Nicholas Murgatroyd

Teacher’s Resource Pack 4
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Introduction

The Teacher’s Resource Pack for Interactive Level 4 provides a range of challenging and interesting photocopiable materials for you to use with your students. It contains activities for use in the classroom or as extra homework practice to consolidate and practise the language students encounter throughout the Student’s Book, aiding communication skills and reinforcing the key grammar and vocabulary from each unit.

For each unit, the Teacher’s Resource Pack contains:

- Two photocopiable Interaction Activities that aim to activate the language students have encountered in the unit.
- One page of Grammar Practice activities for further consolidation of the grammar in each unit.
- One page of Vocabulary Practice activities for further consolidation of the vocabulary in each unit.
- A photocopiable Vocabulary expander page for each unit for students to complete and make their own vocabulary record for the Student’s Book.

There is also a photocopiable Interaction Language Reference for Level 4 containing all the language on the cover of the Student’s Book for use in the classroom or revision purposes on page 5.

A complete Answer key is provided at the end of the Teacher’s Resource Pack.

Interaction activities

The Teacher’s Resource Pack interaction activities reinforce the interaction language in a controlled communicative situation. Accompanying teaching notes give clear step-by-step instructions and suggestions for expanding the activity where appropriate. Each activity has a reference to the appropriate Student’s Book page or unit and can also be used in later lessons to revise language.

The interaction activities focus on speaking practice, but reading and listening skills are also developed. The activities include tasks to be done in pairs or groups, including information gapfill, class surveys, dominoes and board games. The activities are quick and easy to prepare and set up in class and if dice and counters are required, this is clearly indicated in the teaching notes.

A guide time is given for each activity in the teacher’s notes, but timing will vary according to the size and ability of each class. If appropriate, ask fast finishers to go around and help other students or ask them to make a written note of their answers before they feed back to the class.

Most of the interaction activities are designed to be used at a certain point in the course. However, some activities can be repeated in later lessons, so students gain confidence from being able to complete the activity more quickly or with greater accuracy a second time.

Grammar and vocabulary practice activities

The grammar and vocabulary practice activities provide additional material based on the structural and lexical focus of each unit. Each photocopiable page contains graded exercises that can be used for fast finishers, for students who need further language reinforcement work, or simply as homework.

Vocabulary expander

The Vocabulary expander is designed to practise and expand on key vocabulary presented in the Student’s Book. There is one photocopiable page for each unit. Encourage students to use the reverse of each page to record any other related vocabulary they encounter, for example words that are different in British and American English in Unit 3. And to write sentences further contextualising the vocabulary.

Although the pages are designed to be used after the completion of each vocabulary area or unit, they can also be used for revision purposes.

Interactive Web Zone

In addition to the Teacher’s Resource Pack, the Interactive website provides materials and ideas to keep students interested, making life easy for busy teachers. For teaching tips videos, extra resources and an online community for teachers, please visit the Teacher Website at: http://interactive.cambridge.org.

The Teacher Website also provides a diagnostic placement test to indicate which level of the course students should start at, plus a 12-page downloadable Start Up section with accompanying workbook pages, downloadable MP3 audio and teacher’s notes with answer keys and transcripts. The Interactive Testmaker is available separately, but two free unit tests from the Testmaker CD-ROM are also available online.

Teachers also have access to all the grammar, vocabulary and skills activities and games on the Student Website. See you at http://interactive.cambridge.org!
Interaction Language Reference

Agreeing
You’re (absolutely) right! That's (definitely) true!
You’ve got a point there.
I see (exactly) what you mean.
That’s (just) what I think.
Yes, I suppose/guess/reckon you’re right.
Exactly! / Absolutely!

Disagreeing
Actually, I think/reckon
I don’t know about that.
I’m not sure I agree with you there.
Oh, I wouldn’t say that.
That’s ridiculous!
I’m not convinced (by that).
Well, actually …

Asking for clarification
I’m not (really) sure what you mean.
I don’t (really) know what you’re getting at.
What do you mean, exactly?
What are you getting at, exactly?

Agreeing up to a point, and then disagreeing
That’s a good point, but …
That may well be the case, but …
I see/know what you mean, but …
I agree up to a point, but …
That’s partly true, but …

Interaction 1
Meeting face-to-face
It’s great to finally meet you.
You look different to how I imagined.
I feel like I know you already.
Are you still in touch with …?
We’ve got so much in common.
What else are you into?
Do you know …?

Interaction 2
Making and responding to excuses
I need to talk to you about that.
I’ve got a bit of a problem.
The thing is, I can’t …
It’s just that I have to …
I’m really sorry.
These things happen, I suppose.
Thanks for letting me know.

Interaction 3
Empathising
Things will get better, I think.
You’ll feel better soon.
It must be very difficult.

Interaction 4
Listening actively
Say that again …
Hang on a sec!
Carry on …
Go on …
No way!
You’re kidding!
If you let me get a word in, I’ll tell you!
Let me finish, will you?

Interaction 5
Challenging someone’s ideas
You’re not serious, are you?
Do you really mean/think that?
Have you considered the fact that …?
You have to look at it from both sides.
I guess I can see your point.
I can’t believe what I’m seeing/hearing!
Don’t change the subject/topic.

Interaction 6
Persuading people to do things
How do you feel about …?
Why don’t you have a go at …?
You’d be good at doing that sort of thing.
You’re so much better at (writing) than me.
You’d be great …
Well, I really wanted to …
I’m not very good at …

Interaction 7
Comparing two pictures
One similarity is that both pictures …
They both seem to be of …
One big difference is that one picture …
It’s (messy), whereas the other (bedroom) is very (tidy).
This (room) is much (messier) than the other one.
It looks like it has been …
It appears to have been …

Interaction 8
Talking about money
Can you afford it?
I can’t afford it.
There’s (ten pounds) off.
That’s a bargain.
It’s reduced by (10)%.
That’s a bargain.
Could you lend me (seven pounds)?
I promise I’ll pay you back.
You owe me (seven pounds).
What a rip-off!

Interaction 9
Negotiating and responding
I was just wondering if …
If you do this, I’ll …
I promise!
I wouldn’t ask, but …
Cheers! I owe you one.
You always do this, it’s not fair!
What’s in it for me?
I’ll do it, but just this once.
OK, but this is the last time!

Interaction 10
Giving a presentation
Today we’d like to talk about …
First we’re going to look at …
Next we’ll move on to talk about …
Then finally we’d like to explain why …
Anyway, as I was saying, …
Now I’ll pass you over to (Frank), who is going to talk about …
As (Sarah) said, …

Interaction 11
A job interview
What languages do you speak?
Would I have to wear a uniform?
How much would I get paid?
What hours would I work?
Would you give me any training?
When will you let me know if I’ve got the job?

Interaction 12
Keeping a conversation going
How’s it going?
So, what’s new?
What about you?
Let me think.
By the way, I wanted to ask you …
I know what I was going to ask you.
I know what you mean.
That’s good to know.