



## LISTENING

### A Complete the definitions with the words in the box.

conversation relationship successful tip topic

- 1 A private and informal talk between two people is a \_\_\_\_\_.
- 2 A useful suggestion is a \_\_\_\_\_.
- 3 When you achieve the result you want, you are \_\_\_\_\_.
- 4 A subject that you write or speak about is a \_\_\_\_\_.
- 5 When two or more people or things are connected in some way, they have a \_\_\_\_\_.

### B SPEAK Work in groups. Discuss the questions.

- 1 What is happening in the photo at the top of the page?
- 2 Where do people often meet for the first time?
- 3 How do you usually start a conversation with someone you have just met?

### C LISTEN FOR KEY WORDS Listen to an interview with psychologist Isabelle Ackerman.

1.1

- 1 What topic does she talk about?
- 2 What should you start a conversation with?
- 3 What are two safe topics of conversation to 'break the ice'?

### Glossary

**break the ice (phrase)** to do or say something that makes people feel less shy or nervous in a social situation

**politics (n)** the activities of governments which control a country or area

**psychology (n)** the study of the mind and how it affects behaviour

**religion (n)** the belief in the existence of a god or gods

**social life (n)** the time you spend enjoying yourself with friends

### D LISTEN FOR DETAIL Listen again and complete each tip with the correct verb.

1.1

ask discuss feel give know say

- 1 \_\_\_\_\_ something positive about the place or situation you are in, and then ask a question.
- 2 \_\_\_\_\_ about other people.
- 3 Don't be negative about other people because you don't know who they \_\_\_\_\_.
- 4 Ask lots of questions and \_\_\_\_\_ lots of answers.
- 5 When you \_\_\_\_\_ more relaxed, ask some personal questions.
- 6 Don't \_\_\_\_\_ topics like religion or politics with someone you don't know.

### E SPEAK Work in groups. Discuss the questions.

- 1 What did you think of the tips in the podcast?
- 2 What other topics are easy to talk about with new people?

## GRAMMAR

### Question forms

### A WORK IT OUT Complete the questions with the words in the box. Listen again and check your answers.

1.2

are did (x2) do (x3) have is (x2) were

- 1 What do you say to a stranger at a party or a new colleague at the office?
- 2 \_\_\_\_\_ it OK to talk about some topics, but not others?
- 3 \_\_\_\_\_ you ever met someone new and had no idea what to talk about?
- 4 \_\_\_\_\_ you having fun?
- 5 What \_\_\_\_\_ your favourite band?
- 6 \_\_\_\_\_ you enjoy the ceremony?
- 7 \_\_\_\_\_ you at school together?
- 8 Where \_\_\_\_\_ you study?
- 9 \_\_\_\_\_ you have children?

- B** Look at the questions in Exercise A. What tense are they? Write *present simple*, *past simple*, *present continuous* or *present perfect* next to each one.
- C** Choose the correct words to complete the rules. Use Exercise B to help you.

### Question forms

- We use the auxiliary verb (*do, does, did*) **before** / **after** the subject.
- We use *be* (*am, is, are, was, were*) **before** / **after** the subject.
- We use present perfect *have* **before** / **after** the subject.

- D** Go to the **Grammar Hub** on **page 122**.

- E** Rewrite the questions with the verb in brackets in the correct place.

- why you studying English? (*are*)  
\_\_\_\_\_
- you have any brothers or sisters? (*do*)  
\_\_\_\_\_
- you ever met a famous person? (*have*)  
\_\_\_\_\_
- you do anything nice last weekend? (*did*)  
\_\_\_\_\_
- you like tea or coffee? (*do*)  
\_\_\_\_\_
- you a late-night or early-morning person? (*are*)  
\_\_\_\_\_
- who your funniest friend? (*is*)  
\_\_\_\_\_
- who the first person you talked to this morning? (*was*)  
\_\_\_\_\_
- you ever been to a wedding? (*have*)  
\_\_\_\_\_
- what the last good film you saw? (*was*)  
\_\_\_\_\_

- F SPEAK** Work in pairs. Ask and answer the questions in Exercise E.

## VOCABULARY

### People

- A** Go to the **Vocabulary Hub** on **page 146**.

- B SPEAK** Work in pairs. Answer the questions.

- How many relatives do you have? How often do you see them all?
- How many of your colleagues or other students in your class are also your friends?
- Do you find it easy to talk to strangers? Why/Why not?

## PRONUNCIATION

### The alphabet

- A** Listen and repeat.  
1.3

a b c d e f g h i j k l m n o p q r s t u v w x y z  
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

- B** Work in pairs. Write the letters of the alphabet in the correct place. Listen and check.  
1.4

/e/	/u:/	/ɑ:/	/i:/	/aɪ/	/əʊ/	/eɪ/
f	u	r	e	i	o	a

- C SPEAK** Work in pairs. Look again at Vocabulary Exercise A on **page 146**. Take turns to spell the words.

## SPEAKING

- A** Find out some information about your classmates. Write six questions using the ideas below to help you. Then write two more questions using your own ideas.

- ice breakers  
*Hi, my name's \_\_\_\_\_. It's nice to meet you. So, ...*
- personal questions
- family and friends  
*Do you come from a large family?*
- interests and hobbies
- childhood and school
- work and study
- favourite things/places
- last weekend/holiday  
*Where did you go for your last holiday?*

- B** Work in pairs. Work with someone you do not know well and follow the instructions.

- Stand up and meet the other people in the class. Take turns asking and answering the questions you wrote in Exercise A.
- When you have broken the ice, sit down with your partner and tell him/her about the people you met. Was it easy to break the ice or do you need some more help?

### Find out about someone new

# 1.2 Blogs and bloggers

— Talk about different types of people

V types of people

P using a dictionary

G frequency words and phrases

## READING

A Work in groups. Discuss the questions.

- 1 Which websites do you visit most often and why?
- 2 Which blogs, vlogs (video blogs) or video channels do you know or follow?
- 3 What kind of topics do you enjoy reading about online?

B **READ FOR MAIN IDEA** Read *Three of the best* quickly. Which blog sounds most interesting to you and why?

C **READ FOR DETAIL** Read again. Complete each sentence with the name of a blogger, Emma, Maria or Michela.

- 1 \_\_\_\_\_ is interested in visiting people around the world.
- 2 \_\_\_\_\_ has children.
- 3 \_\_\_\_\_ writes about a variety of subjects.
- 4 \_\_\_\_\_ has a high number of readers.
- 5 \_\_\_\_\_ is interested in trying new things.
- 6 \_\_\_\_\_ wants people to understand that everyone is beautiful.

D **SPEAK** Work in pairs. Discuss the questions.

- 1 Is running a blog a difficult job?
- 2 Why do these people spend so much time on their blogging activities?
- 3 What topic would you blog about?

## VOCABULARY

Types of people

A Work in pairs. Make a list of different types of people. You have one minute.

*father of two, music fan, ...*

B Go to the **Vocabulary Hub** on **page 146**.

C **SPEAK** Work in pairs. Write down the names of three people you know and describe them to your partner. Say what type of person each one is. Ask questions about the people your partner describes.

## PRONUNCIATION

Using a dictionary

*Macmillan English Dictionary*


www.macmillandictionary.com

The *Macmillan English Dictionary* gives clear, simple explanations and real life examples showing you how and when the word is used.

A Look at this entry from the *Macmillan English Dictionary*. Match the definitions (1–5) with the labels (a–e).

- |                                       |                     |
|---------------------------------------|---------------------|
| 1 definition                          | 4 different meaning |
| 2 part of speech                      | 5 frequency rating  |
| 3 stressed syllable and pronunciation |                     |

**gorgeous** – definition and synonyms ★<sup>a</sup>

<sup>b</sup>ADJECTIVE  Pronunciation | /ˈɡɔː(r)dʒəs/ <sup>c</sup>

<sup>d</sup>1 very beautiful

*Mandy was there, looking gorgeous as usual.*

<sup>e</sup>2 very enjoyable or pleasant

*The weather was absolutely gorgeous.*

B Look up the following words in the *Macmillan English Dictionary*. Underline the stressed syllable and write down the part of speech and one meaning for each word.

cloud expedition positive rare

## Three of the best

*Blogs by Calvin Norton*

With over 150 million blogs online, there is something for every type of person from the **animal lover** to the **gamer** to the **sports fan**. But, if you are looking for something a bit different, here are my top three blogs.



### 1 Brain Pickings

Maria Popova is a **book lover**, **music fan** and writer. Her blog *Brain Pickings* is a collection of articles about history, news, books and culture. Maria is keen on reading and spends hundreds of hours each month doing research for her blog. It's an extremely popular blog and many people enjoy Maria's interesting mix of articles.

### 2 The Atlas of Beauty

*The Atlas of Beauty* is a picture blog showing beauty in different cultures. Romanian photographer, **blogger** and **traveller** Michela Noroc takes pictures of women of all ages, races and nationalities living their everyday lives. It's a wonderful collection which shows that beauty can be found everywhere.



For more interesting blogs, listen to Calvin on this week's Emma Fry Show

## GRAMMAR

### Frequency words and phrases

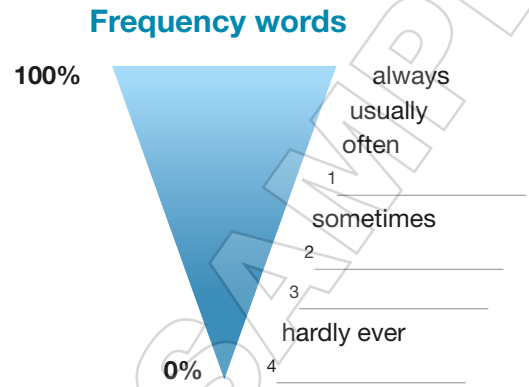
**A** Listen to an interview with Calvin Norton about another blog, *Humans of New York*, and answer the questions.

- 1 What is the blog about?
- 2 What type of people does Brandon Stanton interview?

**B** Listen and complete each sentence from the radio show with one word.

- 1 \_\_\_\_\_ a week, we bring you reviews and recommendations from the wonderful world of the internet.
- 2 I'm \_\_\_\_\_ out in the real world.
- 3 I'm \_\_\_\_\_ at home, online in front of my laptop.
- 4 But luckily for us, you \_\_\_\_\_ escape.
- 5 Now and \_\_\_\_\_, a blog is so good that I just have to mention it again.
- 6 Stanton focuses on the lives of normal New Yorkers \_\_\_\_\_ of the time.
- 7 He includes someone well known \_\_\_\_\_ so often.
- 8 It's a very simple idea, but it \_\_\_\_\_ gets boring.

**C WORK IT OUT** Write the four frequency words in Exercise B in the correct place.



**D** Complete the frequency phrases in the table with words from Exercise B.

once		day
twice	1 _____	week
three times		month
		year
every 2 _____		often
3 _____		and again
most of the 4 _____		

**E** Choose the correct words to complete the rules. Use Exercise B to help you.

#### Frequency words and phrases

- 1 We usually put frequency words *before* / *after* the main verb and *before* / *after* the verb *be*.
- 2 We use frequency phrases *at the beginning* / *in the middle* of a sentence.
- 3 We also use frequency phrases *in the middle* / *at the end* of a sentence.

**F** Go to the **Grammar Hub** on page 122.

**G SPEAK** Work in pairs. Discuss the questions.

- 1 Would you enjoy the blog *Humans of New York*?
- 2 Why do you think it is so popular?

## SPEAKING

**A** Interview each other about websites, blogs or vlogs you like. Make notes about:

- what they are about
- why you like them
- examples of interesting things on them
- what type of people would enjoy them and why

**B** Work in groups. Interview each other. Which ones sound most interesting?

### 3 Emma's Bucket List

After her father and step-father died, Emma Stewart Rigby decided to live a full and exciting life. Emma, a **mother of three**, made a list of 246 things to do before she dies and in her blog she writes about her experiences. Emma is a **people person** and gives lots of friendly advice on life. She's also a **foodie**, and her bucket list includes unusual foods or interesting restaurants she plans to try. A great blog for ideas on how to live life to the max!

#### Glossary

**blog (n)** a website containing short articles called posts that are changed regularly

**blog (v)** to write short articles for a website on your opinions, interests and experiences

**culture (n)** activities which involve music, books and other arts

**subscriber (n)** someone who joins and follows a blog



Talk about different types of people

# 1.3 Personality

Describe someone's personality

**G** – indefinite pronouns

**V** – personality adjectives, adjective + preposition

**P** – word stress in multisyllable adjectives

**S** – previewing a text

## READING

**A SPEAK** Work in pairs. Discuss the questions.

- 1 Which do you do more often: write by hand or use a keyboard?
- 2 Which do you find easier? Why?
- 3 What kind of things do you write by hand (e.g. shopping lists)?

**B** Preview the text, and then answer the questions. Use the information in the box to help you.

### Previewing a text

Before you read a text, look quickly at the title and any headings, pictures or diagrams. Use this information to decide what kind of text it is, what it's about and why someone might want to read it. This will make the text easier to understand.

- 1 What is the text about?
- 2 Is it from a science paper or a popular magazine? How do you know?
- 3 What do you think you will learn from the text?
- 4 Can you trust the information in the article?

**C READ FOR MAIN IDEA** Read *What does your handwriting say about you?* Was your preview correct?

**D READ FOR SPECIFIC INFORMATION** Read again and answer the questions.

- 1 What is graphology a study of?
- 2 How do graphologists help in court cases?
- 3 Do all graphologists agree that there is a link between handwriting and personality?

**E SPEAK** Work in pairs. Discuss the questions.

- 1 Do you believe there is a connection between handwriting and personality? Why/Why not?
- 2 Is it important for children to learn to write by hand these days? Why/Why not?

## What does your *handwriting* say about you?

Everybody has their own style of handwriting, but can someone's handwriting tell you what they are like?

The study of handwriting is called graphology. Graphologists are often involved in legal cases. They are responsible for matching criminals to their handwriting or deciding if signatures are real.

Some graphologists think handwriting can show anything: what kind of job you will be good at, how healthy you are and even what kind of partner you might be happy with.

If you are interested in what your handwriting says about you, check out our information.



### Letter size

Small:

Medium:

Large:

You're probably a **hard-working** person. People with small handwriting are rarely **lazy**.

The research says you're **sensible**; you think carefully about the decisions you make.

Big writing – big personality! People with large writing are usually **keen on parties and social events** and are rarely shy.

### Letter shape

**Q** Rounded letters: Rounded letters suggest you are a **creative** person. Are you good at art or music?

**A** Pointed letters: You are **curious**. Your favourite question is 'Why?!'

### Dotting your i



Dot high over the i: The research says you have a good imagination.

Dot low over the i: You are a **well-organised** person. Are your desk and room tidy?

### Spacing between words

Wide spacing:

You're an **independent** type and you are happy on your own.

Narrow spacing:

You're very **sociable** and you need other people in your life.

### Glossary

**legal (adj)** relating to the law or lawyers

**spacing (n)** the amount of space between things

### Your signature

**Difficult to read:** You are a private person. Like your signature, you can be difficult to read.

**Easy to read:** **Confident** people often have signatures that are easy to read. You know what you are good at and you don't mind telling other people about it.

- Does your handwriting match your personality? Don't be disappointed with the results if not.
- Not every graphologist believes there is a connection.

## GRAMMAR

### Indefinite pronouns

**A WORK IT OUT** Look at the extract from the article and choose the correct words to complete the rules.

*Everybody has their own style of handwriting, but can someone's handwriting tell you what they are like?*

#### Indefinite pronouns

- 1 We use indefinite pronouns to talk about people or things **so we can say / without saying** who or what they are.
- 2 We use indefinite pronouns with **-body** and **-one** to talk about **people / things**.
- 3 After indefinite pronouns, we use **singular / plural** verbs.
- 4 We use 's with indefinite pronouns for **possessives / plural nouns**.

**B PRACTISE** Find and underline another example of an indefinite pronoun in the article.

**C** Go to the **Grammar Hub** on **page 122**.

## VOCABULARY

### Personality adjectives, adjective + preposition

**A** Match the personality adjectives in **bold** in *What does your handwriting say about you?* with the speakers below.

- 1 'I believe I can do anything if I try. I don't usually worry about things.' confident
- 2 'I love my job. I work a lot, but that's OK.'
- 3 'I can paint pictures, write stories and make music.'
- 4 'I plan my time carefully and I always know where to find my things.'
- 5 'I don't like work. I like doing nothing! My perfect day? Staying in bed with a pizza.'
- 6 'I like to think about things carefully before I do them.'
- 7 'I have lots of friends and we meet and go out all the time.'
- 8 'I like learning new things and I ask a lot of questions.'
- 9 'I like to do things myself.'

**B** Look at the underlined phrases in the article. Complete the questions with the correct preposition.

- 1 Are you involved in any clubs, groups or teams? Which ones?
- 2 What are you good at?
- 3 Who is responsible for doing the cooking in your home?
- 4 Are you happy with your mobile phone? Why/Why not?
- 5 What websites, magazines or TV shows are you interested in?
- 6 Are you keen on books and reading?

**C SPEAK** Work in pairs. Ask and answer the questions in Exercise B.



## PRONUNCIATION

### Word stress in multisyllable adjectives

**A** Listen and complete the table with the words in the box.

1.7

hard-working independent lazy sensible

1 ●●●	2 ●●●	3 ●●●	4 ●●●
		hard-working	

**B** Listen again and repeat the words.

1.7

**C** Look again at the article. Find the other personality adjectives in **bold** and write them in the correct place in Exercise A. Listen and check and repeat.

1.8

**D SPEAK** Work in pairs. Practise saying the words. Listen and check your partner's pronunciation.

## SPEAKING HUB

**A** Work in pairs. You are going to study your classmates' handwriting. Follow the instructions.

- 1 Sign your name and write this sentence on a piece of paper.  
*The quick brown fox jumps over the lazy dog.*
- 2 Swap papers and use the information in *What does your handwriting say about you?* to write five things about your partner's personality.

**B DISCUSS** Using your notes, tell your partner what their writing says about them.

### Describe someone's personality

- F** – greet people and give personal information, make introductions
- P** – word stress and intonation



My name is Gaby. I'm originally from  
1 \_\_\_\_\_, but now, London is  
my home. I'm a 2 \_\_\_\_\_,  
I like travelling and I drink a lot of  
3 \_\_\_\_\_. I live in this  
4 \_\_\_\_\_ with Neena and Zac.



My name's Zac. I live with  
5 \_\_\_\_\_ and Neena. I'm  
originally from 6 \_\_\_\_\_.  
I make 7 \_\_\_\_\_ games.



My name's Sam. This is my café!  
I'm 8 \_\_\_\_\_. I like food.  
I love 9 \_\_\_\_\_. I live here  
in 10 \_\_\_\_\_.



I'm Milly. This is my clothes store.  
I'm 11 \_\_\_\_\_. I watch  
12 \_\_\_\_\_, listen to music  
and I read a lot. 13 \_\_\_\_\_ a  
good friend of mine.



Neena here. I live here in London  
with my two friends, Gaby and  
14 \_\_\_\_\_. I'm a lawyer.  
I work in 15 \_\_\_\_\_.



### COMPREHENSION

- A** ▶ 00:00–02:50 Watch the first part of the video. Complete the paragraphs above.
- B** Write a question about each person in Exercise A.  
*Where is Gaby from? What does Zac do?*
- C SPEAK** Work in pairs. Test your memory! Close your books and ask each other your questions from Exercise B.
- D** ▶ 02:50–04:27 Watch the second part of the video and underline the correct verb form to complete each sentence.
- Neena *is / isn't* going to an interview.
  - Sam *is / isn't* fine.
  - Zac *had / didn't have* a good holiday.
  - Zac *has / hasn't* asked Milly out.
  - Zac *invites / doesn't invite* Sam to the flat.
  - Sam *eats / doesn't eat* Zac's croissant.

### FUNCTIONAL LANGUAGE

Greet people and give personal information, make introductions

- A** Complete the phrases with the words in the box.

doing going hello let's long meet (x2) what

Greeting	Reply
<b>Say hello</b>	
1 _____	Hi there! / Hey!
<b>Greet new people</b>	
Nice/Good to 2 _____ you.	Nice/Good to 3 _____ you, too.
<b>Greet friends</b>	
How are you? How's it 4 _____? How are you 5 _____?	I'm good. How about you?
What's new?	Not much.
It's great to see you! 6 _____ a nice surprise!	7 _____ time, no see.
<b>Say goodbye</b>	
See you later. See you soon. I've gotta (got to) go.	8 _____ do something soon.

- B** ▶ Watch the video again. Check your answers to Exercise A.



MILLY



SAM



NEENA



ZAC

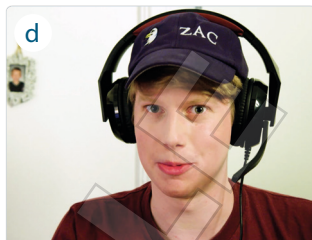
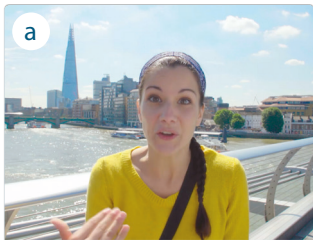


GABY

## USEFUL PHRASES

**A** Match the useful phrases (1–8) with the pictures (a–h).

- 1 Dream job! \_\_\_\_\_
- 2 I love it here! \_\_\_\_\_
- 3 Good luck! \_\_\_\_\_
- 4 What can I tell you? \_\_\_\_\_
- 5 Come with me. \_\_\_\_\_
- 6 What else? \_\_\_\_\_
- 7 Come over to the flat this weekend. / Will do. \_\_\_\_\_
- 8 Here we are. This is home. \_\_\_\_\_



**B** Watch the video again and check your answers to Exercise C.

**C** How do you say these phrases in your language?

## PRONUNCIATION

Word stress and intonation

**A** 03:02–03:34 Watch part of the video. Read out the conversation at the same time as Sam and Zac. Copy the word stress and intonation.

**Sam:** Hey Zac. It's great to see you. What a nice surprise.

**Zac:** I know. Long time, no see.

**Sam:** Do you want a coffee?

**Zac:** Sure, and a croissant.

**Zac:** So, how are you doing?

**Sam:** I'm good. How about you? Did you have a nice holiday?

**Zac:** Yeah. Always good to see family. What's new with you?

**Sam:** Not much. Same, same.

**B SPEAK** Work in pairs. Practise the conversation. Listen and check your partner's pronunciation.

## SPEAKING

**A** Walk around the class. Introduce yourself to everybody.

*A: Hello, my name's Sven. Nice to meet you.*

*B: Hi, I'm Ahmed. Good to meet you.*

**B** Walk around the class again. Greet the people you know.

*A: Hi, Maria. How's it going?*

*B: Good, thanks. How about you? What's new with you?*

*A: Not much. I've gotta go. See you later.*

**C** Prepare a 'selfie' presentation. Follow the instructions.

- Make notes about what you want to say. Use the sentence beginnings below to help you.

- Include at least two useful phrases.

- Record your presentation.

Hi! My name's ...

I work in ...

I'm from ... / I'm originally from ...

I like ...

I'm a ...

I watch / listen to ...

**D SPEAK** Work in groups. Compare your presentations. Which is the best one?

**○ Greet people and give personal information, make introductions**

► Turn to **page 158** to learn how to write information about yourself.



## VOCABULARY

### A Complete the words for types of people.

- someone who likes animals  
a nimal l over
- someone who likes spending time with others  
p \_\_\_\_\_ p \_\_\_\_\_
- someone who plays video games  
g \_\_\_\_\_
- someone who is very interested in food  
f \_\_\_\_\_
- a man who has two children  
f \_\_\_\_\_ o \_\_\_\_\_ t \_\_\_\_\_
- someone who listens to music regularly  
m \_\_\_\_\_ f \_\_\_\_\_

### B Complete the *About me* section of Emma's social media page with the personality adjectives in the box. There is one adjective you do not need.

creative curious hard-working independent  
sensible sociable well organised

Hi, I'm Emma and I'm a student nurse. I study and work a lot <sup>1</sup>( hard-working ) and I make lists so I know what I am doing and when <sup>2</sup>( \_\_\_\_\_ ). I always think carefully before I make decisions <sup>3</sup>( \_\_\_\_\_ ). I feel it is important to ask a lot of questions <sup>4</sup>( \_\_\_\_\_ ) in my social life and at work. I have a good imagination and in my free time I like to write songs <sup>5</sup>( \_\_\_\_\_ ). I also have a great group of friends and I love spending time with them <sup>6</sup>( \_\_\_\_\_ ).

### C Choose the correct prepositions to complete the sentences.

- In my family, we are all responsible for / on / with doing the housework.
- I'm not keen on / about / to people who talk about themselves all the time.
- As a child, I was involved in / with / at lots of after-school clubs and activities.
- I'm happy at / with / on my job.

## GRAMMAR

### A Complete the questions with the correct form of *do*, *be* or *have*.

- Do you \_\_\_\_\_ a pet?
- \_\_\_\_\_ you from a large family?
- \_\_\_\_\_ you have a party for your last birthday?
- \_\_\_\_\_ you ever been to your country's capital city?
- What \_\_\_\_\_ your favourite book or toy when you were a child?

### B Complete the article with the missing words.



Student Life Online  
Your university, your site

This week, we asked students what blogs they read. This is what they said.

- Erica: Most <sup>1</sup> \_\_\_\_\_ the time, I read blogs about football.
- Jake: <sup>2</sup> \_\_\_\_\_ so often, I read a cooking blog.
- Ammar: I <sup>3</sup> \_\_\_\_\_ ever read blogs. I don't have time.
- Mark: Once a <sup>4</sup> \_\_\_\_\_, on Sunday mornings, I sit down and read my favourite travel blog.
- Tina: <sup>5</sup> \_\_\_\_\_ and again, I read news blogs.
- Nazreen: I don't read blogs, but I do use Twitter. I check it at least ten <sup>6</sup> \_\_\_\_\_ a day.

What are your favourite blogs?  
Leave your comments below.

### C Choose the word which is *not* possible in each sentence.

- Everybody* / *Somebody* / *Anybody* can have nice handwriting.
- I don't agree with *everything* / *anything* / *nothing* that the graphologists say.
- Everyone *use* / *uses* / *has* a keyboard these days.
- Do you know *anybody* / *anyone* / *anything* that is sociable?

## FUNCTIONAL LANGUAGE

Reorder the words in the boxes to complete the conversations.

name's / Hi, / my / Erwin  
myself / me / Let / introduce  
meet / Nice / to / you

- Erwin: <sup>1</sup> \_\_\_\_\_ Hi, my name's Erwin.
- Laura: Oh, hi, Erwin. <sup>2</sup> \_\_\_\_\_  
I'm Laura, the office manager.
- Erwin: <sup>3</sup> \_\_\_\_\_  
I think you're going to be my boss!

days / are / doing, / What / you / these  
nice / What / surprise / a

- Alan: Dan?
- Dan: Alan! <sup>4</sup> \_\_\_\_\_! How are you?
- Alan: Oh, fine, thanks. <sup>5</sup> \_\_\_\_\_?
- Dan: I'm still teaching.

# 2

# LIVING



Home is not where you live, but  
where they understand you.

Christian Morgenstern

Afternoon sunlight illuminates neighbours visiting on narrow lanes of old downtown Tokyo, Japan.

## OBJECTIVES

- talk about your neighbourhood
- talk about your life and routine
- talk about life events
- ask for and give advice
- write an email of complaint

Work with a partner. Discuss the questions.

- 1 Read the quote. Where is 'home' for you?
- 2 Look at the picture. What do you think the people are talking about?
- 3 Do you know your neighbours?

**G** adverbs of degree

**V** describing places

**P** stress in two-syllable adjectives

## READING

**A** Work in pairs. Discuss the questions.

- 1 Do you love where you live? Why/Why not?
- 2 Look at the pictures. What can you see?
- 3 Look at the glossary. How can a building be environmentally friendly?

**B SCAN** Read *The forest in the sky* quickly and complete the sentences with the correct word or number from the text.

- 1 Bosco Verticale is an Italian name that means 'vertical \_\_\_\_\_'.
- 2 The apartment buildings are in the city of \_\_\_\_\_ in Italy.
- 3 There are nearly \_\_\_\_\_ trees on the balconies of the buildings.
- 4 The plants help make the noise from the \_\_\_\_\_ and people in the street quieter.
- 5 The apartment buildings are close to the city's services and \_\_\_\_\_.
- 6 The architects plan to build another forest city in \_\_\_\_\_ in the future.

**C READ FOR DETAIL** Read again and answer the questions.

- 1 What are the four problems of life in central Milan that the writer mentions?
- 2 How do the Bosco Verticale buildings solve these problems?
- 3 What is the main problem with buildings like Bosco Verticale?
- 4 Does the writer think forest cities are a good idea?

**D SPEAK** Work in pairs. Answer the questions.

- 1 Do you want to see forest cities in your country? Why/Why not?  
*Forest cities are a good idea because ...*
- 2 Should we pay more to live in clean cities? Why/Why not?  
*I don't think we should pay more to live in clean cities because ...*

## THE FOREST IN THE SKY

Where in the world can you live on the top floor of a 111-metre high-rise building, near the centre of a **lively** city, but still have breakfast under a tree on your balcony? Sounds almost impossible! Well, not if you live in the Bosco Verticale (vertical forest) buildings in Milan, Italy. Architect Stefano Boeri has created a completely new approach to designing buildings.

Like many big cities, Milan is **noisy** and **polluted**. It's hot in the summer and in the city centre the green spaces are often quite **crowded**. But Boeri's team have found a very green answer to these problems. Nearly 900 trees grow high above Milan on the balconies of **modern** buildings. The trees keep the apartments cool in summer and warm in winter. They also produce oxygen, which keeps the air **clean**. The buildings are so **quiet** because the trees and plants stop the noise from the people and traffic in the streets below.

Bosco Verticale is really **convenient** for the city's shops, services and transport, it's **attractive**, and it's environmentally friendly. So, will there be more buildings like this in the future? Well, possibly. The architects want to build a new forest city in China and the Netherlands, but there is one more problem to solve. Buildings like this are extremely expensive. At 65 million euros, Bosco Verticale cost 5 per cent more to build than a normal high-rise building. But if we want to live in cool, quiet cities with clean air, it will be worth the cost.

### Glossary

**architect (n)** someone whose job is to design buildings

**environmentally friendly (adj)** something designed not to harm the natural environment

**vertical (adj)** standing, pointing or moving straight up

## GRAMMAR

### Adverbs of degree

**A WORK IT OUT** Complete the sentences from *The forest in the sky* with the correct adverbs of degree.

- 1 Sounds \_\_\_\_\_ impossible!
- 2 Stefano Boeri has created a \_\_\_\_\_ new approach to designing buildings.
- 3 Boeri's team have found a \_\_\_\_\_ green answer to these problems.

**B Underline** four more adverbs of degree in the article.

**C** Choose the correct words to complete the rules.

#### Adverbs of degree

- 1 Adverbs of degree are usually used *before* / *after* the adjective that they modify.
- 2 We *use* / *don't use* adverbs of degree when we want to make something stronger or weaker.
- 3 We *can* / *can't use* adverbs of degree with adverbs and verbs:
  - *She is speaking very fast.*
  - *He almost finished the race.*

**D** Go to the **Grammar Hub** on page 124.

**E SPEAK** Work in pairs. Look at the pictures of unusual buildings and use adverbs of degree to describe them.

*A: It's so different from a normal building.*

*B: It's very strange!*



## VOCABULARY

### Describing places

**A** Read the sentences and look at the adjectives in **bold**. Then write the opposite adjectives.

- 1 The air in my city is quite **clean**. There aren't many factories. dirty
- 2 My neighbours are very **loud**. They often play music late at night. \_\_\_\_\_
- 3 It's quite an **inconvenient** place to live. Our house is far from the shops and transport. \_\_\_\_\_
- 4 The shopping centre is very **old-fashioned**. It looks like it's from the 1970s. \_\_\_\_\_
- 5 My flat is in an **ugly** high-rise building. I don't like living there. \_\_\_\_\_
- 6 The main streets are very **dirty**. People often drop litter. \_\_\_\_\_
- 7 My neighbourhood is very **peaceful**. I rarely hear cars or people in the street. \_\_\_\_\_

**B** Use the adjectives in Exercise A to write five sentences about your neighbourhood.

**C SPEAK** Work in pairs. Say an adjective. Your partner says the opposite. Take turns.

## PRONUNCIATION

### Stress in two-syllable adjectives

**A** Listen and underline the stressed syllable in each adjective.

2.1

- |         |            |         |
|---------|------------|---------|
| 1 dirty | 3 modern   | 5 noisy |
| 2 quiet | 4 peaceful |         |

**B** Listen again and repeat the words.

2.1

**C** Most two-syllable adjectives have the same stress pattern. Read the text below and underline the stressed syllable in all the two-syllable adjectives.

The Chang (Elephant) Building is in Bangkok, Thailand. Some people think it is modern and interesting; some people think it is strange and funny. Other people think it is ugly and totally awful!

## SPEAKING

**A** Tell your partner about your neighbourhood. Use these ideas to help you.

- Location – is it convenient? Close to public transport?
- Appearance – is the area clean, modern?
- People – who lives there? Families or young professionals?
- Environmentally friendly – are there local parks?

**B** Work in pairs. Take turns to ask and answer your questions.

**Talk about your neighbourhood**

**V** verb + preposition

**G** present simple and present continuous

**P** consonant pairs at the beginning of words

## LISTENING

**A** Work in pairs. Discuss the questions.

- 1 Why do people move out of their parents' home?
- 2 When do people usually leave home in your country?
- 3 Why do some adults continue to live at home?
- 4 What problems could this cause?

**B** **LISTEN FOR GIST** Listen to the first part of *The boomerang generation* and answer the questions.

- 1 What does 'boomerang generation' mean?
- 2 How old is Richard?
- 3 Why is Richard living at home with his parents?
- 4 Does he enjoy living at home?

### Glossary

**boomerang (n)** a curved stick that comes back to you when you throw it

**generation (n)** a group of people in society who are born and live around the same time

**permanent (adj)** happening or existing for a long time

**C** Listen to all of *The boomerang generation* and match two questions with each speaker. Write Richard (R), Gordon (G), Alice (A) or Carla (C).

Who ...

- 1 says their child can live at home for a long time?
- 2 seems worried about their child?
- 3 isn't working at the moment?
- 4 plans to do something to thank their parents?
- 5 wants to make a change to their house?
- 6 likes living with their parents?
- 7 is happy they are not alone?
- 8 isn't happy with the house rules?

C

—

—

—

—

—

—

**D SPEAK** Work in pairs. What are the advantages and disadvantages of living with your parents as an adult?

## VOCABULARY

Verb + preposition

**A** Complete the sentences from the radio programme with the correct preposition. Then listen and check your answers.

- 1 I'm still looking \_\_\_\_\_ a permanent job.
- 2 We argue \_\_\_\_\_ the rules.
- 3 He can always rely \_\_\_\_\_ us.
- 4 I help \_\_\_\_\_ the housework.
- 5 I can talk \_\_\_\_\_ her.

### Verb + preposition

Some verbs can be used with different prepositions to mean different things.

*argue + about + something*

- We often argue **about** housework.

*argue + with + someone*

- I often argue **with** my parents.

It is possible to join the sentences together:

- I often argue **with** my parents **about** housework.

**B** Complete the email to Stella with the prepositions from Exercise A.

**Re:** Help?!

**Sent:** Friday 10th November, 2017, 2.19 pm

**To:** stella\_28@logbox.com

**From:** d.smith@screen.nett

Hi Stella,

Thanks for phoning this morning. Sorry to hear you're having money problems, but we're happy you decided to talk <sup>1</sup> to us about it. You can always rely <sup>2</sup> \_\_\_\_\_ us. I know you don't like borrowing money, but we'd like to help <sup>3</sup> \_\_\_\_\_ your rent this month. Let's not argue <sup>4</sup> \_\_\_\_\_ it this time. You can pay us back when you have a bit more money.

You said you'd like to look <sup>5</sup> \_\_\_\_\_ somewhere cheaper to live. How about coming back to live <sup>6</sup> \_\_\_\_\_ us for a while? It would only be a temporary solution, but we'd like you to think <sup>7</sup> \_\_\_\_\_ it. Give us a call and let's talk <sup>8</sup> \_\_\_\_\_ it.

Lots of love,

Mum and Dad

**C SPEAK** Work in pairs. What should Stella do? Move home or find somewhere else to live?

*A: I think she should definitely ...*

*B: I'm not sure she could ...*





## GRAMMAR

Present simple and present continuous

**A WORK IT OUT** Read the sentences from *The boomerang generation*. Are they present simple (PS) or present continuous (PC)?

- 1 I love my parents. \_\_\_\_\_
- 2 I'm sleeping in my old room. \_\_\_\_\_
- 3 Mum cooks and does all my washing. \_\_\_\_\_
- 4 More and more of my friends are moving back home. \_\_\_\_\_

**B** Complete the rules with *simple* or *continuous*.

### Present simple and present continuous

- 1 We use the present \_\_\_\_\_ to talk about routines (events that happen every day) and things which are always or generally true.
- 2 We use the present \_\_\_\_\_ to describe what is happening now and to talk about trends.
- 3 We do not usually use the present \_\_\_\_\_ with state verbs like *be, like, want, understand, believe, know, mean, need, cost*.
- 4 We often use the present \_\_\_\_\_ with time expressions like *at the moment, now, today, this year*.

**C** Go to the **Grammar Hub** on page 124.

**D SPEAK** Work in pairs. Complete the sentences with information about your country and discuss with your partner.

- 1 Recently, more people are living in apartments in the big cities.
- 2 People love \_\_\_\_\_, but they don't like \_\_\_\_\_.
- 3 Everyone's talking about \_\_\_\_\_ at the moment.
- 4 Many young people are studying \_\_\_\_\_ at the moment.
- 5 Some people are happy because \_\_\_\_\_.

## PRONUNCIATION

Consonant pairs at the beginning of words



2.5

**A** Listen to the words and add them to the correct consonant group.

sl	sm	sn	sp	st	sw
sleep					

**B SPEAK** Work in pairs. Practise saying these words. Can you add one more example to each group?

## SPEAKING

**A** You are going to ask your partner about his/her life and routine. Use the prompts to make present simple or present continuous questions.

- 1 think about / moving back home again?  
Are you thinking about moving back home again?
- 2 save money / for anything this year?  
\_\_\_\_\_
- 3 like / cooking for yourself?  
\_\_\_\_\_
- 4 know / your neighbours?  
\_\_\_\_\_
- 5 your own question  
\_\_\_\_\_

**B** Work in pairs. Take turns to ask and answer your questions.

*A: Are you thinking of moving back home?*

*B: I'm not sure. I need to save some money, so maybe!*

**○ Talk about your life and routine**

**G** – past simple – regular and irregular verbs

**P** – Past simple irregular verbs /ɔ:/, /e/ and /eɪ/

**V** – life events

**S** – skimming for key words

## READING

**A** Work in pairs. Read the sentence from the article and discuss the questions.

*When I was young, ... a year was such a long time. Now I'm an adult, time passes so quickly.*

- 1 Do you agree with this sentence? Why/Why not?
- 2 Can you think of an example when time passed quickly or slowly for you?

**B READ FOR MAIN IDEA** Read *When did the years get shorter?* quickly and match the headings (a–e) with each theory in the text (1–4). There is one heading you do not need. Use the information in the box to help you.

### Skimming for key words

When you read an article for the first time, look for clues to help you understand the main idea of each paragraph.

- Look for key words. These could be numbers or the same words repeated.
- Look for words connected to the main topic.
- Look at the first sentence of each paragraph to help you understand the topic.

- |                                  |                              |
|----------------------------------|------------------------------|
| a The race against time          | d It's all about the numbers |
| b From spring to winter          | e Counting the days          |
| c New experiences slow down time |                              |

**C READ FOR DETAIL** Read again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Time moved more quickly when the writer was a child. T / F
- 2 As we grow old, every year becomes a smaller percentage of our life. T / F
- 3 Many adults feel they have too much free time. T / F
- 4 Time slows down if we are looking forward to an event. T / F
- 5 New experiences can help to slow down time. T / F
- 6 All the theories agree that adults and children experience time differently. T / F

**D SPEAK** Work in pairs. Which theories in the article best explain why time seems to fly as we get older? Why? Give examples from your own life.

*A: I like the one about ...*

*B: I think Theory 3 is best because ...*

# When did the years get shorter?

By Stefan Nyberg

10<sup>th</sup> January 2019

### Glossary

**routine (n)** your usual way of doing things  
**stressful (adj)** involving or causing a lot of pressure or worry

**theory (n)** an idea that explains how or why something happens

When I was young, the school summer holidays were six weeks long – it felt like forever. A year was such a long time! Now I'm an adult, time passes so quickly. Why does time seem to fly as we get older? Psychologists have several theories about this. Here are the most popular ones:

#### Theory 1: \_\_

The first theory is mathematical. When you were 5 years old, a year was 20 per cent of your life, so it seemed like a long time. When you are 50 years old, a year is only 2 per cent of your life, so it seems much shorter. Time can feel very different if you are a child or an adult.

#### Theory 2: \_\_

As children, we didn't have as much to worry about – we went to school and studied, then we came home and played with our friends. Adult life is fast, busy and stressful – it's difficult to do everything we want to do. Days can be tiring. Many of us feel that there isn't enough time in the day. Time seems to pass very quickly because as adults we tend to rush to do something and then move on to the next job with no time to stop and think.

#### Theory 3: \_\_

As children we knew exactly how many days it was until our next birthday or holiday. All that counting and waiting made the days seem to pass much more slowly. Some psychologists suggest adults don't notice time passing because they are focused on 'boring adult stuff', like shopping or housework. The days, weeks and months pass quickly. Suddenly, another year is over and a new one is beginning.

#### Theory 4: \_\_

The routines of work and family life mean that, for many adults, the days all feel the same. This is different from our early lives, which were full of exciting first-time experiences. Back then, we started school and studied new things. Then we took exams, went on our first dates and learnt to drive. When we look back on all these first-time experiences, we feel that the years were much longer because so many new things happened.

All these theories have something in common: there is a clear difference between the way adults and children experience time. Perhaps we need to learn from children and slow down a bit more. Stop, look around, notice the blossom on the trees in spring and the leaves changing colour in autumn. The earth will keep spinning, but we are only here for a short time. Let's enjoy it!

## GRAMMAR

Past simple – regular and irregular verbs

**A WORK IT OUT** Complete the sentences (1–4) from *When did the years get shorter?* Then match them with the correct past simple forms in the box below.

- Back then, we \_\_\_\_\_ school and studied new things.
- We \_\_\_\_\_ exactly how many days it was until our next birthday or holiday.
- As children, we \_\_\_\_\_ have as much to worry about.
- When \_\_\_\_\_ the years get shorter?

negative regular question irregular

**B** Choose the correct options to complete the rules.

### Past simple regular and irregular verbs

#### Past simple positive

- To talk about *finished* / *unfinished* actions in the past.
- For most regular past simple verbs, we add *-ed* / *-ing*.

#### Past simple negative

- We make the past simple *negative* / *positive* with subject + *didn't* + infinitive without *to*.

#### Past simple questions

- We *make* / *don't make* questions with *Did* + subject + infinitive without *to* + ?
- Question words (*What*, *Where*, *When*, *Why* and *How*) come *before* / *after* *did*.
- After *yes/no* questions, we use *did/didn't* in *short* / *long* answers.

**C** Go to the **Grammar Hub** on page 124.

## PRONUNCIATION

Past simple irregular verbs /ɔ:/, /e/ and /eɪ/

**A** Complete the table with the words in the box. Listen and check.

ate bought fought made  
paid said sent slept taught

/ɔ:/	bought
/e/	said
/eɪ/	ate

**B SPEAK** Make questions about your childhood using the prompts. Ask and answer them with a partner.

- Where / meet / your best friend?
- What / your parents / teach you?
- You / a happy teenager?
- Your idea.



## VOCABULARY

Life events

**A** Look at *When did the years get shorter?* again. Find four important life events and match them with the pictures (a–d). How old were you when you did these things?

**B** Go to the **Vocabulary Hub** on page 146.

**C SPEAK** Work in pairs. At what age do people generally do these things in your country? At what age did your grandparents' generation do these things? Tell your partner.

- learn to swim
- get married
- have a baby
- retire

## SPEAKING HUB

**A** Work in groups. You are going to tell your group about three first-time experiences. Two should be true and one should be false. Use the ideas in the box or your own ideas.

first holiday without your parents  
first child first important exams first job  
first romantic relationship getting your own place  
learning to ride a bike or drive leaving home  
starting school, university or college

**B ORGANISE** Answer the questions. Make notes.

- Where and when did you have this first-time experience?
- Who else was part of the experience?
- What happened? What went well? Were there any problems?
- How did you feel? Did you learn anything from the experience?

**C DISCUSS** Tell the group about your first-time experiences. Take turns. Can you guess which experiences are true and which are false?

**○** Talk about life events





### COMPREHENSION

**A SPEAK** Work in pairs. Describe your neighbours to your partner. What are they like? Use words in the box to help you or your own ideas.

friendly noisy old quiet unfriendly young



**B** Look at the picture. Why do you think Neena, Gaby and Zac are going to see their neighbour like this? Make notes.

Neena's problem	The advice	The decision

**C** ▶ 00:00–03:40 Watch the first part of the video and check your ideas in Exercise B. What do you think the neighbour is like?

**D** ▶ 03:40–04:04 Watch the second part of the video. Why does everybody laugh?

### FUNCTIONAL LANGUAGE

Ask for and give advice

**A** Complete the sentences with the correct verb forms. Then decide who said each sentence, Gaby (G), Neena (N) or Zac (Z).

- 1 What do you think I should *do / to do*? \_\_\_\_\_
- 2 You could *ask / to ask* them to turn the volume down. \_\_\_\_\_
- 3 How about *to use / using* some earplugs? \_\_\_\_\_
- 4 Let me *help / to help* you out here. Earplugs. \_\_\_\_\_
- 5 What *do / are* you suggest? \_\_\_\_\_
- 6 Why don't you *go / to go* upstairs and talk to them. \_\_\_\_\_
- 7 I think you should *go / to go* and talk to them. \_\_\_\_\_
- 8 And why don't we *come / coming* with you? \_\_\_\_\_

**B** ▶ Watch the video again and check your answers to Exercise A. Write the sentences in the correct place.

#### Ask for advice

*What should I do?*

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

#### Give advice

*You should/shouldn't ...*

- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

#### Reply

*That's a good idea.*

*Thanks, I'll try them.*

*I'm not sure it's a good idea.*



MILLY



SAM



NEENA



ZAC



GABY

**C** Complete the job interview advice for Neena with one word in each gap. Which do you think is the best piece of advice?

- You \_\_\_\_\_ leave plenty of time to get there.
- I \_\_\_\_\_ you should read about the company before the interview.
- Here's one idea: you \_\_\_\_\_ practise a few typical interview questions with a friend.
- Nervous? \_\_\_\_\_ don't you do some breathing exercises to relax?
- I think you \_\_\_\_\_ dress for success.
- You \_\_\_\_\_ have your phone on during the interview.
- I \_\_\_\_\_ think you should ask about salary first.

## USEFUL PHRASES

**A** Match the useful phrases (1–6) with the phrases that come after them in the video (a–f). Then watch the video again and check your answers.

- |                       |   |
|-----------------------|---|
| 1 Seriously?!         | a No, it's not cool.  |
| 2 What's wrong?       | b All of us.  |
| 3 Cool!               | c Cool, thanks, Gaby.   |
| 4 Here you go.        | d Someone's playing dance music in the flat above my bedroom. |
| 5 What's the problem? | e (very loud dance music playing)                             |
| 6 You can rely on us. | f Oh Zac, the people upstairs are playing loud music.         |

**B** How do you say these useful phrases in your language?

## PRONUNCIATION

### Disagreeing

**A** ▶ **00:38–00:49** Watch the scene where Neena disagrees with Gaby again. Read out the conversation at the same time as Gaby and Neena. Copy the word stress and intonation.

**Gaby:** Really? Cool!

**Neena:** No, it's not cool. I need to get to sleep.

**B SPEAK** Work in pairs. Make similar conversations. Take it in turns to comment, disagree, and say why. Use the comments in the box or your own ideas.

That's cheap/expensive That's fair/unfair!  
That's funny/serious! That's good/bad!  
That's lucky/unlucky!

*A: That's cheap!*

*B: No, it's not cheap. It's really expensive.*

## SPEAKING

**A** Work in pairs. Choose one of the problems and write a conversation with one friend giving advice to another one.

- I often forget my door keys.
- My neighbour's dog barks all day.
- The children in the apartment upstairs are very noisy.
- My flatmate spends too much time in the bathroom.
- I'm the only person who does the washing up.
- My flatmate's always hot and I'm always cold.

**B** Practise your conversation. Take turns to give advice. Then perform it for the rest of the class.

*A: I often forget my door keys.*

*B: Why don't you leave a key with your neighbour?*

*A: That's a good idea.*

### 🗨️ Ask for and give advice

▶ Turn to **page 159** to learn how to write an email of complaint.

## VOCABULARY

**A** Complete the advert with the correct prepositions.

Samaritans is a UK charity that helps  
 1 with personal problems.  
 Every six seconds, someone calls looking  
 2 \_\_\_\_\_ support. Callers can talk  
 3 \_\_\_\_\_ volunteers 24 hours a day  
 and can rely 4 \_\_\_\_\_ them to listen  
 and help. Many callers don't want to talk  
 5 \_\_\_\_\_ their problems with people  
 they know well or live 6 \_\_\_\_\_.  
 Samaritans volunteers keep all conversations  
 private and are always there to help.  
**www.samaritans.org**

**B** Complete the profile with the past simple forms of the verbs in the box.

change fall get go to have leave

## David Attenborough

**1926** – born in London

**1945** – 1 left school and  
 2 \_\_\_\_\_ Cambridge University

**1946** – met and 3 \_\_\_\_\_ in love with Jane  
 Ebsworth Orie

**1950** – 4 \_\_\_\_\_ married to Jane; the  
 couple later 5 \_\_\_\_\_ two children, Robert  
 and Susan

**1952** – joined the BBC

**1965** – became the head of television channel  
 BBC Two

**1973** – 6 \_\_\_\_\_ jobs and became the  
 writer and presenter we know and love today

## GRAMMAR

**A** Choose the best adverb of degree to complete the sentences. Use the information in brackets to help you.

- The idea of a vertical forest building sounds *quite* / *really* interesting. (STRONG)
- It's *almost* / *totally* impossible to add trees to every high-rise building. (WEAK)
- The builders worked *extremely* / *a bit* quickly. (STRONG)
- The problem with buildings like this is they can be *very* / *quite* expensive. (WEAK)
- The trees are *almost* / *so* healthy because of rainwater. (STRONG)

**B** Complete the paragraph with the present simple or present continuous form of the verbs in brackets.

## Dreaming of Tokyo

Friends Tatsuo and Daisuki shared a small flat in Tokyo for three years. Tatsuo 1 speaks (speak) French and recently left for a temporary job in Paris. He 2 \_\_\_\_\_ (work) there as a tour guide for the summer. Apartments 3 \_\_\_\_\_ (cost) a lot in Tokyo and Daisuki can't afford to stay. At the moment, he 4 \_\_\_\_\_ (live) with his parents outside the city. They get on well, but Daisuki 5 \_\_\_\_\_ (not like) the two-hour daily train journey into Tokyo. He is not the only one in this situation. More of his friends 6 \_\_\_\_\_ (leave) the city these days because it's so expensive. Every morning, the train Daisuki 7 \_\_\_\_\_ (catch) is full of young people, making the long journey to work and dreaming of their own place in the city.

**C** There is one mistake with the past simple in each sentence. Correct the mistake.

- I ~~fallen~~ fell in love when I was 18.
- I weren't good at sports when I was a teenager.
- I didn't thought money was important when I was a child.
- When I was young, my parents always knew when I wasn't telling the truth.
- I leaved home when I was 19.
- My father teached me how to drive.
- I wasn't meet my partner at work.

## FUNCTIONAL LANGUAGE

**A** Complete the missing words in the conversation.

Sophie: Peter, I can't stand the course I'm studying at university. <sup>1</sup> What about you think I should do?

Peter: <sup>2</sup> Maybe you should wait and see if things improve.

Sophie: <sup>3</sup> I don't like, but I'm pretty sure the course is not for me.

Peter: <sup>4</sup> Why don't you try to talk to your tutor about it?

Sophie: <sup>5</sup> That's a good idea.

Peter: <sup>6</sup> Do you want me to go with you?

Sophie: No, that's OK, but thanks.