

Language Hub



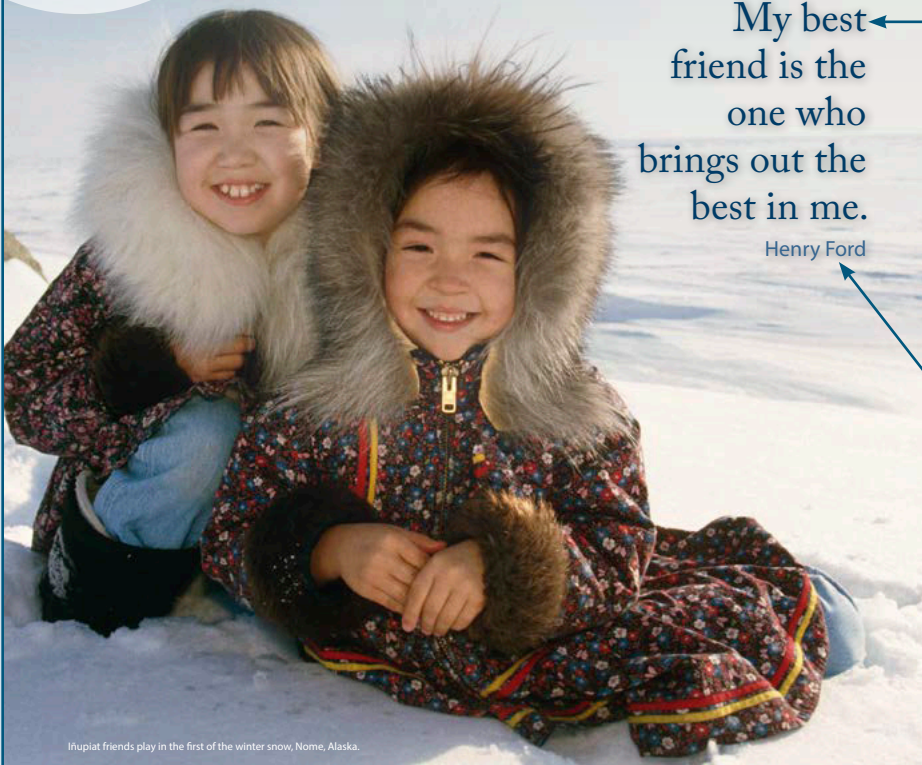
PRE-INTERMEDIATE
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CHARLOTTE RANCE

1 Relationships

1 RELATIONSHIPS



My best friend is the one who brings out the best in me.

Henry Ford

Relationship (n) the way in which two or more people or things are connected with or involve each other.
Synonyms: connection (n), association (n).

Ford is suggesting that your best friends in life are the people who help you to be a better person and reach your potential.

Henry Ford (30 July 1863–7 April 1947) was an American businessperson, who founded the Ford Motor Company. He developed and manufactured the first automobile that many middle-class Americans could afford.

Inupiat friends play in the first of the winter snow, Nome, Alaska.

OBJECTIVES

- find out about someone new
- talk about different types of people
- describe someone's personality
- greet people and give personal information, make introductions
- write information about yourself

Work with a partner. Discuss the questions.

- Who's your best friend?
- Look at the picture. Who was your best friend when you were a child?
- What qualities do you look for in a friend?

RELATIONSHIPS 1

OBJECTIVES

Read the unit objectives to the class.

UNIT OPENER QUESTIONS

Ask students to read the quote and take one or two suggestions from the class about what they think it means.

Tell students to look at the picture on the page and ask prompt questions such as 'How do these children know each other?' If students share any good ideas or useful language, write these on the board.

Call on a student to read out the first question. Answer with a short description of your own best friend. Then ask students to discuss the questions with a partner or in a small group.

Monitor and help with grammar and vocabulary when necessary. When students have finished the activity, ask one or two pairs or groups to share their ideas with the class. Encourage the students to listen to one another and respond with their own ideas and opinions.

WORKSHEETS

Lesson 1.1 Breaking the ice

Grammar: Question forms (W1)

Vocabulary: People (W2)

Lesson 1.2 Blogs and bloggers

Grammar: Frequency words and phrases (W3)

Vocabulary: Types of people (W4)

Lesson 1.3 Personality

Grammar: Indefinite pronouns (W5)

Vocabulary: Personality adjectives, adjective + preposition (W6)



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 **conversation**.
- 2 A useful suggestion is a **tip**.
- 3 When you achieve the result you want, you are **successful**.
- 4 A subject that you write or speak about is a **topic**.
- 5 When two or more people or things are connected in some way, they have a **relationship**.

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?

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

- 1 What topic does she talk about? **meeting new people**
- 2 What should you start a conversation with? **a smile**
- 3 What are two safe topics of conversation to 'break the ice'? **interests and studies**

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

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

ask discuss feel give know say

- 1 **Say** something positive about the place or situation you are in, and then ask a question.
- 2 **Ask** about other people.
- 3 Don't be negative about other people because you don't know who they **know**.
- 4 Ask lots of questions and **give** lots of answers.
- 5 When you **feel** more relaxed, ask some personal questions.
- 6 Don't **discuss** 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

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

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

- 1 What **do** you say to a stranger at a party or a new colleague at the office? **present simple**
- 2 **Is** it OK to talk about some topics, but not others? **present simple**
- 3 **Have** you ever met someone new and had no idea what to talk about? **present perfect**
- 4 **Are** you having fun? **present continuous**
- 5 What **is** your favourite band? **present simple**
- 6 **Did** you enjoy the ceremony? **past simple**
- 7 **Were** you at school together? **past simple**
- 8 Where **did** you study? **past simple**
- 9 **Do** you have children? **present simple**

LEAD-IN

Write something on the board that is important for you, e.g. a date, a name, a number, a place. Ask the class to guess what the numbers and words could mean by asking questions (e.g. *Are you 32 years old?*). Once they have guessed everything correctly, put students into small groups to do the activity themselves. Give feedback as a class, asking students to share what they found out.

LISTENING

A Ask the class to complete the definitions before checking their answers with a partner.

B Focus students on the picture. Ask where the people are and whether they know each other. Then tell the class to discuss Questions 2 and 3 in a small group. Monitor and correct any errors on the spot. Give feedback as a class.

1.1 C Give students time to read the questions and glossary box. Explain it includes key words which might be useful to understand the audio. Play the audio. Give students time to answer the questions and compare their ideas in pairs, before checking answers as a class.

1.1 D Play the audio again, allowing time for students to complete the sentences. With a stronger class, you may ask students to complete the sentences and play the audio afterwards for them to check. If necessary, play the audio again before checking answers as a whole class.

AUDIOSCRIPT

1.1

Listening, Exercise C

P = Paul I = Isabelle

P: Hello, and welcome to *Everyday Psychology*. I'm Paul Ross, and with me today is psychologist and expert on relationships, Isabelle Ackerman.

I: Hello, Paul. Hello, listeners.

Ex C Q1 P: Isabelle, today's topic is meeting new people. Now, we often meet new people at work or in our social lives, but it can be difficult to talk to someone we don't know. I mean, what do you say to a stranger at a party or a new colleague at the office? Is it ok to talk about some topics, but not others? Have you ever met someone new and had no idea what to talk about? Today, you have some advice to help us 'break the ice' and start conversations with new people.

Ex C Q2 I: Yes, I do. Let's begin with a very simple tip. When you meet someone new, start with a smile. A smile can help us feel more relaxed, but that's easy to forget when you feel nervous.

P: And of course a friendly face is easier to talk to.

Ex D Q1 I: Yes. A nice way to continue a conversation is to say something positive. You could talk about the place or situation you are in and then ask a question. For example, at a party, try 'Are you having fun?' or 'I love this music! What is your favourite band?' To a

E Encourage students to use information from the conversation to support their ideas when discussing the questions. Monitor and assist as necessary, before giving feedback as a class.

GRAMMAR

1.1 A Ask students to fill in the gaps with the words in the box. Play the audio again for students to check their answers.

B Students read questions in Exercise A again and decide in which tense they are. Check answers as a whole class.

C Focus students on the grammar box. Read the rules as a class. Students circle the correct words to complete the rules. Remind students to use the sentences from Exercise A to help them.

D Direct students to the **Grammar Hub** on pages 122 and 123 (see below). Use the **Grammar Worksheet** on W1 for extra practice.

E Read the task with the whole class. Students work individually rewriting the questions. Check answers as a whole class.

F In pairs, students take turns to ask and answer the questions in Exercise E for themselves. Monitor students and encourage them to ask further questions to get more information (e.g. *What's your brother's name?*). Ask different pairs to share their exchanges with the class.

new person at work, you can say 'Oh, I'm glad it's lunchtime. How's your first day going?'

P: So no complaining about the boss!

Ex D Q2 I: Not at first, no. But it is good to ask about other people. For example, in a new group of students, ask 'Do you know our teacher?' or, at a wedding ceremony, 'Did you enjoy the ceremony?' or 'How do you know the happy couple? Were you at school together?' Don't be negative about other people because you don't know who they know.

Ex D Q3

P: Yes, that could be dangerous.

Ex C Q3 I: Interests and studies are always good, safe topics to talk about. Questions like 'What kind of music do you like?' or 'Where did you study?' are usually easy to answer. Remember, ask lots of questions and give lots of answers. A successful conversation is like a game of tennis!

Ex D Q4

P: It takes hours and makes you tired?

Ex D Q5 I: Very funny. When you feel more relaxed, ask some personal questions. 'Where are you from?' 'Are you married?' and 'Do you have children?' are good examples. But be careful. Don't discuss topics like religion or politics with someone you don't know.

Ex D Q6

P: Some great tips, Isabelle, thank you very much. That's all for this week. Remember, many great friends meet after a smile and a simple 'hello'. Good luck breaking the ice and meeting new people. Please join us for the next episode of *Everyday Psychology* – we'll be discussing the hot topic ...

VOCABULARY

- A** Direct students to the **Vocabulary Hub** on page 146 and complete the exercises. Allow time for students to compare answers in pairs before checking with the whole class. Use the **Vocabulary Worksheet** on W2 for extra practice.
- B** Monitor and take note of any language errors to go over at the end of the lesson. Ask one or two pairs to demonstrate their exchanges and encourage the whole class to respond to their ideas.

PRONUNCIATION

- 1.3** **A** Play the audio. Students listen to the alphabet and repeat.
- 1.3** **B** In pairs, students match the letters to the vowel sound they contain. Play the audio for students to check their answers.
- C** In pairs, students take turns to spell the words.

SPEAKING

- A** Model one or two questions. Then monitor and assist as necessary.
- B** Give students one minute to find a partner they don't know very well. Then, give students ten minutes to walk around the classroom asking and answering the questions they wrote in Exercise A.

GRAMMAR HUB

1.1 Question forms

Questions with **do / does / did**

Do/Does/Did + subject + infinitive
Do you have children?
Does he go to English classes?
Did she write a blog post?
Did they do their homework?

- We use the auxiliary verb (*do, does, did*), without a question word, to ask yes/no questions.

Question words

Question word + do/does/did + subject + infinitive
What do you say to a stranger?
Where does he come from?
What did you say to your colleague?
Where did she study psychology?

- We use *What* to ask about things and *Where* to ask about places.

Questions with **be**

Am/Is/Are + subject
Am I in this class?
Are they strangers?

Am/Is/Are + subject + -ing
Is she doing her homework now?
Are you having fun?

Was/Were + subject
Was he a sensible person?
Were they good at English?

- We use questions with *be*, without a question word, to ask yes/no questions.
- We can also ask questions with *What, Where, When, Why* and *Who* before the verb *be*.

Questions with the present perfect

Have/Has + subject + past participle
Have you visited that website?
Has he written a bucket list?

- We use present perfect questions, without a question word, to ask yes/no questions.
- We use *ever* to ask about life experiences.
Have you ever met a famous person?
- We can also ask question with *What, Where, When, Why* and *Who* before the verb *have*.

1.1 Question forms

A Put the words in order to make questions.

- you / do / go / skiing / want / to
Do you want to go skiing?
- does / what / do / he / weekends / at
What does he do at weekends?
- did / you / meet / where / for coffee
Where did you meet for coffee?
- you / tea / are / coffee / or / drinking
Are you drinking tea or coffee?
- your / new colleagues / were / at the office
Were your new colleagues at the office?
- you / been / have / ever / Mexico / to
Have you ever been to Mexico?
- tried / that / she / has / new restaurant
Has she tried that new restaurant?

B Correct the mistakes in each sentence.

- Why ~~you did~~ choose that topic?
did you
- Have you ever ~~met~~ a graphologist?
met
- What ~~you are~~ talking about?
are you
- Did they ~~went~~ to the cinema last night?
go
- Where ~~you did~~ put the new keyboard?
did you
- What ~~is~~ your best friend's name ~~is~~?
is
- Did you ~~do~~ anything nice last weekend?
do

➤ Go back to page 3.

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

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

- 1.3** **A** Listen and repeat.

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ

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

/e/	/u:/	/ɑ:/	/i:/	/aɪ/	/əʊ/	/eɪ/
f	u	r	e	i	o	a
l	q		b	y		h
m	w		c			j
n			d			k
s			g			
x			p			
z			t			
			v			

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

READING

A Work in groups. Discuss the questions.

- Which websites do you visit most often and why?
- Which blogs, vlogs (video blogs) or video channels do you know or follow?
- 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 Mihaela.

- Mihaela is interested in visiting people around the world.
- Emma has children.
- Maria writes about a variety of subjects.
- Maria has a high number of readers.
- Emma is interested in trying new things.
- Mihaela wants people to understand that everyone is beautiful.

D SPEAK Work in pairs. Discuss the questions.

- Is running a blog a difficult job?
- Why do these people spend so much time on their blogging activities?
- 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 d | 4 different meaning e |
| 2 part of speech b | 5 frequency rating a |
| 3 stressed syllable and pronunciation c | |

gorgeous – definition and synonyms ★^a

^bADJECTIVE  Pronunciation /'gɔ:(r)dʒəs/°^c

^{d1} very beautiful

Mandy was there, looking gorgeous as usual.

^{e2} 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

cloud (noun)
expedition (noun)
positive (adjective) (noun)
rare (adjective)

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.

Ex C Q3

Ex C Q4

2 The Atlas of Beauty

The Atlas of Beauty is a picture blog showing beauty in different cultures. Romanian photographer, **blogger** and **traveller** Mihaela 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.

Ex C Q1

Ex C Q6



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

LEAD-IN

Provide students with a copy of the following paragraph:

Although the history of coffeepots is relatively short, they have become an essential part of our culture. Practically everyone reads coffeepots, whether they're 'official' news coffeepots associated with news media, topic-based coffeepots related to one's work or hobbies or coffeepots purely for entertainment. The first coffeepot was created by Justin Hall in 1994. In 2004, Merriam-Webster declared 'coffeepot' the word of the year.

Tell them that the word 'coffeepot' stands for another word. Students have to guess the meaning of *coffeepot* through yes-no questions (e.g. *Is coffeepot a noun / verb / an object / a place?*). Remind them to use *coffeepot* in their questions.

READING

- A** Give students time to read the questions and glossary. Set them to work in small groups. Monitor their discussion and assist with grammar and vocabulary. Take feedback from one or two groups and encourage students to comment on one another's ideas.
- B** Tell students they have one minute to read the text and find out what it is about. Explain that it is not necessary to read the whole text in detail, just to understand the main idea. Students read and decide which blog might interest them and why. Take feedback from one or two students and encourage them to respond to one another's ideas.
- C** Ask students to look at the pictures. Ask questions to check understanding (e.g. *Do the photos correspond to any of the bloggers? How do you know? Who's standing on the plane?*). Students read the text again in detail and complete the sentences.
- D** In pairs, students discuss the questions. Encourage students to use information from the text to support their answers. Monitor and assist as necessary. Take feedback from one or two pairs and encourage students to respond to one another's ideas.

AUDIOSCRIPT

1.5

E = Emma C = Calvin

- E:** Hi. This is Emma Fry on chatfm.nett. Once a week, we bring you reviews and recommendations from the wonderful world of the internet. And today, we are talking blogs with journalist and blogger Calvin Norton from website *Three of the best*. Calvin, it's nice to see you.
- C:** And you Emma – it's a pleasure to be here. As you know, I'm rarely out in the real world. I'm normally at home, online, in front of my laptop ...
- E:** But luckily for us, you occasionally escape! And today you have some blog recommendations for us.
- C:** Yes. Now, some of your listeners will know this first one already, I think, but, well, sorry! Now and again, a blog is so good that I just have to mention it again, and again! Run by a guy called Brandon Stanton, this is *Humans of New York*, a brilliant collection of pictures and extracts from interviews with people on the streets of New York.
- E:** Humans of New York? I think I've heard of it, actually.
- C:** You probably have. It has millions of followers on Facebook and Instagram.
- E:** Wow. And what's it about? I mean, who are the Humans of New York?

VOCABULARY

- A** Read the example phrases with the class. Give students a time limit of two minutes to work in pairs making a list of different types of people. Take feedback from one or two pairs and encourage students to respond to one another's ideas.
- B** Students turn to the **Vocabulary Hub** on page 146 and complete the exercises. Use the **Vocabulary Worksheet** on W4 for extra practice.
- C** Model the activity. In pairs, students take turns to describe the people they know to their partner and to ask questions about the people their partner describes. Encourage students to use the words from the **Vocabulary Hub**.

PRONUNCIATION

- A** Ask students to read the entry for *gorgeous* at the Macmillan English Dictionary. Ask *What information did you get about the word?* Discuss with the class. Ask students to match definitions to the labels on the dictionary entry. Check answers with the class as a whole.
- B** Read the task with students. Ask them to check their answers individually before checking with the whole class.
- cloud* (noun) Students choose from two definitions; (countable and uncountable); one definition (un/countable); students choose from three definitions (countable).
- expedition* (noun) (countable) Students choose from three definitions.
- positive* (adjective) Students choose from five definitions; *positive* (noun) (countable) students choose from three definitions.
- rare* (adjective) Students choose from two definitions.

- C:** Well, Stanton focuses on the lives of normal New Yorkers most of the time. He includes someone well-known every so often. But I think it's actually the ordinary people that are the most interesting. New York is such a multi-cultural place and everyone on the blog has a different story to tell. It's a very simple idea, but it never gets boring.
- E:** And what kinds of things do Stanton and his 'humans' talk about?
- C:** Ha, well, this is why it's so interesting. He asks all sorts of personal questions and people really open up to him. Some people's stories are very funny and others are extremely sad. Some people even received help or became famous after their stories appeared on the blog.
- E:** Do all the people on the blog live in New York?
- C:** No, in fact, Stanton has travelled to countries including Iraq, Ukraine and Mexico. The stories from around the world are often about people who help others or who need help themselves. And there are now many similar blogs telling the stories of people from other cities around the world.
- E:** It sounds very interesting, Calvin. I'm going to check it out while we play a song. We'll be back with more recommendations from Calvin soon.

GRAMMAR

- A** Ask students if they have ever heard of *Humans of New York*. What do they think it is about? Explain the task and then play the audio. Give students some time to think about the questions after listening. Discuss their answers with the whole class.
- B** Go through the task. Play the audio again for students to complete the sentences as they hear the words. Stronger groups may enjoy completing the sentences before listening to the recording a second time to check.
- C** Focus students on the frequency scale and ask them to complete it with the frequency words from Sentences 1–4 in Exercise B. Students check answers in pairs before checking with the whole class.
- D** Explain that to talk about frequency, we can use words and phrases. Focus students on the table and ask them to complete the phrases using Exercise B if they need help.
- E** Focus students on the grammar box. Students circle the correct words to complete the rules. Remind them to look at the sentences from Exercise B to assist them. Ask stronger students to give the answer and elicit peer correction as appropriate.

- F** Direct students to the **Grammar Hub** on page 122 (see below). Use the **Grammar Worksheet** on W3 for extra practice.
- G** Students discuss questions in pairs. Monitor and assist students as necessary. Take feedback from one or two pairs and encourage students to respond to one another's ideas.

SPEAKING

- A** Ask students to think about a website, blog or vlog that they enjoy. Elicit some comments and suggestions following the prompts. Tell students to make notes about the item of their choice using the five prompts.
- B** In groups, students interview one another about the website, blog or vlog they have chosen. Monitor and assist as necessary.

Extra activity

If you have time, put students into groups and ask them to research five useful websites, blogs/vlogs or apps for studying English. Give feedback as a class, adding any other sites, apps, etc that you would recommend.

GRAMMAR HUB

1.2 Frequency words and phrases

0% ← 100%

never rarely occasionally sometimes often normally always

- We use frequency words after *be* and *can*.
He is normally very sensible.
I can never read your handwriting!
- We use frequency words before other verbs.
I sometimes watch vlogs online.

once twice three times	a	day week month year
every so often	now and again	most of the time

- We usually use frequency phrases at the beginning or end of the sentence.
I take my dog for a walk twice a day.
Every so often, I travel to another country.

1.2 Frequency words and phrases

A Write the missing letters.

- I never get bored writing my blog.
- She's so me ti me s late for work.
- They al wa ys watch vlogs in their free time.
- We're no rm al ly home before 11.
- He oc ca si on al ly checks his social media accounts at work.
- I ra re el y go online before starting work.
- He of te n visits his relatives in Italy.

B Put the words and phrases of frequency in the correct place in each sentence. Sometimes more than one answer is possible.

- We go on holiday. (*once a year*)
We go on holiday once a year.
- They comment on online articles. (*now and again*)
Now and again, they comment on online articles.
- I read online tips. (*every so often*)
I read online tips every so often.
- She writes for popular magazines. (*most of the time*)
She writes for popular magazines most of the time.
- He takes his dog to the park. (*three times a week*)
He takes his dog to the park three times a week.
- We play computer games on Saturdays. (*always*)
We always play computer games on Saturdays.
- We meet up for a coffee on Sunday. (*usually*)
We usually meet up for a coffee on Sunday.

➤ Go back to page 5.

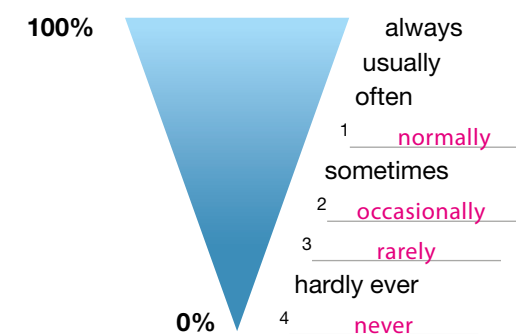
GRAMMAR

Frequency words and phrases

- A** Listen to an interview with Calvin Norton about another blog, *Humans of New York*, and answer the questions.
- What is the blog about? *Interviews on the streets of New York.*
 - What type of people does Brandon Stanton interview? *Usually normal people, sometimes celebrities.*
- B** Listen and complete each sentence from the radio show with one word.
- Once* a week, we bring you reviews and recommendations from the wonderful world of the internet.
 - I'm *rarely* out in the real world.
 - I'm *normally* at home, online in front of my laptop.
 - But luckily for us, you *occasionally* escape.
 - Now and *again*, a blog is so good that I just have to mention it again.
 - Stanton focuses on the lives of normal New Yorkers *most* of the time.
 - He includes someone well known *every* so often.
 - It's a very simple idea, but it *never* gets boring.

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

Frequency words



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

once		day
twice	1 <i>a</i>	week
three times		month
		year
every 2 <i>so</i>	often	
3 <i>now</i>	and again	
most of the 4 <i>time</i>		

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

Frequency words and phrases

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

- Would you enjoy the blog *Humans of New York*?
- 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

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.

- Which do you do more often: write by hand or use a keyboard?
- Which do you find easier? Why?
- 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.

- What is the text about?
- Is it from a science paper or a popular magazine? How do you know?
- What do you think you will learn from the text?
- 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.

- What is graphology a study of?
The study of handwriting.
- How do graphologists help in court cases?
match criminals to handwriting
- Do all graphologists agree that there is a link between handwriting and personality? *No*

E SPEAK Work in pairs. Discuss the questions.

- Do you believe there is a connection between handwriting and personality? Why/Why not?
- 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?

Ex D Q1 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. **Ex D Q2**

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:

Narrow spacing:

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

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.
Ex D Q3 *Not every graphologist believes there is a connection.*

1.3 Personality

LEAD-IN

Ask students to write a short sentence on a piece of paper, e.g. *Today, it's sunny*, and fold it. Collect all the papers and put them on your desk. Open the papers one by one, show them to the class and ask who wrote it. Teach *handwriting*. Ask *Can you recognise your friend's handwriting? Is it easy or difficult? Why? What do you think your handwriting reflects?* Teach *personality*.

READING

A Focus students on the questions. Students discuss them in pairs. Monitor and assist as required. Take feedback from one or two pairs and encourage students to respond to one another's ideas.

B Pre-teach *graphology* / *graphologist*. Focus students on the skills box and make sure they understand the process. Give students a time limit of one minute to look at the headings, pictures and diagrams in the text before answering questions. Students share answers with the whole class.

- Handwriting and personality*
- A (popular) magazine (there are no citations, the language looks informal and there are pictures)*
- What your handwriting says about you. / To see if your handwriting matches your personality.*
- As it is not a scientific journal or paper, and there are no citations, you cannot fully trust the ideas.*

TEACHING IDEA

by David Seymour and Maria Popova

Vocabulary: Tell the truth

Use this activity to practise vocabulary.

Write these topics on the board as prompts: *hobbies, job, house / flat, home town, family / friends, personality*. In groups of three, students ask one another questions about them using the prompts. Some of the answers to the questions should be true and some should be false. Students listen to the other members of the group and take notes of anything they think is a lie.

When all the members of the group have asked and answered one another's questions, students challenge one another about the things they think are lies. The winner is the person who detected the most lies.

METHODOLOGY HUB

by Jim Scrivener

Difficulties when reading a foreign language

Many learners approach reading texts expecting to read them thoroughly and to stop only when they have understood every word. Clearly, there is value in this as a way of improving their vocabulary and their understanding of grammar, but, as with listening, this kind of approach does not necessarily make them into better readers, because this plodding, word-by-word approach is not the way that we most often do our reading

C Students read the text again and check their previews. Have a show of hands to see how many got the correct preview.

D Focus students on the glossary. Ask *Are the glossary words useful to understand the text?* Students read the text again to find the answers to questions. Tell students that identifying the key words in the questions (*graphology, graphologists, court cases*) may help them find the answer in the text. Allow time for students to compare and work on answers with a partner. Then check answers as a whole class.

E Remind students of the activity they did at the beginning of the class. Students discuss the questions in pairs. Encourage them to use the information from the text to support their answers. Monitor and assist as necessary. Take feedback from one or two pairs and have a class discussion.

Extra activity

Have a debate on one of the two questions: *Who thinks handwriting and personality are linked? Who thinks it is important for children to learn to write by hand?* Divide the class into two groups, in one those in favour and in the other those against the proposition. Eventually, after the discussion, you may want to hold a class vote on the propositions.

TEACHING IDEA

by David Seymour and Maria Popova

Vocabulary: Nice people, nasty people

Use this activity to practise personality adjectives.

Write this conversation on the board:

A: *I like my cousin Roger.*

B: *Why?*

A: *Because he always sends cards and gives me lots of presents.*

B: *So you like him because he's generous.*

A: *That's right.*

Write the adjectives from this lesson on the board. Arrange students in pairs and ask them to take turns describing someone they know, without using the adjectives from the lesson. Their partner should choose the adjective that matches the description.

in real life. In order to make students better readers, we need first of all to raise their awareness that it's not always essential to understand every word and that practising some different reading techniques in English may be very useful to them. And if their basic strategy is to read slowly and ponderously, then a good first strategy could be to help them to read fast; not worrying about understanding every word; not, perhaps, even understanding most words, but still achieving a specific goal.

GRAMMAR

- A** Work as a class to complete the first rule in the grammar box. Allow students time to choose the correct word to complete the rules and compare their answers. Check answers as a whole class.
- B** Students read the article again and underline another indefinite pronoun.
- C** Direct students to the **Grammar Hub** on page 122 (see below). Use the **Grammar Worksheet** on W5 for extra practice.

VOCABULARY

- A** Students match the sentences to the personality adjectives in bold in the text, before checking in pairs. Give feedback as a class. They check their answers in pairs before checking with the whole class.
- B** Students complete the sentences with the underlined words in the text, before checking in pairs. Give feedback as a class. Use the **Vocabulary Worksheet** on W6 for extra practice.
- C** In pairs, students take turns asking and answering the questions in Exercise B. Monitor and assist as necessary. Ask pairs to share some of their exchanges with the class.

GRAMMAR HUB

1.3 Indefinite pronouns

	-one	-body	-thing	-where
every-	everyone	everybody	everything	everywhere
any-	anyone	anybody	anything	anywhere
some-	someone	somebody	something	somewhere
no-	no one	nobody	nothing	nowhere

- We use the ending **-body** or **-one** with people. They have the same meaning.
Everybody loved the party. OR Everyone loved the party.
- We use the ending **-thing** with objects.
I always take something to read on the train.
- We use the ending **-where** with places.
They live somewhere in Italy.
- We use **any-** in negative sentences.
I don't know anything.
- We also use **any-** in questions.
Is there anything unusual about her handwriting?

PRONUNCIATION

- A** Play the audio. Students write each adjective in the correct column, then underline the stressed syllable. Allow time for students to compare answers and listen again.
- B** Students listen to the audio and repeat.
- C** Play the audio. Students add the remaining personality adjectives from the text to the table. Give them time to check in pairs before giving feedback as a class.
- D** Students practise saying the new words in pairs. Encourage them to listen and check each other's pronunciation.

SPEAKING HUB

- A** Students exchange sentences and use the text to help them make notes about their partner's personality.
- B** In pairs, students discuss their ideas from Exercise A. Give feedback as a class, encouraging discussion as appropriate.

Be careful!

- With offers, we can also use **some-** in questions.
Do you want something to eat?
- We use indefinite pronouns with singular verbs.
Everyone is interested. NOT Everyone are interested.
- We use **'s** with indefinite pronouns for possessives.
Is this anybody's mobile phone?

1.3 Indefinite pronouns

A Choose the correct option.

- I need **something's** / **somebody's** help.
- I want to go **somewhere** / **something** new.
- There is **nobody** / **nothing** I can do.
- We don't need **everything** / **anything** else.
- We go **everywhere** / **anywhere** together.
- Someone** / **Anyone** broke the ice.
- No one** / **Someone** came to Van's party.

B Complete the sentences with the correct indefinite pronouns.

- Somebody/Someone** left a comment.
- No one** could get online – there was no internet connection.
- Do you know **anyone** at this party?
- I don't want to speak to you. I have **nothing** to say to you.
- Did you write **anything** on her Facebook page?
- There is **something** unusual about this signature. It's strange!
- They live **somewhere** in Romania.

➤ Go back to page 7.

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

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

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

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.

- 'I believe I can do anything if I try. I don't usually worry about things.' **confident**
- 'I love my job. I work a lot, but that's OK.' **hard-working**
- 'I can paint pictures, write stories and make music.' **creative**
- 'I plan my time carefully and I always know where to find my things.' **well organised**
- 'I don't like work. I like doing nothing! My perfect day? Staying in bed with a pizza.' **lazy**
- 'I like to think about things carefully before I do them.' **sensible**
- 'I have lots of friends and we meet and go out all the time.' **sociable**
- 'I like learning new things and I ask a lot of questions.' **curious**
- 'I like to do things myself.' **independent**

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

- Are you involved **in** any clubs, groups or teams? Which ones?
- What are you good **at**?
- Who is responsible **for** doing the cooking in your home?
- Are you happy **with** your mobile phone? Why/Why not?
- What websites, magazines or TV shows are you interested **in**?
- 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 ● ● ●	2 ● ● ●	3 ● ● ●	4 ● ● ● ●
hard-working	independent	lazy	sensible
lazy	sensible	hard-working	independent
	curious	creative	
	sociable		
	confident		
	organised		

B Listen again and repeat the words.

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.

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

SPEAKING HUB

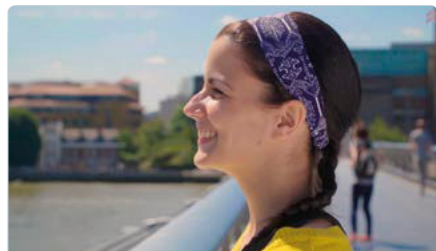
A Work in pairs. You are going to study your classmates' handwriting. Follow the instructions.

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

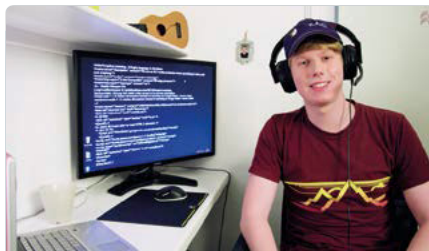
B DISCUSS Using your notes, tell your partner what their writing says about them.

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 Spain, but now, London is my home. I'm a ² photographer. I like travelling and I drink a lot of ³ coffee. I live in this ⁴ flat with Neena and Zac.



My name's Zac. I live with ⁵ Gaby and Neena. I'm originally from ⁶ Seattle. I make ⁷ video games.



My name's Sam. This is my café! I'm ⁸ 34. I like food. I love ⁹ croissants. I live here in ¹⁰ London.



I'm Milly. This is my clothes store. I'm ¹¹ American. I watch ¹² old movies, listen to music and I read a lot. ¹³ Neena's a good friend of mine.



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



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

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



MILLY



SAM



NEENA



ZAC

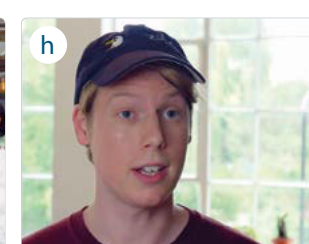
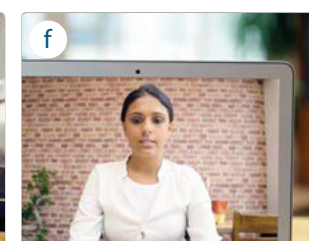
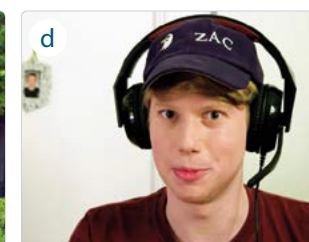
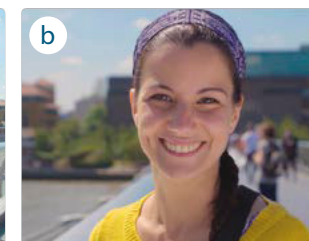


GABY

USEFUL PHRASES

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

- | | |
|--|----------|
| 1 Dream job! | <u>d</u> |
| 2 I love it here! | <u>b</u> |
| 3 Good luck! | <u>g</u> |
| 4 What can I tell you? | <u>e</u> |
| 5 Come with me. | <u>a</u> |
| 6 What else? | <u>f</u> |
| 7 Come over to the flat this weekend. / Will do. | <u>h</u> |
| 8 Here we are. This is home. | <u>c</u> |



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.

COMPREHENSION

- A** ▶ **00:00–02:50** Read through the text and look at the photos. Ask students to predict some of the missing words. Play the video and allow time afterwards for students to compare answers. Give feedback as a class.
- B** Look at the example question with students. Ask students to read the entries again. They work alone to write one question about each person in Exercise A. Monitor students and assist as necessary.
- C** In pairs, students take it in turns to ask and answer the questions they wrote in Exercise B. When finished, students open their books to check each other's answers.
- D** ▶ **02:50–04:27** Play the second part of the video and ask students to underline the correct verb in each sentence. Students compare their answers in pairs. Give feedback as a class.

FUNCTIONAL LANGUAGE

- A** Students work alone to complete phrases in the grid with the words from the box. Allow time for students to compare answers in small groups.
- B** ▶ Play the video through in full for students to check their answers to Exercise A.

USEFUL PHRASES

- A** Encourage students to try and remember what was happening in each picture to complete the exercise.
- B** ▶ Play the video again for students to check their answers to Exercise C.

- C** Students look again at the phrases from Exercise C and translate them into their own language. In a multilingual class, you may want to pair students from different countries. Give feedback as a class and encourage discussion.

PRONUNCIATION

- A** ▶ **03:02–03:34** Elicit why some of the words in the conversation are underlined (*they're stressed*). Highlight that intonation is how our voices move up and down as we speak. Then play the clip again and have students copy the stress and intonation. Pause the clip if necessary.
- B** Students work in pairs practising the conversation. Monitor and encourage natural correct stress and intonation.

SPEAKING

- A** Before beginning the exercise, model the conversation for students. Then, set a time limit for students to mingle and introduce themselves to their classmates.
- B** Again, model the conversation first before giving students time to mingle.
- C** Students work individually to make notes on what to say in their self-presentations. Encourage them to use the sentence beginnings in the exercise and to include at least two of the useful phrases from the lesson. Monitor and assist as required. Encourage students to practise their presentations before recording. Monitor and give feedback, before asking students to make their final recordings.
- D** In groups, students watch and compare their recordings before choosing the best.

Z: Neena! How's it going?
N: Interview!
Z: Of course! Good luck! See you later!
N: Bye!
S: Hey Zac! It's great to see you - what a nice surprise!
Z: I know! Long time, no see!
S: Do you want a coffee?
Z: Sure, and a croissant. So, how are you doing?
S: I'm good. How about you? Did you have a nice holiday?
Z: Yeah, it was great. Always good to see the family. What's new with you?
S: Not much. Same, same. Hey ... Have you asked Milly out yet?
Z: No. Not yet ...
S: Is that her?
Z: Unfortunately not. It's Gaby - oh no, I'm late! I've gotta go!
S: OK. Let's do something soon?
Z: Yeah, sure. Come over to the flat this weekend?
S: Will do. See you soon Zac. Hey, wait! You forgot ...

1 Writing


Write information about yourself

checking your writing

Use it or lose it

Welcome. This is a blog for language learners written by ... a language learner! My favourite tip for people interested in learning languages is 'use it or lose it'. It means 'practise the language and you won't forget it'. I started this blog to practise my English. Would you like to practise your English? Send me a message in English and I'll reply. Twice a week, I'll post the most interesting messages on the blog.

About me



I'm Karolina. Tea drinker, ¹blogger and hard-working ²language learner. ³I've 20 years-old and I'm Polish. I study law at university, and English in my free time. I go to English lessons ⁴three times a week and I practise for half an hour every day. I have to be ⁵well-organised to get everything done! Of course, I'm ⁶serious with learning, but I also really enjoy it. My blog ⁷aren't my only hobby. I'm a book lover and I'm also ⁸keen at old black and white films. I read and watch in Polish and English. I'm a curious, sociable person and ⁹I like talk to people who ask questions. I'm interested in creative types and I love meeting new people - especially other language learners (in the real world and online). I think that makes me a ¹⁰person people. I hope you enjoy the blog. Remember ... use it or lose it!

A Read the home page of Karolina's blog and answer the questions.

1 What is her blog about and who is it for? **Learning languages.**

2 How can you help Karolina? **Send her a message in English.**

B Work in pairs. Read the *About me* section of Karolina's blog. Then cover the blog and discuss what you remember about:

1 her work or studies

2 her likes and dislikes

3 the type of person she is

C Work in pairs. In Karolina's *About me* section there are ten mistakes with grammar, vocabulary and spelling. Correct them. Use the information in the box to help you.

Checking your writing

Follow these tips to help make your writing better.

• Always read your writing slowly and carefully before you finish.

• Try and find and correct any mistakes.

• Check your grammar.

• Check the vocabulary and spelling and be careful with any new language.

D Which colours are the different types of mistakes in Karolina's writing?

1 grammar mistakes **green**

2 vocabulary mistakes **blue**

3 spelling mistakes **red**

E Find and correct one mistake in each sentence. Then decide what type of mistake it is. Write grammar (G), vocabulary (V) or spelling (S).

1 I'm a keen travlirer and I study tourism. **traveller S**

2 Why you did start this blog? **did you G**

3 I try to learn a new word ever day. **every V**

4 I usually am online during the evenings. **am usually G**

5 I guess I'm an independant type. **independent S**

6 I'm responsible with updating the website. **responsible for V**

7 Are you want to know more about our group? **Do you want G**

8 I've never write a blog before. **written G**

WRITING

A **PLAN** You are going to write an *About me* section for your own blog, website or social media page. Make notes about your work or studies, your likes and dislikes and the type of person you are.

B **WRITE** Use your notes and Writing Exercise A to help you write your blog. Then check your writing using the list below and the strategies in the Writing skills box.

☐ I have mentioned my work or studies.

☐ I have mentioned some of my likes and dislikes.

☐ I have described my personality and the type of person I am.

☐ I have checked my work for mistakes with grammar, vocabulary and spelling.

C **REVIEW** Work in groups. Read the group's profiles. Can you recommend any blogs, websites, magazines, books, TV shows or films the people in your group might be interested in?

Refer students to this card as a model for the writing task.

Answers

- 1 blogger
- 2 language
- 3 I'm 20 years old
- 4 three times a week
- 5 well organised
- 6 serious about
- 7 isn't
- 8 keen on
- 9 I like talking to people / I like to talk to people
- 10 person person

Encourage students to look up relevant recommendations in English in their own time.

WRITING

In this writing lesson, students will learn how to write an *About me* section for their own blog, website or social media page, using the strategies in the Writing skills box.

A Students read *Use it or lose it* and Karolina's blog, and answer the questions. Give them time to check their answers in pairs before giving feedback as a class.

B In pairs, students read the *About me* section of Karolina's blog, then close their books and discuss what they can remember about her studies, likes or dislikes and personality traits. Monitor and assist students as necessary.

C Focus students on the information in the box. In pairs, students correct the ten mistakes. Encourage them to use the Writing skills box to support them.

D Students match the types of mistakes with the colours used in Karolina's writing. Ask them to check their answers in pairs before checking with the whole class.

E Students correct the sentences and decide what type of mistake has been made in each. Ask students to check in pairs, before giving feedback as a class.

WRITING TASK

A Focus students on the task. Ask them to make notes about their work or studies, likes and dislikes and the type of person they think they are. Encourage them to use the words and phrases from the unit.

B Using their notes from Exercise A, students now write their *About me* sections. Encourage students to use the writing checklist to edit their work.

C In groups, students read their writing and make recommendations about blogs, websites, magazines, books, etc.

TB8–9 RELATIONSHIPS

RELATIONSHIPS TB10

VOCABULARY

A Complete the words for types of people.

- someone who likes animals
a nimal I over
- someone who likes spending time with others
p eople p erson
- someone who plays video games
g amer
- someone who is very interested in food
f oodie
- a man who has two children
f ather o f t wo
- someone who listens to music regularly
m usic f an

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 ¹(hard-working) and I make lists so I know what I am doing and when ²(well organised). I always think carefully before I make decisions ³(sensible). I feel it is important to ask a lot of questions ⁴(curious) in my social life and at work. I have a good imagination and in my free time I like to write songs ⁵(creative). I also have a great group of friends and I love spending time with them ⁶(sociable).

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 have a pet?
- Are you from a large family?
- Did you have a party for your last birthday?
- Have you ever been to your country's capital city?
- What was 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 ¹ of the time, I read blogs about football.
- Jake: ² Every so often, I read a cooking blog.
- Ammar: I ³ hardly ever read blogs. I don't have time.
- Mark: Once a ⁴ week, on Sunday mornings, I sit down and read my favourite travel blog.
- Tina: ⁵ Now and again, I read news blogs.
- Nazreen: I don't read blogs, but I do use Twitter. I check it at least ten ⁶ times 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: ¹ Hi, my name's Erwin.
- Laura: Oh, hi, Erwin. ² Let me introduce myself.
I'm Laura, the office manager.
- Erwin: ³ Nice to meet you.
I think you're going to be my boss!

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

- Alan: Dan?
- Dan: Alan! ⁴ What a nice surprise! How are you?
- Alan: Oh, fine, thanks. ⁵ What are you doing these days?
- Dan: I'm still teaching.

1.1 People

A SPEAK Work in pairs. Look at the pictures. Describe the people and their relationships. Use the words in the box to help you.

children colleagues friends grandparents parents
relatives strangers students teacher



B Choose the correct words to complete the sentences.

- Sally and Nicole are good friends / strangers and they go to the same college.
- Jamal is a photography colleague / teacher. He knows a lot about cameras.
- Every weekend, I go to stay at my grandparents' / couple's house.
- I never know what to say to strangers / parents when I meet them for the first time.
- Janelle and Carla are colleagues / students, and they work together in the office very well.
- All of my relatives / teachers live in the same town – we're a very close family.

► Go back to page 3.

1.2 Types of people

A Match the descriptions (1–10) with the types of people in **bold** in *Three of the best*.

- a person who likes animals animal lover
- a woman who has three children mother of three
- a person who is very interested in food
foodie
- a person who enjoys seeing other places
traveller
- a person who watches or takes part in sports
sports fan
- a person who plays computer games gamer
- a person who enjoys spending time with others
people person
- a person who loves reading book lover
- a person who writes online regularly blogger
- a person who listens to music regularly
music fan

B Complete the sentences with the words in the box.

coffee dog father football positive

- I'm a dog owner. I take it for a walk twice a day.
- I'm a big coffee drinker. Cappuccino is my favourite, but I also like espresso.
- I'm a father of two. My wife and I have two daughters.
- I'm a positive person. I try not to worry or complain.
- I'm a football fan. My favourite team is Manchester United.

keen on

We say *keen on* + verb + *-ing* or *keen on* + noun.

- I'm keen on travelling.
- I'm keen on tennis.

We can also say *a keen* + noun.

- I'm a keen traveller.

► Go back to page 4.

2.3 Life events



Match the life events (1–10) with the pictures (a–j).

- have a baby / children **c**
- go to university **f**
- get a job **i**
- get married **b**
- leave home **h**
- fall in love **e**
- get your own place **j**
- retire **a**
- learn to swim **g**
- leave school **d**

► Go back to page 17.

Question forms



A Complete the questions. Use the answers to help you.

1 What _____?

2 Where _____?

3 Do _____?

4 Where _____?

5 What _____?

6 Have _____?

My name is Elisa.

I live just outside Milan.

I have a younger brother.

I went to university in Brighton.

I studied architecture and design.

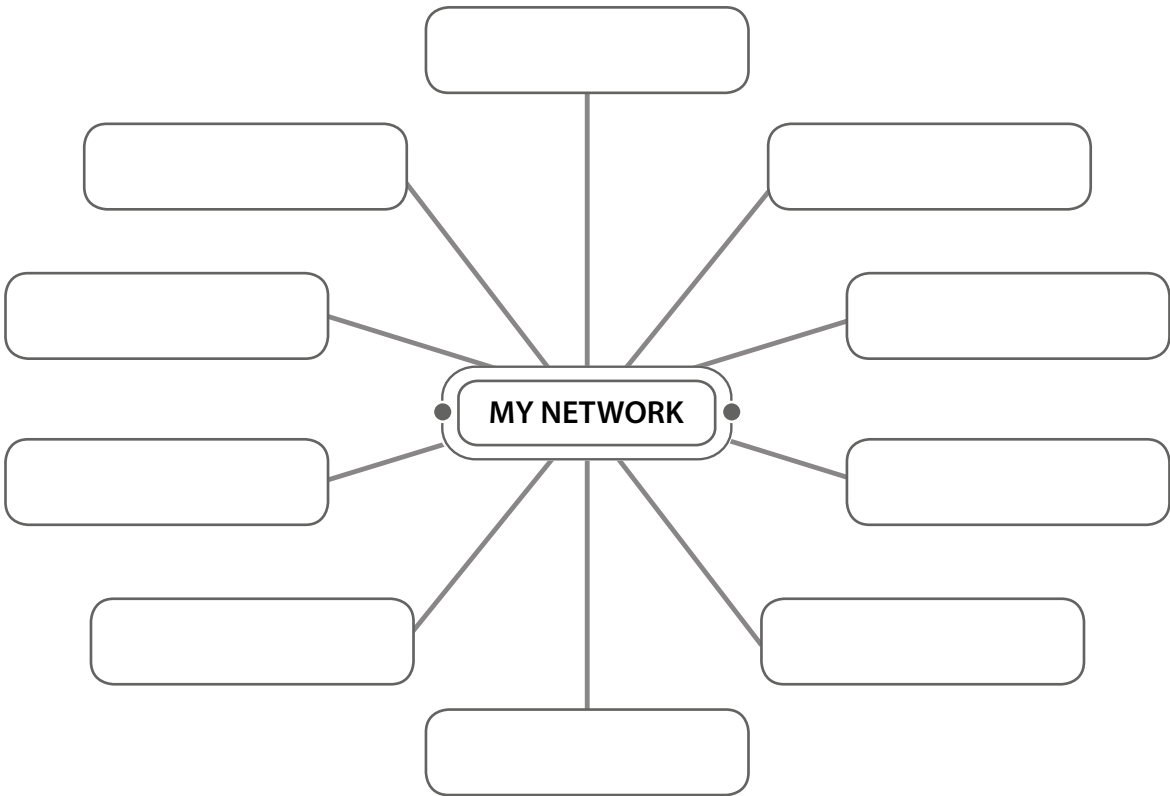
No, I've never been to the States, but I would like to go.

B Now ask the questions from Exercise A to three classmates. Write their answers in the table below.

Name	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6

People

A Complete the web below with the names of the people in your network and their relationship to you. Include your family, friends, colleagues and classmates.



B Work with a partner. Ask and answer questions about each other's networks.

A: Is Yulia your sister?

B: No, she's my colleague.



Frequency words and phrases

A Circle the adverbs of frequency and frequency phrases in the text.



A week in the life . . .
Hello. My name is Jonathan and I'm 28 years old. I have always liked gaming, so I am lucky because I design computer games for a living. I cycle to my office three times a week, but on the other two days I work from home.
In my free time I enjoy doing sports. I hardly ever go to the gym, but I usually go swimming on Saturdays, and I play basketball once a week.
I also really like films and go to the cinema every so often. I normally watch action films, but now and again I watch a horror film, as long as it isn't too scary!

B How often do you do the activities in the table? Write your answers in the first column. Use the language you circled in Exercise A.

Activity	You	Your Partner
go to the supermarket		
eat fish		
play football		
cook		
go to the theatre		
read books		
write emails		
watch videos online		

C Now ask your partner the questions and fill in their answers in the second column.

- A: *How often do you go to the supermarket?*
B: *Hardly ever. I do my food shopping online.*

Types of people

A Complete the types of people in the table below.



	Name	Information
1 is an a _____ l _____.		
2 is a f _____.		
3 is a m _____ f _____.		
4 is a c _____ o _____.		
5 is a m _____ or f _____.		
6 is a f _____ f _____.		
7 is a c _____ d _____.		

B Ask your classmates. Find someone for each of the boxes. Ask a follow-up question to get more information about them.

Indefinite pronouns

A Look at the sentences below and decide if they are correct or incorrect. Change the incorrect sentences.

- 1 We never go nowhere at the weekends.

- 2 Did you do anything interesting this summer?

- 3 There is anything wrong with the TV. It isn't working.

- 4 I can't wait to visit New York next year. I've never been anywhere in America.

- 5 Can somebody help me carry this box please?

- 6 Have you seen my glasses? I can't find them everywhere.



B Work with a partner. Write six more sentences with indefinite pronouns.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Personality adjectives, adjective + preposition

A Read the sentences and correct the mistakes.

- 1 I've never been good in talking to people.

- 2 I'm very serious for the environment. I always recycle.

- 3 I was disappointing with the results of my last English test.

- 4 I am a confidence person. I can talk to anyone.

- 5 I study English at home. I think I am hard-worker.

- 6 I am very sensitive. I think about things carefully.

- 7 I am really interesting in history.

- 8 I'm quite a creating person. I like to paint and draw.

B Work in groups. Discuss the sentences in Exercise A. Which sentences are true for you? What are the similarities and differences in your group?

