

INTERACT

21st Century Communication Skills

2

Student Book



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UNIT 1



Lesson 1

Can I Ask You a Question?

Ask questions to get to know people

Lesson 2

What Do You Call It?

Describe things

Lesson 3

It's Stuff You Use...

Describe things



Grammar

- Question formation
- Describing things with **adjectives** and **passive forms**

Function

- Describing things by their use

1 Can I Ask You a Question?



Introduction

1 a Work with a partner. Tell them:

- 1 your name
- 2 where you grew up
- 3 what you do
- 4 one interesting fact about yourself

b Tell the class about your partner's answers.

Listening

2 a Look at the picture of Loretta Pironi.

What do you think she does?

Tick (✓) one of the options below.

- 1 She's a food writer. ☐
- 2 She's a café owner. ☐
- 3 She's a waitress. ☐

b Track 01 Listen to Loretta being interviewed for a magazine and check your ideas from **activity 2a**.


c Track 01 Listen again and underline the best options to complete the statements below.

- 1 Loretta is British / Italian.
- 2 Pironi is a **British** / an Italian name.
- 3 Loretta grew up in **Italy** / London.
- 4 She learned to cook in **Italy** / London.
- 5 Loretta speaks **two** / **three** languages.
- 6 She opened her café **ten** / **six** years ago.
- 7 Loretta's partner is **British** / **French**.
- 8 Loretta's partner **likes** / **doesn't like** London.
- 9 Loretta's partner **likes** / **doesn't like** English food.

In this lesson: **Ask questions to get to know people**
Grammar: *Question formation*

- 3 a** Read Loretta's answers from the interview, below.
Unscramble the words on the left to make the questions for each answer.

| | questions | Loretta's answers |
|---|---|--|
| 1 | Italian? / Is / it <u>Is it Italian?</u> | Yes, it is. |
| 2 | you / grow up / Did / in London? _____ | Yes, I did. |
| 3 | did / learn to cook? / you / Where _____ | In my grandfather's kitchen. |
| 4 | can / speak? / you / How many / languages _____ | Just three – English, Italian and a little French. |
| 5 | When / you / did / open it? _____ | Six years ago. |
| 6 | from London too? / Is / he _____ | No, he isn't. |
| 7 | your partner / Does / like London? _____ | No, he doesn't. |
| 8 | think / about English food? / What / does / he _____ | He thinks it's awful. |

- b**  **Track 01** Listen to the interview again and check.

- 4** Would you like to run a café? Why?



Language Focus

Question formation

1 yes/no questions

| auxiliary or modal verb | subject | main verb |
|-------------------------------|---------|-----------------------|
| Did | they | like the film? |
| Is | she | coming to the picnic? |
| Have | you | seen my pen? |
| Can | he | cook Italian food? |

2 'wh-' questions

| question word | auxiliary or modal verb | subject | main verb |
|------------------|-------------------------------|---------|--------------|
| Where | did | you | grow up? |
| When | can | she | leave? |
| How | do | you | get to work? |

3 We don't use an auxiliary when **be** is the main verb.

Is she English?

Are they tired?

Why is she interested?

Where are your brothers?

What were their names?

Practice

5 Change each statement below into a **yes/no** question.

a I'm happy.

Are you happy?

b There's a sofa in the living room.

c He cooked dinner.

d Dara can swim.

e She was sleeping.

6 Use the question words in parentheses to change each statement below into a **wh-/how** question.

a Frank works in London. (Where)

Where does Frank work?

b It's 10.30. (What time)

c She left last night. (When)

d This is mine. (Whose)

e I have two cats. (How many)

f His favourite singer is Frank Sinatra. (Who)



Sounding Natural

7 a  Track 02 Listen to the questions.

Circle the correct arrow to show if the intonation goes up (↗) or down (↘) at the end of each question.

- | | | |
|---|---|---|
| 1 Are you happy? | ↘ | ↗ |
| 2 Is there a sofa in the living room? | ↘ | ↗ |
| 3 Did he cook dinner? | ↘ | ↗ |
| 4 Where does Frank work? | ↘ | ↗ |
| 5 What time is it? | ↘ | ↗ |
| 6 Who's his favourite singer? | ↘ | ↗ |

b How is the intonation different in **yes/no** and **wh-** questions?

c  Track 02 Listen again and copy the intonation.

Interact

8 a Read the questions below and think about your answers.

1. Is your home far from the station?
2. Can you play any musical instruments?
- 3.
- 4.
- 5.
6. Why do you study English?
7. What did you do yesterday morning?
- 8.
- 9.
- 10.

b Write three more **yes/no** questions and three more **wh-** questions to ask your classmates. Add them to the list in **activity 8a**.

9 a Work with a partner. Ask and answer the questions from **activity 8**.

b Tell the class about your partner's answers.

tip

If you don't want to answer a question, you can say:
I'd rather not answer that!

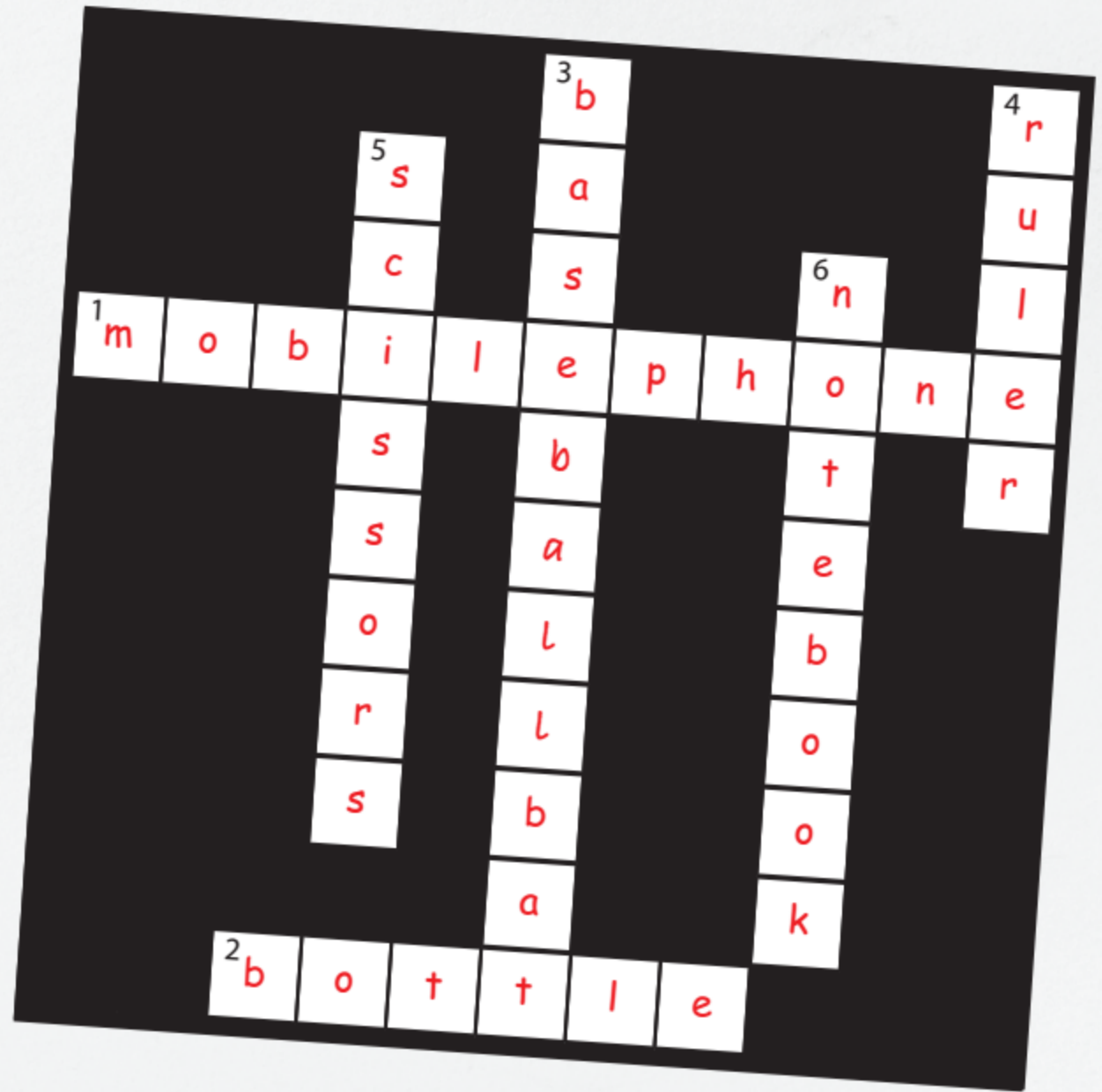
2 What Do You Call It?

Introduction

1 Work with a partner and discuss the questions.

- a** Do you ever do crosswords or number puzzles?
- b** Do you know anyone who does?
- c** Have you ever tried one in English?

Tell the class about your partner's answers.



2 Work with a partner. Look at the answers in the crossword.

- a** Match the words in the crossword with the pictures on **page 11**.

Write the numbers in the boxes.

- b** Match the crossword clues below with the answers in the crossword.

Write the correct numbers next to each clue.

- 1 It's long and flat. It's made of metal and plastic. It's used for talking to people.
- ___ They're made of metal. They're used to cut paper.
- ___ It's flat and very thin. It's made of paper. It's used for writing in.
- ___ It's long and round. It's made of wood or metal. It's used for hitting balls.
- ___ It's long and thin. It's made of plastic. It's used for measuring things.
- ___ It's tall and round. It's made of glass. It's used to keep wine in.

In this lesson: Describe things

Grammar: *Describing things with **adjectives** and **passive forms***



1



Language Focus

We can describe objects in several ways.

1 We can use **adjectives**.

It's very thin.

They're long and flat.

subject + be + adjective

2 We can talk about its material (e.g. metal, glass).

It's made of metal.

They're made of glass.

subject + be + 'made of' + material

3 We can talk about how we use it.

It's used for hitting balls.

subject + be + 'used for' + -ing form of the verb

They're used to cut paper.

subject + be + 'used to' + base form of the verb

Practice

3 Work with a partner.

Correct the mistakes in the descriptions below, and then match the descriptions with the things they describe.

a It's long and thin. It made of metal. It used for cut food.

It's long and thin. It's made of metal. It's used to cut food.

b It's flat and thin. It's made paper. It's used to checking the date.

c It's round or square. It's metal and glass. It's to tell the time.

d It's made of metal, wood or plastic. It's used for keep clothes tidy in a wardrobe.

e It's made by metal or plastic. It uses to boil water.

f It is large and noisy. It makes metal and plastic.
It's used to clean your house.

g It's made of rubber or leather. It used to play sports.

h It's long and thin. It's make of plastic and metal.
It's uses to take your temperature.

a kettle

a ball

a coat hanger

a thermometer

a calendar

a vacuum cleaner

a knife

a clock

4 Match the questions with the answers.

questions

a What's it made of?

b What's it used for?

c What's it like?

answers

It's long and thin.



Metal and glass.

For washing dishes.

 **Track 03** Listen and check.



Sounding Natural

- 5  Track 03 Listen again. How do we say 'What's it...' when we speak naturally?
-  Track 03 Listen again and copy the pronunciation.

Interact

- 6 a Look around the classroom.

Choose three things and write the names of the objects. Don't show anyone.

Think about how to describe them without saying their names.

Make notes.

| |
|--|
| |
| |
| |
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| |
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| |
| |

- b Work with a partner. Describe the things you wrote.

Answer your partner's questions, but don't say the names of the things.

Can your partner guess what things you are describing?

- c Describe your partner's object to the class.

Who can guess the most things correctly?



3 It's Stuff You Use...

Introduction

1 Work with a partner. Discuss these questions:

Do you like shopping in supermarkets?

How often do you go?

Which is the best supermarket in your area?

2 Match the words in the box with the pictures of the shopping items.



- a some toothpaste
- b some sunscreen
- c a corkscrew
- d some bread
- e some washing-up liquid
- f some wine
- g some cheese
- h a razor



3 Why do we say '**some** wine', but '**a** corkscrew'?

- 4 Match the items in **activity 2** with their correct places in the supermarket below.

delicatessen

rice and pasta

bottled and canned goods

kitchenware

cleaning products

wines and spirits

cashier

meat

fruit and vegetables

bread and cakes

dairy produce

chemist

entrance/exit



Listening

- 5 Kate and Celia are in the supermarket buying things for their Italian friend, Antonio.
- Track 04** Listen to their conversation. Which items from **activity 2** does Antonio want?
- 6 **Track 04** Listen again. Complete the descriptions of the shopping items, and then match the descriptions with the items.

| description | item |
|--|------------|
| a <u>Stuff</u> you use for <u>cleaning</u> your teeth. | razor |
| b _____ you use to _____ sunburn. | corkscrew |
| c A _____ you use to _____ bottles. | toothpaste |
| d A _____ you use for _____ your face. | sunscreen |

Language Focus

To describe objects when we don't know the word, we can use the following patterns:

| | | |
|--|---|---|
| It's stuff (uncountable nouns) | you use to + base form of the verb | It's stuff you use to wash your dishes. (washing-up liquid) |
| It's a thing/They're things (countable nouns) | you use to + base form of the verb | It's a thing you use to clean floors. (hoover) |
| It's stuff (uncountable nouns) | you use for + -ing form of the verb | It's stuff you use for cleaning your teeth. (toothpaste) |
| It's a thing/They're things (countable nouns) | you use for + -ing form of the verb | It's a thing you use for eating. (fork) |

Practice

7 a Read the sentences below. Write **stuff**, **thing(s)**, **for** and **to** to complete the descriptions.

1 It's stuff you use for washing dishes.

2 They're _____ you use _____ eat.


3 It's a _____ you use _____ making pasta.

4 It's a _____ you use _____ cleaning floors.



b Match the descriptions with the pictures.


Sounding Natural

8  Track 05 Listen to the sentences below.

How do we pronounce 'for' when we speak naturally?

- a It's stuff you use **for** washing clothes.
- b It's a thing you use **for** blowing your nose.
- c It's a thing you use **for** opening a bottle of wine.

How is the pronunciation of 'for' different in c?

9  Track 05 Listen again and copy the pronunciation.

Interact

10 a Work with a partner. Choose five things from **activity 2** and make a shopping list.

toothpaste

b Imagine you are in the supermarket on **page 15**.

Ask each other where the things on your lists are. **Describe** them, don't name them.

example A: Can you help me? I need some stuff you use for cleaning your teeth.
B: Yes. The toothpaste is in the chemist section.



UNIT 2

Lesson 4



What's He Like?

Talk about holidays

Lesson 5

A Lovely Time

Tell people about a place you like

Lesson 6

Travel

Talk about travel

