

# INTERACT

21st Century Communication Skills

3



**Student Book**



Unit	Lesson	Title	Pages	In this lesson:
1	1	Easy Life	6 - 9	Discuss the things people do for you
	2	You Are What You Eat	10 - 13	Discuss your diet
	3	Where Do You Live?	14 - 17	Get to know your classmates better
2	4	He's Gorgeous	20 - 23	Describe someone you know
	5	Feelings	24 - 27	Talk about how you feel about things
	6	A Good Night's Rest	28 - 31	Talk about sleep and dreams
3	7	She's More Talkative Than Me	34 - 37	Compare yourself to someone you know
	8	It Has the Best Cheesecake in Town	38 - 41	Tell people about good places to go in your area
	9	Opinions	42 - 45	Guess who is lying about their opinions
4	10	A Day in a Life	48 - 51	Tell people about a typical day in your life
	11	A Terrible Journey	52 - 55	Talk about travel problems
	12	Getting About	56 - 59	Discuss transport
5	13	Isn't It?	62 - 65	Ask questions to check what you know
	14	Do You Know... ?	66 - 69	Find out what you remember about your classmates
	15	Going Places	70 - 73	Tell people how to get to different places
6	16	Works of Art	76 - 79	Tell people about a work of art you like
	17	It Was an Accident	80 - 83	Tell people about an accident
	18	Movie Night	84 - 87	Talk about watching films
7	19	I've Been Coming Here for Years	90 - 93	Discuss a place you know well
	20	When I Got There, I Realised...	94 - 97	Tell a true personal story
	21	You Don't Have to Tip	98 - 101	Give advice to first-time visitors
8	22	In the Future	104 - 107	Discuss the future
	23	I Like Where I Live	108 - 111	Discuss advantages and disadvantages
	24	You've Got a Snake?	112 - 115	Discuss what pets are suitable for different kinds of people
9	25	People and Places	118 - 121	Tell a story about your neighbourhood
	26	Those Were the Days	122 - 125	Talk about when you were a child
	27	What Do We Have to Do?	126 - 129	Give advice about social 'rules'
10	28	I Guess...	132 - 135	Guess about people's lives
	29	How Embarrassing!	136 - 139	Discuss what you do in awkward situations
	30	Where Would You Live?	140 - 143	Talk about homes and where you live
11	31	Special Offers	146 - 149	Make a radio advertisement
	32	Imagine	150 - 153	Plan a dream dinner party
	33	Getting Through	154 - 157	Practise making and taking telephone calls
12	34	If Only...	160 - 163	Talk about what you regret
	35	Love at First Sight	164 - 167	Tell people about a conversation you had
	36	Don't Use Your Phone in Here	168 - 171	Discuss manners
CD script			173 - 178	
Language Reference			179 - 180	

	Language		CD tracks
	Grammar	<b>Have (something) done    Reflexive pronouns</b>	Track 01
	Grammar	<b>Countable and uncountable nouns with much/many/a lot of/lots of/a few/a little</b>	Track 02 - 03
	Function	<i>Review of questions</i>	Track 04 - 06
	Grammar	<b>Have/has got    Adjective order</b>	Track 07 - 09
	Grammar	<i>Using -ed and -ing verb forms as adjectives</i>	Track 10 - 12
	Skills	<i>Extended speaking and vocabulary</i>	-
	Grammar	<b>Comparative adjectives and not as... as</b>	Track 13 - 14
	Grammar	<b>Superlative adjectives</b>	Track 15
	Function	<i>Asking for and giving opinions</i>	Track 16 - 22
	Grammar	<b>Adverbs of frequency and almost</b>	Track 23 - 24
	Vocabulary	<b>Phrasal verbs</b>	Track 25
	Skills	<i>Extended speaking and vocabulary</i>	-
	Grammar	<b>Question tags</b>	Track 26 - 29
	Grammar	<b>Embedded questions</b>	Track 30 - 31
	Function	<i>Giving directions</i>	Track 32 - 35
	Grammar	<b>Passive forms</b>	Track 36 - 40
	Grammar	<b>Past simple and past continuous in stories, with as and when</b>	Track 41 - 42
	Skills	<i>Extended speaking and vocabulary</i>	-
	Grammar	<b>Present perfect (simple and continuous) with for and since</b>	Track 43
	Grammar	<b>Past perfect simple for narration</b>	Track 44 - 45
	Function	<i>Giving advice: should/shouldn't/it's nice to/you don't have to</i>	Track 46
	Grammar	<b>Will and will have for talking about the future</b>	Track 47 - 48
	Grammar	<i>Contrasting ideas: although/however/even though/despite</i>	Track 49
	Skills	<i>Extended speaking and vocabulary</i>	-
	Grammar	<i>Defining relative clauses</i>	Track 50
	Grammar	<b>Used to for repeated actions and states in the past</b>	Track 51 - 54
	Function	<i>Giving advice and explaining rules</i>	Track 55 - 56
	Grammar	<b>Modal verbs of deduction</b>	Track 57 - 58
	Grammar	<b>Zero conditional</b>	Track 59 - 60
	Skills	<i>Extended speaking and vocabulary</i>	-
	Grammar	<b>First conditional</b>	Track 61
	Grammar	<b>Second conditional</b>	Track 62
	Function	<i>Telephone language</i>	Track 63 - 65
	Grammar	<b>I wish/If only + past perfect simple: third conditional</b>	Track 66 - 67
	Grammar	<b>Reported speech</b>	Track 68 - 70
	Skills	<i>Extended speaking and vocabulary</i>	-



# UNIT 1

## Lesson 1

### Easy Life

Discuss the things people do for you

## Lesson 2

### You Are What You Eat

Discuss your diet

## Lesson 3

### Where Do You Live?

Get to know your classmates better







### **Grammar**

- *Have (something) done*
- *Reflexive pronouns*
- *Countable and uncountable nouns with much/many/a lot of/lots of/a few/a little*

### **Function**

- *Review of questions*



Introduction

1 Match the pictures of the people with the jobs.









a secretary

b maid

c groundsman

d cook

e butler

f chauffeur

g nanny

2 Match the jobs with the responsibilities.

secretary

maid

groundsman

cook

butler

chauffer

nanny

clean the house

cook meals

serve food and look after clothes

drive cars

type letters

look after children

take care of the garden



## Reading

3 Read the article below about Lord Sebastian Fanshawe, the world's laziest man.

Which five jobs from **activity 1** are mentioned?

### The Laziest Man in the World

Lord Sebastian Fanshawe is possibly the world's laziest man. Last week I went along to his beautiful countryside mansion to meet him. When his Lordship finally got out of bed, at two o'clock in the afternoon, I asked who kept his home in such beautiful condition.

'Well, you see, I have servants', he said.

'**1 I have all the cleaning done for me** by my maid, of course. **2 I have my cars washed** by my chauffeur and the garden looked after by the groundsman. When I'm hungry **3 I have my food cooked** by the cook.'

Just then breakfast arrived, and I was shocked when his butler leaned over the table, picked up the knife and fork and used them to slice through his Lordship's bacon and eggs.



Noticing my amazement, his Lordship said, 'Oh,

**4 I always have my food cut up for me.**

'Do you do anything for yourself?' I asked.

'Oh, yes. I always wash myself in the bath,' he said proudly. '**5 I brush my teeth myself** and...

oh, and **6 I choose all my servants myself**, though

**7 I have them all interviewed by my mother** first.'

4 Read the article again. Answer the questions below.

**a** Does Lord Fanshawe wash his car?

No, he doesn't.

**b** Does he cook his meals?

\_\_\_\_\_

**c** What did his butler do?

\_\_\_\_\_

**d** What is he proud of?

\_\_\_\_\_

**e** Who brushes his teeth?

\_\_\_\_\_

**f** Who chooses his servants?

\_\_\_\_\_

**g** Who interviews his servants?

\_\_\_\_\_

Check your answers with a partner.

5 Would you like to have servants? If you had servants, what household jobs would they do for you?



## Language Focus

We call words like 'yourself' and 'myself' *reflexive pronouns*.

We use reflexive pronouns when:

- The subject and the object are *the same*.

***Do you do anything for yourself?***

- We want to stress that something is done by the subject of the sentence.

***I always wash myself in the bath.***

**6** Write the reflexive pronouns below to complete the table.

me	myself
you	yourself
him	
her	
it	
us	
them	

When we talk about a job that we ask or pay someone to do for us, we can use this pattern:

**have/has + job + past participle form of the verb**

I always have my food cut up for me.

When we mention the person who does the job, we use **by**:

I have my cars washed by my chauffeur.

**7** Work with a partner. Look at the article in **activity 3** and find more examples of the above patterns.

## Practice

**8** Work with a partner.

Correct the mistakes in the following sentences.

Sometimes there is more than one mistake in a sentence.

**a** No, I won't pay for your vacation.  
Pay for it you.

No, I won't pay for your vacation.

Pay for it yourself.

**b** She had her car repairing at the garage when it broke down.

\_\_\_\_\_

**c** I didn't decorate my living room me.  
I did it by a firm of decorators.

\_\_\_\_\_

**d** I had such a great time.  
I really enjoyed me.

\_\_\_\_\_

**e** Where did you cut have your hair?

\_\_\_\_\_

**f** It was too big to carry home so I delivered it. It came this morning.

\_\_\_\_\_

**g** He's so lazy. He has all his meals cooks.

\_\_\_\_\_

**Track 01** Listen and check.



## Sounding Natural

9 Match the words on the left with the sounds on the right.

secretary	næni
chauffeur	meɪd
nanny	bʌtlə
groundsman	ʃəʊfə
maid	kʊk
butler	sekrət(ə)ri
cook	graʊndzmən

10 Practise saying the words.

## Interact

11 a What kind of things do you do for other people? What kind of things do you usually do for yourself?  
What kind of things do you usually/sometimes have done? Who by? Make notes.

*Wash hair - usually myself, sometimes hairdresser*

Is there anything you do that you'd like to have done by someone else?

Is there anything you'd *never* have done by someone else? Why? Make notes.

b Work with a partner. Ask and answer questions. Make notes.

*example What kind of things do you usually have done by someone else?  
Is there anything you'd never have done by someone else?*

c Tell the class about your partner's answers.

d Is there anything that *everyone* has done by someone else?



# 2 You Are What You Eat

## Introduction

- 1 What is a traditional breakfast in your country?  
Do you usually have a traditional breakfast? Why?

- 2 Look at these different kinds of breakfast.  
What can you see?  
Which do you think are healthy, and which  
are unhealthy?  
Why?



- 3 Think of one more healthy and one more unhealthy kind of breakfast food.  
Share your ideas with the class.

## Reading

4 Read the interview from a magazine.

There are seven mistakes in the interview.

Work with a partner. Find the mistakes and correct them.

I don't eat ~~many~~ fried or fast food.  
**much**

Life and Lifestyles - February

# How Good is Your Diet?

Life and Lifestyle talks with **John Dyer**.



### How would you describe your diet?

My diet? Well I think it's quite healthy, but I imagine it could be healthier. I don't eat many fried or fast food. I always eat something before I leave for the office as I have a long commute and I can't wait for lunch.

### Do you eat much snacks?

Not really. But I sometimes have a little biscuits with my tea. I try to eat fruit if I get hungry between lunch and dinner. That's usually enough. I always take a packed lunch that I make the night before. Not much people seem to do that anymore. I guess it's because the canteen is so handy. When I get home I have dinner with my wife, if she's finished work on time, of course. It's usually healthy, and we always have many salad.

### Do you eat many sugary food?

The only really unhealthy things I eat are cake or ice cream after dinner, but I do get a few exercise at the gym, so I guess that's OK.

5 Track 02 Listen and check your answers.

6 Read the sentences below. Are they true (T) or false (F)? Circle the correct letter.  
Look in the article again to check. Correct the sentences that are false.

- |                                  |            |  |
|----------------------------------|------------|--|
| a John eats a lot of fried food. | <b>T/F</b> | <u>John doesn't eat much fried food.</u> |
| b He doesn't eat biscuits.       | <b>T/F</b> | <u></u>                                  |
| c He never eats salad.           | <b>T/F</b> | <u></u>                                  |
| d He gets a little exercise.     | <b>T/F</b> | <u></u>                                  |



## Language Focus

**7 a** Look at the examples below. Underline the correct words to complete the rules.

example	meaning	rules
Do you eat much sugary food? I don't eat much fried or fast food.	Do you eat a large amount? I eat a small amount.	<b>much</b> is usually used with <u>countable/uncountable</u> nouns in questions and negative sentences.
Do you eat many snacks? I don't eat many snacks.	Do you eat a large number? I eat a small number.	<b>many</b> is usually used with <u>countable/uncountable</u> nouns in questions and negative sentences.
We always have lots of salad. We eat lots of apples.	We have/eat a large amount/ number.	<b>a lot of</b> and <b>lots of</b> are used with both countable and uncountable nouns and suggests you <i>have/don't have</i> enough.
But I do sometimes have a few biscuits with my tea.	I eat a small number.	<b>a few</b> means not many. It has a positive meaning and is used with <u>countable/uncountable</u> nouns.
I do get a little exercise at the gym.	I get a small amount.	<b>a little</b> means not much. It has a positive meaning and is used with <u>countable/uncountable</u> nouns.

**b** Check with a partner.

## Practice

**8** Complete the sentences using the rules from **activity 7a**.

More than one answer is sometimes possible.

**a** Can we have a quick meeting? I only have a little time before I have to leave.

**b** I'm really lucky. I live in a beautiful place and have \_\_\_\_\_ friends.

**c** Do you eat \_\_\_\_\_ fried food?

No, I don't usually eat \_\_\_\_\_ fried or salty food.

**d** I saw Dave \_\_\_\_\_ days ago, maybe last Tuesday?

**e** How \_\_\_\_\_ people did you invite to the party today?



## Sounding Natural

9  Track 03 Listen to the sentences.

What happens to the underlined letters?

- a I don't have many friends.
- b I don't usually eat much fried or fast food.
- c I don't often cook at home.
- d I don't eat at home very often.

10  Track 03 Listen again and copy the pronunciation.

## Interact

11 Think about what you or your family usually have for breakfast, lunch and dinner.

- a Read the questions below. Write down your answers.

What do you usually eat during the week?

Is it different at the weekend, or on special occasions?

Do you eat many snacks?

Do you think you have a healthy diet? Why?

- b Tell the class.
- c Decide who has the healthiest diet.







Introduction


- 1 a Make questions from the prompts in the table to ask your classmates. Write the names in the table next to the questions.
- example Are you an only child?*

find someone in your class who...	name
is an only child ( <i>Are...</i> )	_____
likes chocolate ( <i>Do...</i> )	_____
can play the piano ( <i>Can...</i> )	_____
has been to England ( <i>Have...</i> )	_____
is going to cook dinner tonight ( <i>Are...</i> )	_____

- b Feedback as a class.




## Listening

- 2 a**  **Track 04** Listen to Sally and Jim meet for the first time in the company canteen.  
Number the questions in the order you hear them.

- ☐ How long have you worked here?
- ☐ What floor do you work on?
- ☐ What's she like?
- ☒ **1** Is this seat free?
- ☐ Have you met the company president yet?
- ☐ What did you do before you came here?
- ☐ Do you enjoy it?

- b** Match the answers with the questions in **activity 2a**.

- ☐ I was a university student.
- ☐ The eighth.
- ☒ **1** Yes, it is.
- ☐ About six years.
- ☐ It's alright.
- ☐ She's very friendly.
- ☐ No, I haven't.

- c**  **Track 04** Listen again and check your answers.



## Language Focus

### yes/no questions

auxiliary or modal verb	subject	main verb
Do	you	live in London?
Are	you	enjoying the party?
Have	you	met my brother?

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

**Is** she English?

**Are** they tired?

### wh- questions

question word	auxiliary or modal verb	subject	main verb
Where	do	you	live?
When	can	you	come?

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

**When** is the meeting?

**How** are your parents?

**wh-** questions begin with *what, when, where, who, whom, which, whose, why* and *how*.

## Practice

**3 a** Write the words in the correct order to make questions.

**1** do / What / you / do?

*What do you do?*

**2** you / like / Do / food? / spicy

**3** your / is / What / colour? / favourite

**4** good / you / Are / maths? / at

**5** people / there / in / are / your family?  
/ How many


**b** Read the questions in **activity 3a**.  
Write answers that are true for you.

- 1** \_\_\_\_\_
- 2** \_\_\_\_\_
- 3** \_\_\_\_\_
- 4** \_\_\_\_\_
- 5** \_\_\_\_\_





## Sounding Natural


**4 a**  **Track 05** Listen to the **yes/no** questions below.


Does the intonation go up or down at the end?

Do you get up early?

Are you happy?

Does he work here?

 **Track 05** Listen again and copy the intonation.


**b**  **Track 06** Listen to the **wh-** questions below.

Does the intonation go up or down at the end?

Where do you live?

When does the film start?

What sports do you like?

 **Track 06** Listen again and copy the intonation.

## Interact

**5 a** You are going to get to know your classmates better.  
Read the questions below. Make a note of your answers.

1. Why do you study English?

2. What do you like to do in your free time?

3. What foreign countries have you visited?

4. When was the happiest time of your life?

5.

6.

7.

8.

**b** Write four more questions for your classmates, above.

**6 a** Work with a partner. Ask and answer the questions in **activity 5**.  
Make a note of your partner's answers.

**example** A: Why do you study English?

B: Because I need to speak it at work.

**b** Tell the class about your partner's answers.





# UNIT 2



## Lesson 4

### He's Gorgeous

Describe someone you know



## Lesson 5

### Feelings

Talk about how you feel about things

## Lesson 6

### A Good Night's Rest

Talk about sleep and dreams

