say?
Sorry, I didn't get that.
Can you say that again?

Interaction 11
Apologising
I want to apologise for what I did.
I shouldn't have ...
I'm really sorry.
I realise it was wrong.
It won't happen again.
I accept your apology.
That's good.
As long as it doesn't happen again.
You know that it's wrong to ...

Interaction 12
Dealing with a problem
You're not going to believe this.
There's a bit of a problem with ...
We've got a huge problem!
It's (not) your fault.
I told you so!
If we hadn't ... , this wouldn't have happened.
OK, so what are we going to do?
We'll sort this out.
Let's make a plan.
That might work.