

INTERACT

21st Century Communication Skills

4



Student Book

Unit	Lesson	Title	Pages	In this Lesson:
1	1	Finding a Good Balance	6 - 9	Share tips for reducing the stress in your life
	2	I'm a Big Fan!	10 - 13	Discuss things that you, or people you know, are into
	3	The New Boy	14 - 17	Describe two people you know
2	4	Could I Ask a Few Questions?	20 - 23	Ask people questions about things that they have
	5	Personal Questions	24 - 27	Ask and respond to personal questions
	6	Tell Us a Bit About What You Do	28 - 31	Tell people about your occupation
3	7	Pop Culture	34 - 37	Test your knowledge of popular culture
	8	Changes	38 - 41	Tell people about a change in your life
	9	Stereotypes	42 - 45	Discuss stereotypes
4	10	About Time	48 - 51	Talk about how you use time
	11	An Inspirational Figure	52 - 55	Talk about an important person from your past
	12	Commercial Break	56 - 59	Write and perform a radio commercial
5	13	Facing Your Fears	62 - 65	Discuss fears
	14	Holidays from Hell	66 - 69	Share real or imaginary stories about the past
	15	A Perfect Egg	70 - 73	Explain how to make a drink or dish that you like
6	16	In a Rush	76 - 79	Talk about an occasion when you had to hurry
	17	Turning Point	80 - 83	Tell people about something that changed your life
	18	On the Hour	84 - 87	Discuss what kind of news stories you are interested in
7	19	Help	90 - 93	Advise people about personal problems
	20	Plans and Predictions	94 - 97	Talk about things you plan and predict in your life
	21	It's Bound to Happen	98 - 101	Discuss what you expect to happen in the future
8	22	Culture Vultures	104 - 107	Tell people about the kind of art you like
	23	A Mystery	108 - 111	Talk about someone in the past who you don't know well
	24	Dramatic	112 - 115	Decide how to end a scene from a television drama
9	25	I Should've Saved More Money	118 - 121	Talk about regrets
	26	A Good Place to Live?	122 - 125	Describe your country
	27	What a Pity!	126 - 129	Discuss what you are happy about in your life, and what you would like to be different
10	28	Stressed Out	132 - 135	Talk about what makes you stressed and how you relax
	29	If Anything Can Go Wrong...	136 - 139	Talk about an important decision you made
	30	Spare Time Passions	140 - 143	Tell people about something you do in your spare time
11	31	Taking Sides	146 - 149	Discuss an issue
	32	Stretching the Truth	150 - 153	Talk about lies and making things up
	33	Fast Food	154 - 157	Exchange opinions on a topic
12	34	In the News	160 - 163	Tell people about a story in the news
	35	Close Calls and Lucky Escapes	164 - 167	Tell people about a close call
	36	One World, One Language?	168 - 171	Discuss and share your reactions to two short talks
CD script			173 - 180	
Language Reference			181 - 182	

	Language		CD tracks
	Grammar	Verb patterns	Track 01
	Grammar	<i>Some uses of get</i>	Track 02
	Function	<i>Describing people's character</i>	Track 03 - 07
	Grammar	<i>Review of question forms</i>	Track 08 - 10
	Grammar	Indirect questions	Track 11 - 22
	Skills	<i>Extended listening and speaking</i>	Track 23 - 26
	Grammar	Passive forms in questions	Track 27
	Grammar	Be used to and get used to	Track 28
	Function	<i>Making generalisations and talking about stereotypes</i>	Track 29
	Vocabulary	<i>Expressions related to time</i>	Track 30
	Grammar	Used to , the past simple , would , and was always for past habits	Track 31
	Skills	<i>Extended listening and speaking</i>	Track 32 - 34
	Grammar	Present perfect simple and past simple with time expressions	Track 35
	Grammar	Past perfect simple and past perfect continuous	Track 36
	Function	<i>Explaining how to do things</i>	Track 37
	Vocabulary	<i>Expressions for connecting events in time</i>	Track 38
	Grammar	<i>Narrative tenses</i>	Track 39
	Skills	<i>Extended listening and speaking</i>	Track 40 - 45
	Function	<i>Giving advice</i>	Track 46 - 54
	Grammar	<i>Future forms</i>	Track 55 - 56
	Function	<i>Talking about future possibilities</i>	Track 57
	Grammar	Relative clauses	Track 58 - 59
	Grammar	Modal verbs of deduction and probability , talking about the past	Track 60
	Skills	<i>Extended listening and speaking</i>	Track 61 - 64
	Function	<i>Expressing regrets</i>	Track 65 - 67
	Vocabulary	Collocations for describing countries	Track 68
	Function	<i>Expressing regrets, wishes and hopes</i>	Track 69 - 72
	Grammar	Zero , first , and second conditionals with providing , as long as , and unless	Track 73
	Grammar	Third and mixed conditionals	Track 74
	Skills	<i>Extended listening and speaking</i>	Track 75 - 80
	Function	<i>Giving and responding to opinions</i>	Track 81
	Grammar	Structures with reporting verbs	Track 82
	Function	<i>Giving opinions, agreeing and disagreeing</i>	Track 83 - 84
	Vocabulary	Reporting verbs	Track 85
	Vocabulary	Adverbs of degree : almost/nearly/just/hardly	Track 86 - 89
	Skills	<i>Extended listening and speaking</i>	Track 90 - 93

UNIT 1

Lesson 1

Finding a Good Balance

Share tips for reducing the stress in your life

Lesson 2

I'm a Big Fan!

Discuss things that you, or people you know, are into

Lesson 3

The New Boy

Describe two people you know





Grammar

- *Verb patterns*
- *Some uses of **get***

Function

- *Describing people's character*

1 Finding a Good Balance



Introduction

- 1 Do you think people in your country generally *work too hard*, or *not hard enough*? Why do you think so?

Reading

- 2 a Read the title of the article on **page 7** and look at the picture above. What do you think *work-life balance* means?
- b Read the article quickly and check your ideas.
- 3 a Read the sentences in the box. Write them in the correct spaces to complete the article.
- b Work with a partner and compare your answers to **activity 3a**.
- 4 Have you tried any of the ideas in the article? Do you disagree with any of the ideas? Why?

Don't worry about little things.
 It's good to get on with people.
 Make time to do the things you enjoy.
 Remember to smile.
 Start moving!
 Take the time to think problems through.
 Use your time efficiently.
~~Value your loved ones.~~
 Welcome change.

9 steps to a healthy work-life balance

Is there so much to do at work that you never see home? Is it difficult to find time to do the things you really want to? If you work every hour of every day, it can actually be unproductive. Follow our nine simple steps and create a healthy balance between your work and your personal life.

1 *Value your loved ones.*

Remember to have quality time with people that are close to you. Arrange a trip to the cinema or a meal in a nice restaurant with family or friends. It's good to have an enjoyable occasion to look forward to.

2

If you find that you often waste time thinking about unimportant matters, try putting your problems into perspective. You will soon enjoy reducing the stress you feel in your day-to-day life.

3

Don't spend time gossiping, or surfing the internet at work. By using your time more productively, you'll improve your work efficiency and leave work on time, which means more time at home.

4

Take regular exercise and always try to eat healthily. Fresh fruit, vegetables, and fish can increase energy and concentration levels. You will quickly begin to feel like a different person.

5

Start to treat new responsibilities as a chance to learn and grow. You might end up doing something you never thought you could.

6

After an hour spent taking a bath, listening to music or reading a book, you will begin feeling like a human being again.

7

Learn to listen to people's ideas and suggestions. You may not agree all the time, but in the long term you'll benefit from the good relationships you build.

8

Walk away and do something different. Ideas and solutions can come to you when you least expect them.

9

Laughing is even better! It will help to change your stressed state into a relaxed one.

Language Focus

- 1 Some verbs, e.g. **agree, decide, help, hope, learn, offer, remember, want**, are usually followed by **to + base form** of another verb.

✓ He **agreed to work** next Saturday.
 ✗ He **agreed working** next Saturday.

- 2 Other verbs, e.g. **admit, avoid, consider, deny, enjoy, finish, mind**, are usually followed by the **-ing form** of another verb.

✓ Do you **mind keeping** the window closed?
 ✗ Do you **mind to keep** the window closed?

- 3 There are verbs that can be used in *either* pattern.

With some of these verbs, e.g. **hate, like, love, prefer, start, begin**, there is very little difference in meaning.

I **prefer to work** on weekdays.
 I **prefer working** on weekdays.

With other verbs, e.g. **remember, forget, stop, go on**, different patterns show a difference in the order the actions happen.

I **remembered to lock** all the doors this morning.
 = I remembered, then I locked the doors.
 I **remembered locking** all the doors this morning.
 = I locked the doors, then I later remembered doing it.

Try is different. Look at the examples.

Try to drive more slowly.
 = Please make an effort to do this.
Try driving more slowly.
 = Do this and see what happens.

- 4 We often use **it + adjective** with **to + base form** of the verb when we *describe* or *give an opinion* about an activity.

It's good to spend time with your family.

If the verb comes *first*, we usually use the **-ing form**.

Spending time with your family is **good**.


Practice

- 5 Complete each sentence with the most suitable form of the verb in parentheses.


- a I hope to buy a new house by the end of next year. (**buy**)
 b Look, I don't deny Dad's car. But I didn't scratch it. (**borrow**)
 c is fun. (**shop**)
 d I don't think Lucy's coming. She said she hadn't finished that report. (**write**)
 e It isn't possible here. (**swim**)
 f sorry to him was difficult. (**say**)
 g John offered us move house next weekend. (**help**)
 h She was late, but I didn't mind . (**wait**)
 i It's wrong . (**lie**)



Sounding Natural

- 6 a**  **Track 01** Listen. How are the underlined parts of the sentences pronounced?
Circle the sound you hear.

- | | |
|---|--------------|
| 1 I prefer <u>to</u> eat toast for breakfast. /tə/ | <u>/tu:/</u> |
| 2 He agreed <u>to</u> meet me here. /tə/ | /tu:/ |
| 3 It's important <u>to</u> turn off the gas. /tə/ | /tu:/ |
| 4 I hate <u>to</u> ask for help. /tə/ | /tu:/ |

- b**  **Track 01** Listen again and copy the pronunciation.

Interact

- 7 a** Work with a partner.

Discuss the things you do to reduce stress, the things people you know do to reduce stress, and the things you have read or heard can reduce stress.
Write your top five tips for a stress-free life.

1.

2.

3.

4.

5.

- b** Share your ideas with the class.
As a class, decide on the top three ways to reduce stress.



2 I'm a Big Fan!

Introduction

- 1 Work with a partner. Use the words in the box to complete the statements so that the two sentences under each picture have the same meaning.

back	over
behind	together
into	up



- a We always support our team.
We always get behind our team.



- d I'll never recover from selling my music collection.
I'll never get _____ selling my music collection.

Reading

- 2 Read the article quickly, and write numbers to match each paragraph with a topic below.

- a The changing face of football fans. 2
b What Jane does in her free time. _____
c Why football clubs like female fans. _____
d Why Jane likes football. _____

- 3 Read the article again, and circle the correct option to say if each statement below is **True** or **False**.

- a Jane received her first football shirt when she was six. **True / False**
b The number of female football fans in England is becoming smaller. **True / False**
c Jane hates arriving at the stadium. **True / False**
d The clubs want to receive more revenue. **True / False**
e Jane becomes excited before the games start. **True / False**
f The behaviour of male fans is improving. **True / False**

- 4 Have you ever attended a sporting event?
If you have, what and when was it?
If you have not, would you like to?



1 Jane Smith lives in London, but every two or three weeks she gets together with a group of friends and makes the 200-mile trip north to Liverpool. She gets back home late the same night, exhausted from cheering on her beloved team. Of course, it's worse if she has to get over the disappointment of being a supporter of the losing side. But, despite the ups and downs, she never gets tired of being part of a group whose numbers, in England, are getting bigger and bigger every season: female football fans.

2 Although going to football matches is still considered a male-dominated pastime, this is changing fast. A recent survey in England showed that one in four



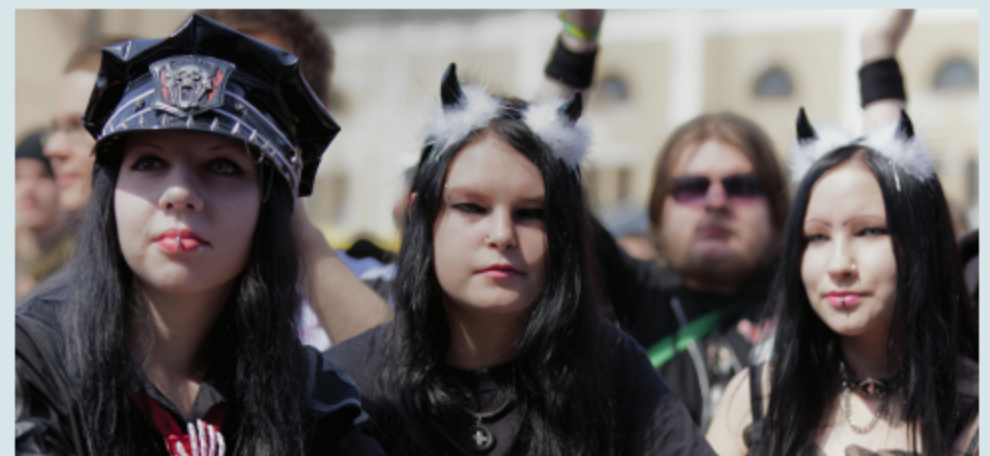
- b** I became interested in painting a few years ago.
I really got _____ painting a few years ago.



- c** I really have to return to my seat.
I really want to get _____ to my seat.



- e** He's always standing up and doing magic tricks at parties.
He's always getting _____ and doing magic tricks at parties.



- f** I love meeting friends at gigs.
I love getting _____ with friends at gigs.



fans attending games is female. Jane's passion shows that female fans enjoy escaping the stress of work and home to get behind their team, just as much as the men.

3 'My dad was born in Liverpool', explains Jane, 'and I got into football by watching the games on TV. He got me my first Liverpool shirt when I was six years old! I got a season ticket last year for the first time and love travelling up to watch the home games on Saturdays. I love everything about it - getting up early, putting on my shirt, getting to the stadium, and the mixture of getting nervous and excited before the game. For me, there really is nothing like watching the match live.'

4 Football clubs have been working hard to improve their image and get extra revenue, so the fact that more and more women are getting into football has been a very welcome development. Perhaps the most positive effect is that the behaviour of the male fans seems to be getting better. According to a recent study, the risk of violence is greatly reduced in stadiums with higher numbers of female fans. This change is being watched closely by European clubs as they look to improve their own images and revenues. One thing everyone can agree on is that if this trend continues, football clubs can look forward to a bright future.



Language Focus

get is very common in spoken English and has many different meanings. It is used both in **phrasal verbs** and in place of other verbs.

Some common **phrasal verbs** using **get**:

phrasal verb	meaning	example
get together (with)	to meet someone after making an arrangement	I got together with my family last Sunday for dinner.
get over	to recover from something/ someone	John got over his stomach bug and is now back at work.
get behind	to support something/ someone	She always gets behind her friends' decisions.
get into	to become interested in something	I really got into reggae when I was a teenager.
get up	to stand up	Emma got up to let the old woman have a seat.
get back	to return to something/ someone/somewhere	We got back a bit late from lunch yesterday, sorry.

In place of other verbs:

1 get can mean *fetch/ receive/obtain something*.

2 get can mean *become*.

3 get can mean *arrive or change position*.

get + object

Get me a **coffee**, will you?
He **got** a very good **job**.

get + adjective

It's **getting better** all the time.
He **got** very **tired**.

I **got** to the meeting a little late.
We all **got** onto our feet and started clapping.

Practice

5 a Circle the six phrasal verbs in the text that use **get**.


became interested in
I guess I **got into** trains when I was a kid, and never really lost my passion for them. Now, every week I **get together** with a bunch of friends, and we all go down to the station and try to take the best photos of the most unusual trains. It can be a bit of a waiting game, but when you see the train you've been waiting for approaching, you just **get up** and run to get the best shot. Sometimes, when you **get back** home, you find that your photos didn't turn out as well as you'd hoped, and it can take a while to **get over** the disappointment. That's why it's important to have such great friends. They can always be relied upon to **get behind** me when I've had a bad day on the platform.

b Replace each phrasal verb that you circled with other words that express the same idea.


6 Complete the sentences with your own ideas.

- a** When I **get tired** I _____
- b** I **get nervous** when _____
- c** The first thing I do when I **get home** is _____
- d** I **got** a really nice _____

Sounding Natural

7 a  Track 02 Listen. What happens to the underlined parts of the sentences?

- 1 He often got behind my ideas.
- 2 We got back to the office a bit late after lunch.
- 3 She got quite depressed.

b  Track 02 Listen again and copy the pronunciation.

Interact

8 a Choose one of the topics and make notes about it in the table below.

- something that you are a fan of now
- something that you were a fan of in the past
- something that someone you know is a fan of now
- something that someone you know was a fan of in the past

What is/was it?

my brother - tennis

What does/did it involve?

Saturdays - used to get up early

- b Tell your partner about the topic you chose. Ask and answer questions to get more information. Try to use expressions with **get**.
- c Tell the class what your partner talked about.

3 The New Boy

Introduction

- 1 a** Work with a partner. Read the 'personality' words in the table below.
Put a circle (○) next to the words with a *positive* meaning.
Put a cross (✗) next to the words with a *negative* meaning.
Put a question mark (?) next to the words that could have a *positive* or *negative* meaning (depending on the situation).

kind	○	
a gossip		
a loner		
mean		
moody		
a realist		
cheerful		
an extrovert		
an idealist		
a cynic		
ambitious		ambition
intelligent		
patient		
self-confident		
realistic		
aggressive		
arrogant		
committed		
creative		
enthusiastic		
imaginative		
mature		

- b** Write the words in **red** from **activity 1a** next to the correct definitions below.

kind : helpful to other people and thoughtful about how they feel

_____ : happy and optimistic

_____ : someone who likes to do things independently

_____ : a person who hopes only for what they think might really happen

_____ : someone who likes talking about other people's private lives

_____ : often angry, upset and unfriendly

_____ : a person who enjoys being with other people

_____ : someone who thinks that people are selfish and only pretend to be nice

_____ : unpleasant and a little cruel to other people

_____ : someone who thinks we can do very good things, even if other people don't think so

- 2** The **blue** words in **activity 1a** are all adjectives. Write the related noun next to each one.

ambitious	?	ambition
-----------	---	----------

Listening

- 3 a** Look at the picture on **page 15** of Brian Johnson, a new teacher at Queen Anne's School, Cambridge. What kind of person do you think he is?

- b** ☐ Track 03 ☐ Track 04 ☐ Track 05 ☐ Track 06

Listen to four people from Queen Anne's School talking about Brian.

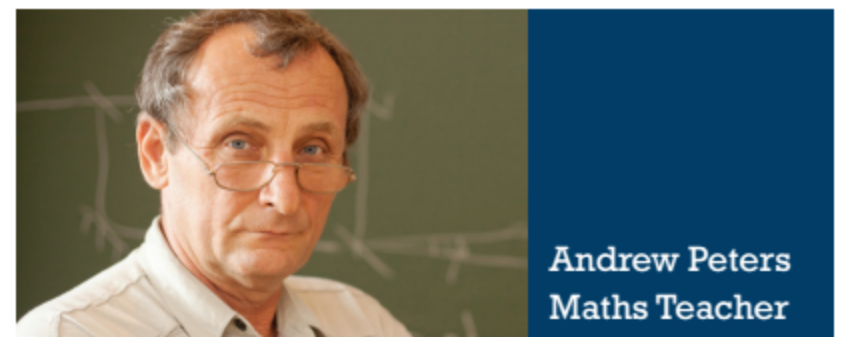
Who likes Brian? Who dislikes him? Why?

- 4 a** Work with a partner. Read the comments below about Brian. Write **A** (Andrew Peters), **B** (Brenda Thomas), **C** (Charlotte West) or **D** (Derek Mitchell) next to each comment to show who said it.

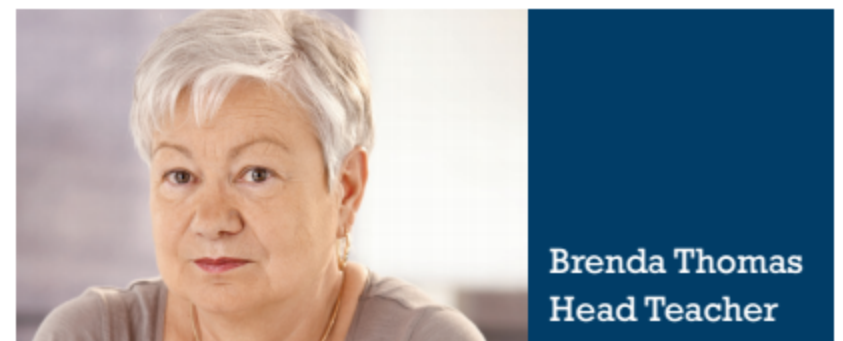
A	He's always criticising the way other teachers do things.	
	He never gives up if we don't understand something.	
	He's always telling these lame jokes.	
	He's the kind of person who'll do anything to get to the top.	
	He's the kind of teacher who will do anything to help his pupils.	
	He's the kind of teacher who is all friendly, and then he gives you loads of homework.	
	He's a bit of an idealist.	
	He's a bit of an idiot.	
	He's a bit arrogant.	
	He's quite ambitious.	
	He has a lot of self-confidence.	1
	He has loads of patience.	
	I like his intelligence and his ambition.	
	One thing I really respect about him is his commitment to the job.	
	One thing that I like about him, though, is that he's not as bad as Mr Peters!	
	What I like about him is that he explains things so clearly.	
	I can't say I like him much.	
	I can't say that all of his ideas are very realistic.	



Brian Johnson, Maths Teacher
Queen Anne's School, Cambridge



Andrew Peters
Maths Teacher



Brenda Thomas
Head Teacher



Charlotte West
Pupil



Derek Mitchell
Pupil

- 5** Write numbers to match the functions below with each set of sentences in **activity 4**.

- 1** describing someone's personal qualities
- 2** saying what kind of person someone is
- 3** describing how someone typically acts
- 4** giving a personal reaction

b Track 03 Track 04 Track 05 Track 06

Listen again and check your answers.

Language Focus

We can talk about a person's character in different ways.

1 Describing their personal qualities

He's + *adjective*

She has + *noun*

He's very **self-confident**.

She's a bit **aggressive**.

She has a lot of **self-confidence**.

He has **imagination**.

2 Saying what kind of person they are

He's the kind of person who + *phrase*

She's (a bit of) a + *noun*

He's the kind of person who makes a lot of promises, but never does anything.

She's a realist.

He's a bit of an extrovert.

3 Describing how they typically act

He's always + *-ing form* of the verb

She never + *present form* of the verb

He's always criticising people.

She never says thank you.

4 Giving our personal reactions

I like, etc. + *noun*

One thing I like, etc. is + *noun*

I like his **sense of humour**.

One thing I really hate is her bad **temper**.

What I like, etc. about... is that + *clause*

One thing that I like, etc. about... is that + *clause*

What I like about Tom **is that he never gives up**.

One thing that I really don't like about her **is that she never offers to help**.

I can't say + *clause* (used when we give negative reactions)

I can't say he's honest.

(*I think he isn't honest.*)

I can't say he has much self-confidence.

(*I think he doesn't have much self-confidence.*)

Practice

6 Work with a partner.

Use the prompts in parentheses to rewrite the sentences. Keep the same meaning.

- a** She's always saying that we should give all our money to the poor.

(a bit of) She's a bit of an idealist.

- b** He's very ambitious.

(has) _____

- c** She's always getting angry and upset.

(a bit) _____

- d** He's a bit of an extrovert.

(kind of person) _____

- e** He's the kind of person who never believes what politicians say.

(a bit of) _____

- f** He never helps other people and often hurts their feelings.

(can't say) _____

- g** I like him because he's so imaginative.

(one thing) _____


- h** She's always complaining, and I really hate it.

(one thing that) _____

Sounding Natural

7 a  Track 07 Listen. Mark (●) the main stress in each word.

- | | |
|----------------|-------------|
| 1 realistic | realism |
| 2 creative | creativity |
| 3 enthusiastic | enthusiasm |
| 4 imaginative | imagination |

b  Track 07 Listen again and copy the pronunciation.

Interact

8 a Work on your own.

Think of two people you know. They can be a friend, a relative, or someone famous.
Use the table below to make notes about them.

<i>name</i>	<i>person 1:</i>	<i>person 2:</i>
<i>their personal qualities</i>		
<i>the kind of person they are</i>		
<i>how they typically act</i>		
<i>your personal reactions</i>		

b Work with a partner.

Tell each other about the people you made notes on.

Ask questions to get more information about the people your partner describes.

c Tell the class about the people your partner described to you.



UNIT 2

Lesson 4

Could I Ask a Few Questions?

Ask people questions about things that they have

Lesson 5

Personal Questions

Ask and respond to personal questions

Lesson 6

Tell Us a Bit About What You Do

Tell people about your occupation