

# INTERACT

21st Century Communication Skills

1

**Student Book**





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	Grammar	<b>Second person (you) questions and answers</b>	Track 05 - 09
	Function	<i>Telling the time and talking about routines</i>	Track 10 - 12
	Grammar	<b>This is   Possessives: my/his/her</b>	Track 13 - 14
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# UNIT 1

## Lesson 1

### How Are You?

Introduce yourself

## Lesson 2

### What Do You Do?

Talk about yourself

## Lesson 3

### What Time Do You Get Up?

Ask and answer questions about your daily activities





### **Grammar**

- **Articles:** *a/an*
- **Possessives:** *my/your/his/her*
- **Present simple form of be**
- **Second person (you) questions and answers**

### **Function**

- *Telling the time and talking about routines*



# 1 How Are You?

## Introduction

1 Look at the pictures.

Ask and answer questions about the pictures.

**example** A: What's this in English?

B: It's a book.

A: How do you spell 'book'?

B: B-O-O-K.

## Language Focus

**a + consonant**

**a book**

**a chair**

**an + vowel**

**an umbrella**

**an oven**





## Language Focus

my, your, his, her

It's

my  
your  
his  
her

pen.



## Practice

- 2 Work with a partner. Put three things from your bag on the table. Talk about the things.

**example** It's my pen.

It's your rubber.

Make notes.

It's his book.

## Sounding Natural

- 3 Track 01 Read and listen to the sentences below.


- a Open your book.
- b How do you say this word?
- c What's this in English?
- d Work with a partner.
- e Look at the example.
- f Can you say that again, please?
- g Listen.
- h How do you spell 'pencil'?

- 4 Match the sentences in **activity 3** with the pictures below.





## Listening and Reading

- 5 a**  **Track 02** Listen and read the conversation below.

**Sheri:** Hi, Kate. How are you?

**Kate:** Fine, thanks, Sheri. And you?

**Sheri:** Very well, thanks.

- c** Work with a partner.  
Practise the conversation below.  
Remember to use your names.

**A:** Hi, \_\_\_\_\_. How are you?



**B:** Fine, thanks, \_\_\_\_\_. And you?

**A:** Very well, thanks.

- b**  **Track 02** Listen again.

Practise the conversation in **activity 5a**.

## Listening and Writing

- 6 a**  **Track 03**  **Track 04** Listen and complete the conversations with the words in the grey box.

thanks	great	OK
fine	bad	not

**Sheri:** Hi, Kate. How are you?

**Kate:** \_\_\_\_\_, \_\_\_\_\_, Sheri. And you?

**Sheri:** I'm \_\_\_\_\_, thanks.

**Sheri:** Hi, Kate. How are you?

**Kate:** \_\_\_\_\_, thanks, Sheri.  
And you?

**Sheri:** \_\_\_\_\_, thanks.

- c** Practise the conversations below.  
Use your own information.

**A:** Hi, \_\_\_\_\_. How are you?

**B:** Great, thanks, \_\_\_\_\_.  
And you?

**A:** I'm OK, thanks.

**A:** Hi, \_\_\_\_\_. How are you?

**B:** Not bad, thanks, \_\_\_\_\_.  
And you?

**A:** Fine, thanks.

- b**  **Track 03**  **Track 04** Listen again.

Practise the conversations in **activity 6a**.





## Language Focus

**I**      **am**      John Davies.  
**He**    **is**      David Bush.  
**She**    **is**      Kate Black.

**I'm**      John Davies.  
**He's**      David Bush.  
**She's**      Kate Black.

## Practice

**7** Read the conversation below. Change the words in the parentheses to the short form.

**David:** Excuse me... Mr Brown?

**John:** Yes. Call me John, please.

**David:** OK. Hello, John. My (name is) name's David.  
 Ann Cox is my friend.

**John:** Oh, (you are) \_\_\_\_\_ David Black!

**David:** Yes, that's right.

**John:** Hi, David. Nice to meet you.

**David:** Nice to meet you too, John.

**John:** (How is) \_\_\_\_\_ Ann?

**David:** Oh, (she is) \_\_\_\_\_ fine, thanks.

**8 a** Work with a partner. Practise the conversation in the blue box.

**Person one:** Hi, I'm Ann. What's your name?

**Person two:** Hi, my name's Mike. David Black is my friend.

**Person one:** Oh yes, David! How is he?

**Person two:** He's great, thanks.

**b** Work with a different partner.

Practise the conversation again.

Change the underlined words and use your own names.

## Interact

**9 a** Work with a partner. Start a conversation and introduce yourself.

Student A:	Student B:
You speak first.	Answer your partner.
Use your partner's name.	Ask how he/she is.
Introduce yourself.	
Ask your partner how he/she is.	

**example** Excuse me... Mr Harman?

**b** Change roles. Do it again.





# 2 What Do You Do?

## Introduction

1 Look at the pictures.

 **Track 05** Listen and read the texts below. Match the texts with the correct pictures.

**a** I'm James.

I'm from Scotland.

I live in Glasgow. I'm a student, and I study at Glasgow University.

I like football, but I don't like baseball.

**b** I'm Sheila.

I'm from Christchurch in New Zealand. I

live in Auckland now.

I'm a bank manager.

I work for National Bank. I like green and blue clothes.

**c** My name's Mark.

I'm from England, but I live in Japan. I'm an engineer. I work in Tokyo for a big company. I like dance music.



## Practice

2 **a** Make notes about yourself.

**My name:** \_\_\_\_\_

**I'm from:** \_\_\_\_\_

**I live in:** \_\_\_\_\_

**I'm a/an:** \_\_\_\_\_

**I work/study:** \_\_\_\_\_

**I like:** \_\_\_\_\_

**b** Work with a partner. Tell your partner about yourself.

*example* My name's Anna. I'm from Ireland. I'm a...



## Reading and Listening

**3 a** Read the questions below and write James's answers.

**Sheila:** Where are you from, James?

**James:** I'm from Scotland.

**Sheila:** Where do you live?

**James:** \_\_\_\_\_ in Glasgow.

**Sheila:** Where do you study?

**James:** \_\_\_\_\_ at Glasgow University.

**b**  **Track 06** Listen and check your answers.

**4** Work with a partner.

**a** Match the questions with the answers.

Where are you from, Mark?

What do you do?

Where do you live?


What music do you like?

I live in Japan.

I like dance music.

I'm from England.

I'm an engineer.

**b**  **Track 07** Listen and check your answers.



## Language Focus

### Yes/No questions

**Do** you live in Tokyo?

**Yes**, I do.

**No**, I don't.

### Information questions

**What** do you do? I'm an engineer.

**What** sports do you like? (I like) tennis and baseball.


**Where** do you live? (I live) in London.

**Where** do you work? (I work) at a bank.

## Practice

**5 a** Work with a partner. Put the sentences about Sheila in order.

- \_\_\_\_\_ And do you live in Christchurch?
- \_\_\_\_\_ I like green and blue.
- 6 I work at a bank.
- \_\_\_\_\_ I'm a bank manager.
- \_\_\_\_\_ I'm from Christchurch in New Zealand.
- 4 No, I live in Auckland now.
- \_\_\_\_\_ What colours do you like?
- 1 Where are you from, Sheila?
- \_\_\_\_\_ Where do you work?
- 7 What do you do?

**b**  **Track 08** Listen and check your answers.

**c** Work with a partner. Practise the conversation.






## Sounding Natural

6 Underline 'do you' in the questions below.

- a Where do you live?
- b What food do you like?
- c Do you like tennis?

7  Track 09 Listen. How do we say 'do you' when we speak naturally?

8  Track 09 Listen again and practise the pronunciation.

## Interact

9 a Work on your own.

Complete questions 1-6 in the table below with **where**, **what** or **do**.

Then write your answers.

b Write two more questions in the table below with **where** or **what**.

	questions	answers
1	Where are you from?	I'm from Japan.
2	_____ do you live?	
3	_____ do you do?	
4	_____ do you work?	
5	_____ sports do you like?	
6	_____ you like music?	
7		
8		

c Work with a partner. Ask and answer the questions from **activity 9b**.

**example** A: Where are you from?  
B: I'm from England.



# 3 What Time Do You Get Up?

## Introduction

- 1 Track 10 Listen and match the conversations with the pictures. Letter the boxes (a-d).



- 2 Work with a partner. Match the times with the clocks.

**a** It's one o'clock.

**d** It's quarter to nine.

**g** It's five to ten.

**i** It's ten past seven.

**b** It's half past eleven.

**e** It's quarter past two.

**h** It's five past ten.

**j** It's twenty-five to five.

**c** It's ten to four.

**f** It's twenty-five past six.



9:55



7:10



11:30



2:15





## Language Focus

3 Look at the clock and write the missing words in the boxes.

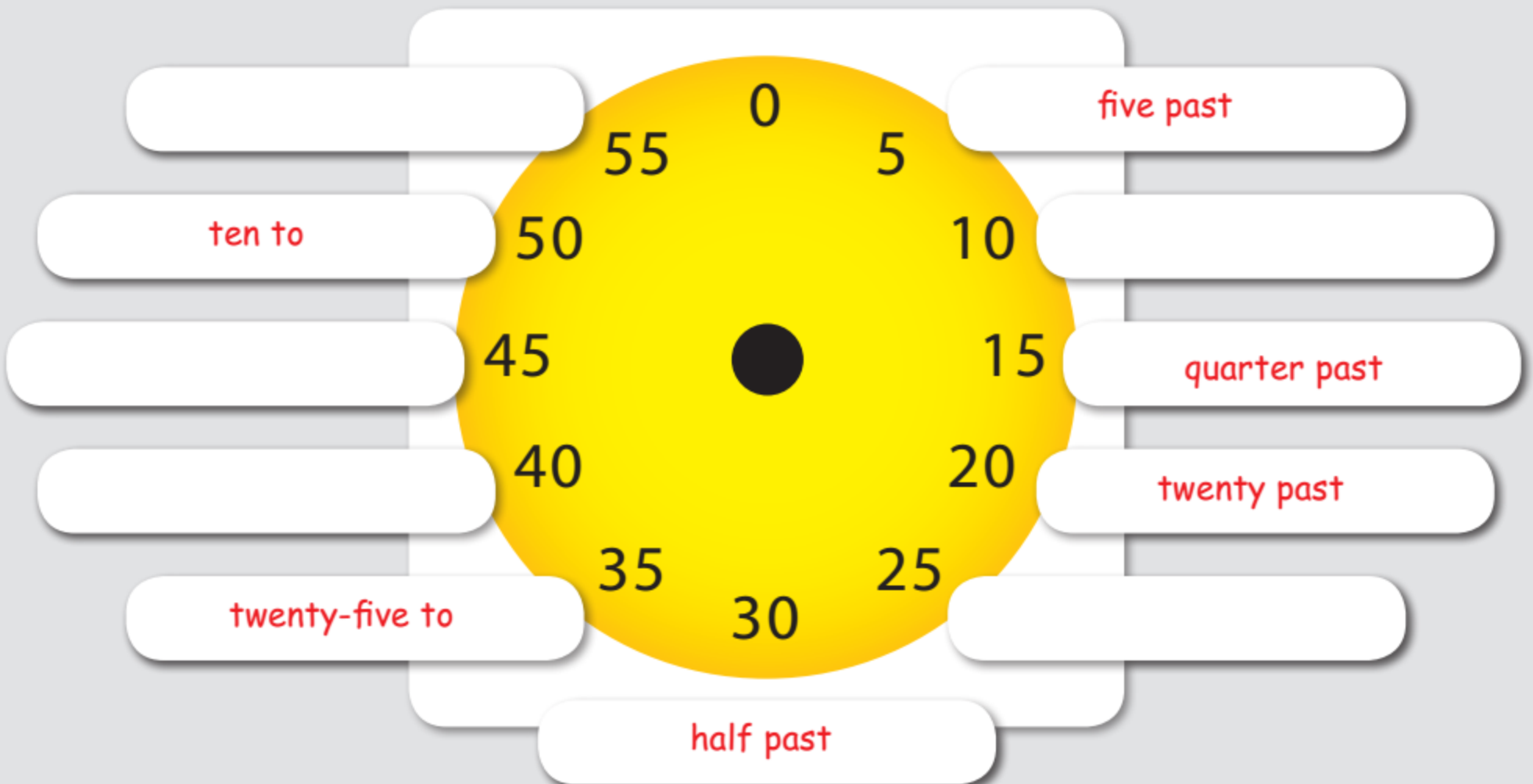
quarter to

twenty-five past

five to

twenty to

ten past



## Listening

4 a Track 11 Listen and match the conversations with the clocks. Letter the boxes (a-e).



b Work with a partner. Ask and answer questions about the times in **activity 4a**.

**example** A: Look at a. What's the time?

B: It's half past eleven.



# Reading

**5 a** Write the words from the box under the matching pictures.

get up                      go to work  
have a shower          have lunch  
get dressed              get home  
have breakfast          go to bed



**b** Number the pictures in the order you do them every day.

**c** Read the article about Colin's day.

What does Colin do at the times below?

I get up at six. I have a shower at about quarter to seven. I get dressed, then I have breakfast at seven. I have toast and coffee. I go to work at about half past seven.

I have lunch at half past twelve. I buy a sandwich and read my newspaper at my desk. I get home at ten to six and have dinner. I like spaghetti. I go to bed at quarter to twelve.

6.00 a.m.

get up

6.45 a.m.

7.00 a.m.

7.30 a.m.

12.30 p.m.

5.50 p.m.

11.45 p.m.



get up




**d** Read about Colin again.

Complete the spidergram with the correct words.





## Sounding Natural

6  Track 12 Listen and read the sentences below.

Write the underlined words in the columns in the table.

- a He works in an office.
- b She listens to music in the evening.
- c He drives his car to work.
- d She lives in a small house.
- e He likes drinking beer at the weekend.
- f She watches TV in the evening.
- g He makes breakfast at half past seven every day.
- h She brushes her hair in the morning.

/s/	/z/	/ɪz/
works	listens	watches

## Interact

7 What time do you do the activities below? Write your times in the table.

activities	you	your partner
1 get up	_____	_____
2 have breakfast	_____	_____
3 go to work	_____	_____
4 have lunch	_____	_____
5 get home	_____	_____
6 have dinner	_____	_____
7 go to bed	_____	_____

8 a Work with a partner.

Ask and answer questions about your daily activities.

Write your partner's times in the table.

### Language Focus

What time	do you	get up?
	does he/she	

b Tell the class about your partner's answers.

**example** Kevin gets up at half past ten. He has breakfast at...



# UNIT 2

## Lesson 4

### **This Is My Son, Tim**

Talk about your family

## Lesson 5

### **She Likes Pizza**

Talk about what people like

## Lesson 6

### **Which Do You Like?**

Talk about yourself

