INTERACT

21st Century Communication Skills

2

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Can I Ask You a Question?

Can I Ask You a Question?

In this lesson - Ask questions to get to know people

Core activities - 3, 5-6, 8

Grammar - Question formation

Examples:

Is he French?

Did you enjoy the party?

Can she come tomorrow?

How did you get that cut?

Where's your sister today?

Introduction

1a

Go over the instructions and check understanding. Model the activity by introducing yourself to the class using the prompts. In pairs, learners use the prompts to introduce themselves to their partners.

1b

Feedback. Learners tell the class about their partner's answers.

Listening

2a

Direct attention to the picture of Loretta Pironi. Ask questions to establish where she is, e.g. *Is she at home?* What can you see behind her? (She seems to be in some kind of cake shop, café or restaurant.) Encourage speculation as to her job.

In pairs, learners choose one of the options below.

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

2b

• Track 01 Learners listen to Loretta being interviewed and check their ideas from activity 2a. Before listening, you may like to elicit some words and phrases that relate to each of the options in activity 2a.

For example:

A food writer writes articles and restaurant reviews for magazines or newspapers.

A café owner runs a business, possibly with a business partner.

A waitress serves customers and takes orders, etc.

Feedback in pairs and then as a class.

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.
- 6 Lesson 1

- 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.

Teaching tip – listening for gist and making inferences

This activity requires learners to listen for overall meaning and to make inferences. Loretta is never asked directly what her job is, but the interviewer asks her when she opened her café, and Loretta talks about running her business, etc. (see CD script for Track 01). We can help prepare learners for an activity like this by activating their prior knowledge of what people say and how the world works, before beginning the task.

2b answer

Loretta is a café owner.

20

Go over the instructions, statements, and the example to check understanding.

Track 01 Learners listen again and underline the best options to complete the statements.

Feedback in pairs and then as a class.

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	
	Is it Italian?	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.



2c answers

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

3a

Go over the instructions and example and check understanding. In pairs, learners read Loretta's answers from the interview, and unscramble the words on the left to make the questions for each answer. Monitor and assist as necessary.

3b

• Track 01 Learners listen again to check their answers to activity 3a.

3b answers

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

Track 01 (page 173, Student Book) 1:32

Interviewer Loretta, let me start by asking you about your family

name. Pironi is quite an unusual name – is it Italian?

Loretta Yes, it is. I'm British, and I was born in London, but my

grandfather is Italian – Pironi is an Italian name.

Interviewer So, did you grow up in London?

Loretta Yes, I did. I grew up in North London, but I visited my

grandfather's home in Italy every summer.

Interviewer And where did you learn to cook?

Loretta In my grandfather's kitchen! He showed me how to

 $cook\ the\ most\ marvellous\ food...\ And\ then, when$

I was 18, I went to study cooking in Paris.

InterviewerParis! So how many languages can you speak?LorettaOh, just three – English, Italian, and a little French.InterviewerLet's talk about your café. When did you open it?LorettaThe café? Six years ago. It was my partner's idea.

Interviewer Your partner? Is he from London too?

Loretta No, he isn't. He's French. We met when I was in Paris.

Interviewer And then he moved to London with you?

Loretta Yes. We run the business together. It's hard work,

but a lot of fun.

InterviewerSo, does your partner like London?LorettaNo, he doesn't. He hates the weather.InterviewerAnd what does he think about English food?

Loretta He thinks it's awful!

4

Round off the listening section by taking brief responses to the question.

Language Focus

Go over the explanations and examples with learners. You may like to direct attention to activity 3a and have learners find further examples of yes/no and whquestions with auxiliaries (e.g. did), modals (e.g. can) and **be** as the main verb.

Practice

5а-е

Go over the instructions and example to check understanding. In pairs, learners change each statement into a yes/no question.

Feedback as a group.

5a-e answers

- a) Are you happy?
- b) Is there a sofa in the living room?
- c) Did he cook dinner?
- d) Can Dara swim?
- e) Was she sleeping?

6a-f

In pairs, learners use the question words in parentheses to change each statement into a wh-/how question.

6a-f answers

a) Frank works in London. (Where)

Where does Frank work?

b) It's 10.30. (What time)

What time is it?

c) She left last night. (When)

When did she leave?

d) This is mine. (Whose)

Whose is this?

e) I have two cats. (How many)

How many cats do you have?

f) His favourite singer is Frank Sinatra. (Who)

Who's his favourite singer?

Language Focus

Question formation

1 yes/no questions

auxiliary or modal verb	subject	main verb
Did	they	like the film?
ls	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

Are they tired?

Why is she interested? Where are your brothers?

What were their names?

Practice

 ${\bf 5}\,$ Change each statement below into a ${\bf yes/no}$ question.

a I'm happy.

Are you happy?

b There's a sofa in the living room.

c He cooked dinner.

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)

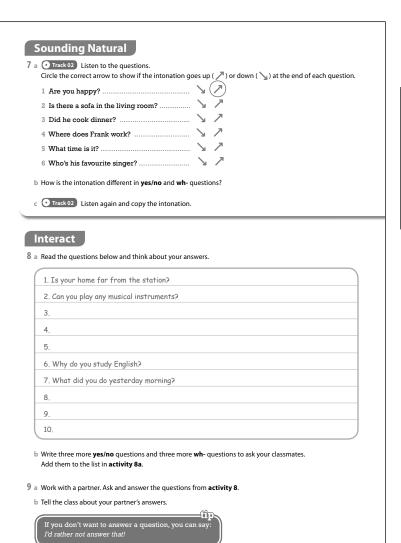
c She left last night. (When)

d This is mine. (Whose)

e I have two cats. (How many)

f His favourite singer is Frank Sinatra. (Who)





Sounding Natural

7a

• Track 02 Learners listen and circle the correct arrow to show if the intonation goes up or down at the end of each question.

7a answers

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

7b

Elicit how the intonation is different in **yes/no** and **wh**questions.

7b answers

With **yes/no** questions, the intonation generally goes up. With **wh-** questions, the intonation generally goes down.

7c

• Track 02 Learners listen again and copy the intonation.

Track 02 (page 173, Student Book) 0:44

- 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?

Interact

8a

Go over the instructions to check understanding. You may like to write brief notes of your own answers to the questions on the board as a model. Learners work independently to read the questions and make a note of their answers.

8b

Go over the instructions to check understanding. Elicit one or two possible questions and write these on the board. Encourage learners to be creative in their suggestions.

Learners work independently to write three more **yes/ no** questions and three more **wh-** questions to ask their classmates. Monitor and assist as necessary.

9a

Before starting this activity, you may like to draw attention to the Tip box to give learners a way of refusing to answer a question they don't want to.

In pairs, learners ask and answer the questions from **activity 8**. Monitor, but stay in the background as much as possible in this activity.

9b

Learners tell the class about their partner's answers.

Highlight good use of language and elicit corrections of any problems you noted.

What Do You Call It?

What Do You Call It?

In this lesson - Describe things

Core activities - 1-4, 6

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

To describe something we can use adjectives:

Examples:

It's very old.

We can talk about its material (metal, glass, etc.):

Example:

It's made of wood.

We can talk about how we use it:

Examples:

It's used for drawing straight lines.

It's used to wash dishes.

Warmer

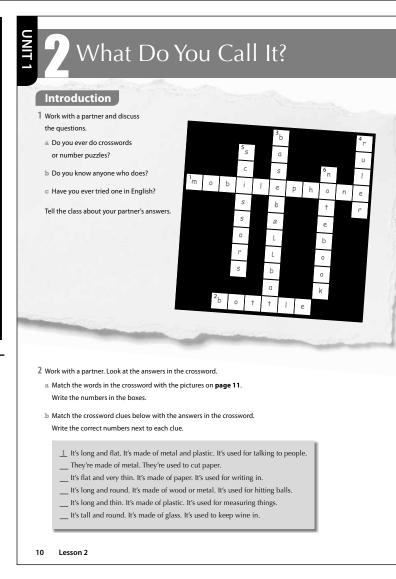
• On the board, write the following sentence: *How many things can you think of that...*

Next, write ...fit inside a matchbox?

- Ask learners to work in pairs and write down as many things as they can in two minutes.
- The pair with the most items is the winner.
- Possible answers: coin, paper clip, pin, SD card, matches, watch battery, stamp, earrings.
- Learners change partners. Explain to them that they have to think of 'how many things can you think of that...' questions.

Example:

- ... are bigger than you are?
- ...are rectangular?
- ...people enjoy looking at?
- ...have handles?
- ...have buttons?
- Learners read their questions to the class. The rest of the class tries to think of as many items as they can.



Introduction

1a-c

In pairs, learners discuss questions **a** – **c**. Feedback. Learners tell the class about their partner's answers.

2a

Ask learners to look at the answers in the crossword in **activity 1**.

In pairs, learners match the words in the crossword with the pictures on **page 11**. They write the numbers in the boxes.



2a answers

Clockwise from top left:

1, 2, 4, 6, 3, 5

2b

Learners match the crossword clues with the answers in the crossword. They write the correct number next to each clue. Monitor and assist where necessary.

Feedback in pairs, and then as a class.

2b answers

1, 5, 6, 3, 4, 2

Language Focus

Go through the explanations and the example sentences with learners. Check understanding. Ask learners to find more examples in **activity 2**.

Memo	
-	

Practice

3

In pairs, learners correct the mistakes in the descriptions, then match the descriptions with the things they describe. Read example and check learners understand the activity. Monitor and assist where necessary.

3 answers - corrections underlined

- It's long and thin. <u>It's</u> made of metal. <u>It's</u> used <u>to cut</u> (or <u>for cutting</u>) food. **a knife**
- It's flat and thin. It's made <u>of</u> paper. It's used <u>to check</u> (or <u>for</u> <u>checking</u>) the date. **a calendar**
- It's round or square. It's <u>made of</u> metal and glass. It's <u>used</u> to tell the time. – a clock
- It's made of metal, wood or plastic. It's used to keep (or for keeping) clothes tidy in a wardrobe. – a coat hanger
- It's made of metal or plastic. <u>It's used</u> to boil water. a
 kettle
- It's large and noisy. <u>It's made of</u> metal and plastic. It's used to clean your house. **a vacuum cleaner**
- It's made of rubber or leather. <u>It's</u> used to play sports.
 a ball
- It's long and thin. It's <u>made</u> of plastic and metal. It's <u>used</u> to take your temperature. **a thermometer**

Extension

Tell learners to work in pairs and study the descriptions in **activity 3** for two minutes.

Learners close their books. Choose an item from the activity and say it to the class.

The first pair to say the correct description gets a point. Do the same for the next seven items. The pair with the most points wins.

4

Track 03 Learners match the questions with the answers, then listen and check the answers.

4 answers

See the script for Track 03.

Track 03 (page 173, Student Book) 0:32

a)

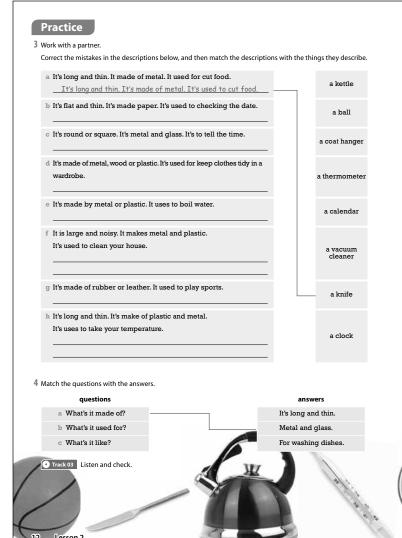
- A What's it made of?
- **B** Metal and glass.

b)

- A What's it used for?
- **B** For washing dishes.

c)

- A What's it like?
- **B** It's long and thin.



Sounding Natural

5

in connected speech. Drill the sentences chorally, then individually.

Interact

ба

Explain to learners they're going to describe things in the classroom. Learners secretly choose three things and write a brief description for each object. Give learners a few minutes to think and make notes. Monitor and assist/provide vocabulary where necessary.

6b

In pairs, learners describe the things they wrote about without saying their names. Their partner should guess what they are. If necessary, they can ask questions to get more information.

6с

Learners describe their partner's objects to the class. The class tries to guess what the objects are. Monitor learners' use of vocabulary and language. Note good use of vocabulary and language, and any mistakes.

Feedback as a class.

Highlight good use of language and elicit corrections of any problems you noted.

Memo	

3 It's Stuff You Use...

It's Stuff You Use...

In this lesson - Describe things

Core activities - 1-7, 10

Function - Describing things by their use

Introduction

1

In pairs, learners discuss the questions in the activity. Feedback as a class.

Give everybody a chance to respond. You may like to start this activity as pair work and then broaden it into a class discussion.

2

Learners match the words in the box with the pictures of shopping items. Read example and check learners understand the activity.

2 answers

Clockwise from example: a, b, g, d, c, h, e, f

3

Elicit the answer to the question.

3 answer

Wine is uncountable and corkscrew is countable.

Elicit whether the other items in **activity 2** are countable or uncountable.

Answers

toothpaste – uncountable sunscreen – uncountable corkscrew – countable bread – uncountable washing-up liquid – uncountable wine – uncountable cheese – uncountable razor – countable

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.



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

14 Lesson 3

In this lesson: Describe things
Function: Describing things by their use

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





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.

	descript	tion
a	Stuff you use for	cleaning your teeth.
b	you use to	sunburn.
c A_	you use to _	bottles.
d A	you use for	your face.

Lesson 3 15

4

Learners work in pairs to match the items in **activity 2** with their correct places in the supermarket. Feedback as a class.

4 answers

toothpaste – chemist sunscreen – chemist corkscrew – kitchenware bread – bread and cakes washing-up liquid – cleaning products wine – wines and spirits cheese – dairy produce/delicatessen (both are possible) razor – chemist

Elicit and write on the board a couple more items you can get in each place in the supermarket. Give everybody a chance to respond.

Listening

5

Explain to learners they're going to listen to Kate and Celia in the supermarket, buying things for their Italian friend, Antonio.

Track 04 Ask learners to listen for which items from activity 2 Antonio wants.

5 answers

wine, toothpaste, sunscreen, corkscrew, razor

Track 04 (page 173, Student Book) 0:27

Celia Well, this is Antonio's list, but I can't understand everything he wants.

Kate Why's that?

Celia Well, first he wants some wine. That's easy.

But then he wants, 'stuff you use for cleaning your teeth'.

Kate 'Stuff you use for cleaning your teeth'?

That's toothpaste. We'll find it in the chemist section.

What's next?

Celia Well, then he wants, 'stuff you use to stop sunburn'.

Kate That's easy – sunscreen. **Celia** Sunscreen, of course!

That'll be in the chemist section, too.

Kate Anything else?

Celia Only two more. 'A thing you use to open bottles', and 'a thing you use for shaving your face'.

Kate Well, 'a thing you use to open bottles' is a corkscrew, and 'a thing you use for shaving your face' is a razor. We can get the corkscrew in the kitchenware section, but let's start with the wine!

6a-d

Track 04 Learners listen again and complete the descriptions of the shopping items, then match the descriptions with the items.

Feedback in pairs and then as a class.

6a-d answers

- a) Stuff you use for cleaning your teeth. toothpaste
- b) Stuff you use to stop sunburn. sunscreen
- c) A thing you use to open bottles. corkscrew
- d) A thing you use for shaving your face. razor

Language Focus

Go through the explanation and examples with learners. Ask learners to find more examples in **activity 6**.

Practice

7a

In pairs, learners read and complete the descriptions, then match the descriptions with the pictures. Go over example and check learners understand the activity.

7a answers

- 1) It's stuff you use for washing dishes.
- 2) They're things you use to eat.
- 3) It's a thing you use for making pasta.
- 4) It's a thing you use for cleaning floors.

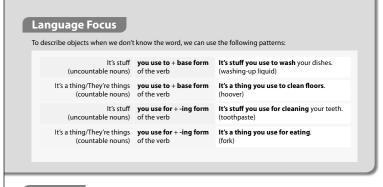
7b

Read example and check learners understand the activity.

7b answers

- 1) washing-up liquid
- 2) chopsticks
- 3) pasta machine
- 4) hoover

Feedback as a class.



Practice

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

