

2

Feelings

IN THIS UNIT, YOU:

- talk about how you feel and why
- share stories about particular times in your life
- talk about negative feelings and how to deal with them

SPEAKING

1 Work in pairs. Discuss the questions.

- 1 Look at the photo. What do you think the relationship between these people is?
- 2 How do you think each person is feeling? Why?
- 3 What do you think the people in the photo were doing the day it was taken?
- 4 Does the photo remind you of any times in your own life?

2 Work with a new partner. Tell each other about the last time you felt:

- 1 very happy.
- 2 very tired.
- 3 quite annoyed.

3 What other words do you know to describe feelings?



Family members walk along Huangjueping Street in Chongqing, China.

Are you OK?

IN THIS LESSON, YOU:

- talk about how you feel and why
- practise listening to two conversations about how people are feeling
- comment on how you think people are feeling
- respond to good and bad news

VOCABULARY Feelings

1 Match the words in bold in the sentences to these basic meanings: happy, tired, annoyed, bad, sad, angry, worried.

- We left at six in the morning and didn't get back until midnight. I was **exhausted**.
- You must be **delighted** with the results. They're great.
- He says he's not **bothered** by what his boss said, but I can see it's upset him.
- I'm finding work very difficult at the moment. I feel stressed and **tense** all the time.
- His granddad's ill at the moment, so he's upset about that. He was **in tears** when I saw him.
- I'm so sorry. I feel really **guilty** about leaving you with all the work to do.
- Ask her now. She looks like she's **in a good mood**. She might say yes.
- It was good to see her enjoying herself because I know she's been a bit **down** recently.
- I was **pleasantly surprised** by the film. I really didn't expect it to be so good.
- I'm **fed up** with this weather. It's so hot you can't do anything. I just want it to stop.

2 P Listen to the words from Exercise 1 and practise saying them on their own and in a phrase. Which words / phrases do you find hard to say? Practise saying them again.

3 Work in pairs. Answer the questions.

- Can you find five prepositions connected to the adjectives in bold in Exercise 1?
- Which words from Exercise 1 can you use to describe the people in the photos?
- Why might you feel exhausted?

- How do you know if someone is delighted with something?
- When might you feel tense?
- What things might you feel guilty about?
- What things might put you in a good mood?
- What's the opposite of being pleasantly surprised?
- Can you think of three things you might be fed up with? Explain why.

LISTENING

4 Listen to two conversations between friends. How do these people feel? Why?

- Karim
- Belinda
- Alisha

5 Listen again. Are the statements true (T) or false (F)? How do you know?

- Clara hasn't seen Karim for a while.
- Ryan feels bad because he hasn't contacted Karim recently.
- Karim is quite a quiet person.
- Alisha is in the middle of her exams.
- Belinda accepts Alisha's offer to help.
- Alisha orders cake for Belinda, but not for herself.

6 Work in pairs. Discuss the questions.

- What would you do or say if a friend was upset? Would it depend on the reason?
- How do you cheer yourself up if you're a bit down?
- Are you good at sorting out problems?
- Who do you talk to if you have a problem?

GRAMMAR

Linking verbs

Look, seem, feel, sound, taste and smell are all linking verbs. They are used to introduce a description of the subject of a sentence or a clause. Linking verbs can be followed by different patterns.

*That chocolate cake **looks** nice.*

*He **seemed** down.*

*She **looks like** she's in a good mood.*

*He **sounded as if** he might cry.*

*That **sounds like** a nightmare.*

*It **smells like** a hospital in here.*

7 Work in pairs. Look at the examples in the Grammar box. Answer the questions.

- What is the pattern when an adjective comes after a linking verb?
- What two patterns are possible when a clause comes after a linking verb?
- What is the pattern when a noun comes after a linking verb?

8 Complete these sentences with the correct form of the verbs in brackets. You may also need to add other words.

- Are you OK? You _____ a bit tense. (look)
- Are you alright? You _____ you've had a bit of a shock. (look)
- Is Bruna OK? She _____ disappointed when I spoke to her. (sound)
- Is Bukayo alright? He _____ a bit down yesterday. (seem)
- Are you OK? You _____ you've got a cold. (sound)
- Is your friend OK there? He _____ a bit confused. (look)
- Have you seen Ana recently? She _____ so well, so relaxed when I last saw her! (look)
- Hi. You _____ you're in a good mood today. (look)

9 Match the items in Exercise 8 (1–8) with the responses (a–h).

- Yeah, I am. I've just been offered a new job and I'm delighted about it.
- Yeah, I know. She's so much better after that holiday.
- Yeah, I feel terrible. I think I may have the flu.
- I am. I'm really stressed about work and I'm exhausted.
- Oh, yeah. You're right. I'll just go and see what's going on.
- Yeah. Well, on my way here I was almost hit by a car.
- He's just split up with his partner and he's quite upset about it.
- Yeah. I think she expected to get a better mark as she'd studied so much.

10 Write your own responses to the items in Exercise 8. Then work in pairs. Take turns to read out the items and give your responses.

G See Grammar reference 2A.

DEVELOPING CONVERSATIONS

Response expressions

We use lots of short expressions to respond to news and we often then ask questions as well.

A: *Apparently, she's quite ill and he's very worried about her.*

B: **Oh no!** *That sounds like a nightmare. What's wrong with her? Is it very serious?*

A: *I think I'm going to need to find a new place to live.*

B: **What a pain!** *What's the problem with your current place?*

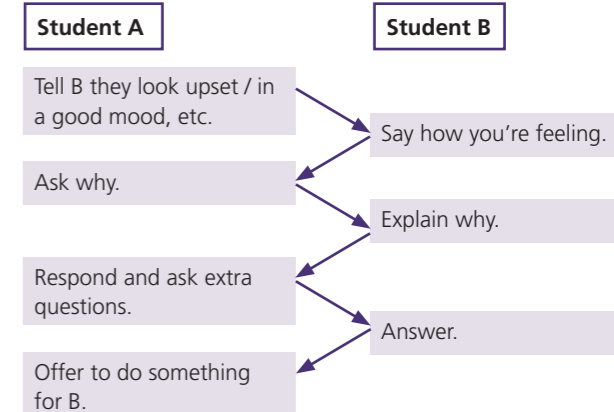
11 Complete the conversations with these words.

Congratulations relief	Oh no what a shame	pain Wow
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- A: I'm going to Canada to study English.
B: _____! That's great! How long are you going for?
- A: I'm afraid I can't meet you tonight.
B: Oh, _____! Are you sure?
- A: Hey, I've got some big news – I'm pregnant!
B: Really? _____! When's the baby due?
- A: My brother's not very well.
B: _____. I'm really sorry. I hope it's not serious.
- A: I lost my wallet somewhere last night.
B: Oh no! That's a _____! Did it have much in it?
- A: I've found my wallet!
B: Phew, that's a _____! Where was it?

CONVERSATION PRACTICE

12 Think of a piece of good or bad news. Then work in pairs and have conversations similar to the ones you heard in Exercise 4. Take turns to be Student A and Student B. Use this guide to help you.



Don't take it personally

IN THIS LESSON, YOU:

- share stories about particular times in your life
- discuss rejection and fear of rejection, and how to deal with them
- read an article about how one man overcame his biggest fear
- work out the function of different parts of an article

READING

1 You're going to read an article about how one man overcame his fear of rejection. First, work in groups and discuss the questions.

- 1 In what kind of situations might you be rejected? How would you feel in each situation?
- 2 What problems could a fear of rejection cause? How could you overcome this fear?

2 Read the article on page 19. Find out:

- 1 what rejection therapy is.
- 2 why Jia Jiang decided he needed it.
- 3 what the title of the article means.

3 **M** Work in pairs. Don't use a dictionary. Discuss what you think the words and phrases in bold mean, or decide how to translate them into your first language.

4 Which paragraph (A–H) mentions these things?

- 1 where the fear of rejection often comes from
- 2 what Jia Jiang learned from being rejected
- 3 two opportunities that Jia Jiang missed
- 4 how Jia Jiang became successful
- 5 the damage that fear of rejection can do
- 6 some general lessons we can all learn from
- 7 the main goal of rejection therapy
- 8 an example of Jia Jiang using someone else's idea

5 Work in groups. Discuss the questions.

- 1 Are you good at asking for help? Are you good at offering to help others? Give examples.
- 2 What might the benefits of saying yes to requests be?
- 3 What could you say to persuade a stranger to:

lend you money?
let you plant a flower
in their garden?

give you a 'burger refill'?
let you read the weather
forecast on TV?

GRAMMAR

Telling stories

We use three main forms to tell stories: past simple, past continuous and past perfect simple. To make the past simple, we usually add *-ed* to the verb, but some past forms are irregular.

The young man **didn't explain**, but simply **thanked** him and **walked** away.

To make the past continuous, we use *was / were + -ing* form of the verb.

The security guard **was just sitting** at his desk.

To make the past perfect simple, we use *had + past participle*.

After he **had had** a couple of rejections, though, something amazing happened.

6 Look at the examples in the Grammar box and answer the questions.

- 1 Which form is often used at the beginning of stories to describe a situation?
- 2 Which form shows the order of events?
- 3 Which form shows an action that happened before something else in the past?
- 4 Which form shows an action was still in progress when another action happened?

7 Choose the correct options to complete the story.

I ¹sat / was sitting on the bus the other day on my way to work when a woman with two small kids ²got / was getting on. They ³had looked / looked exhausted. She ⁴told / was telling the driver where she wanted to go, but in Spanish. Then the driver tried to tell her where to get off, but she didn't understand. By now, her kids ⁵cried / were crying and she seemed very stressed. The driver then ⁶asked / had asked if anyone on the bus spoke Spanish. I ⁷was standing / stood up because I ⁸had lived / was living in Mexico when I was younger and I'm quite fluent. The driver explained where she needed to get off and I then ⁹had translated / translated what he ¹⁰had said / said. She ¹¹was getting / got off at the right stop – and I felt great because I ¹²had helped / was helping someone in need.

8 Work in pairs. Add extra details to the story in Exercise 7. Use at least one more example of the past perfect simple and the past continuous.

9 Complete the sentences with your own ideas.

- 1 When I saw her, I suddenly realized ...
- 2 I didn't recognize him at first because ...
- 3 He wasn't looking where he was going and ...
- 4 This guy approached me in the street and ...
- 5 I had wanted to ... but in the end, I actually ...
- 6 I found out later that ...

G See Grammar reference 2B.

SPEAKING

10 You're going to tell a story. Choose one of these ideas. Spend a few minutes thinking about what happened and how to tell your story.

- a time you asked someone for a favour
- a time you helped someone in need
- a time a stranger helped you
- a time you were rejected

11 Work in groups. Share your stories. Which was the funniest and which was the most interesting?

READING

How to win even when you lose

A The security guard was just sitting at his desk when a young man approached him and asked if he could borrow \$100. 'No,' he immediately replied, before asking why. The young man didn't explain, but simply thanked him and walked away. The following day, Jia Jiang, the thirty-year-old who had made the request, ordered a burger in a fast-food chain and then tried to get a 'refill' – another burger for free. Again, he was sent away empty-handed.

B By now, you might be wondering who Jia Jiang is and what on earth he was doing. In fact, these were the first two days of Jiang's 100-day rejection therapy challenge, a **concept** first created by Canadian entrepreneur Jason Comely. In short, rejection therapy challenges people to go up to strangers and ask for unusual favours. Comely claimed that after a month of hearing 'No!' every day, you develop a **thicker skin** and become **tougher**.

C Many of us experience the fear of being rejected at one time or another in our lives. We worry about not **fitting in**; we're scared of being on our own; we decide not to apply for that promotion at work after **convincing** ourselves that we wouldn't get it anyway. This fear of rejection means we might struggle to speak our minds or end up staying in unhealthy relationships longer than we should.

D Overcoming these fears can be hard as they often have their **roots** in childhood. This was certainly true for Jiang, whose earliest experience of being rejected came while he was at school. The negative feelings this caused stayed with him for many years, affecting his confidence and career.

E To deal with this, he decided to do something scary – actively look for rejection. Feeling that the 30 days suggested by Comely weren't enough, he set himself a 100-day challenge. Using ideas he **came up with** himself as well as suggestions from his online followers, he made a list of simple but strange requests to make: Could he, for example, plant a flower in a stranger's garden or read the weather forecast on TV?



Jia Jiang giving his TED Talk.

F The first few rejections were hard for Jiang. After he'd had a couple, though, something amazing happened: people actually started agreeing to do what he asked of them, and as time went by, he got better and better at persuading people too. He realized that many people were far nicer than he'd expected – and that every potential rejection was also a potential opportunity. For instance, he learned that if he asked *why* people were rejecting him, he could often turn a 'no' into a 'yes'. By giving them the chance to share what made them uncomfortable about his requests, he could then try to earn their confidence.

G Before long, Jiang's video diaries of his daily **encounters** started going viral and he was offered a TED talk and a book deal. He now has a new career helping others to overcome their fears of rejection.

H Perhaps what Jia Jiang's story most clearly shows us is that if you don't ask, you don't get. However, it also reminds us that we're all connected. We can all benefit from asking for help more often – and in fact by doing this, we also give others the opportunity to say yes.

You live and learn

IN THIS LESSON, YOU:

- talk about negative feelings and how to deal with them
- discuss quotes about negative feelings
- practise listening to four people describe difficult situations
- describe feelings and what causes them

LISTENING

1 Work in pairs. Read the quotes and answer the questions.

Anger is like fire. It burns it all clean.
—Maya Angelou

Relax. No-one else knows what they're doing either.
—Ricky Gervais

Every man is guilty of all the good he did not do.
—Voltaire

Depression, suffering and anger are all part of being human.
—Janet Fitch

I think, therefore I am ... confused.
—Benjamin Hoff

- 1 What do you think the quotes mean? How might you translate them into your first language?
- 2 How far do you agree / disagree with each quote? Why?
- 3 Can you think of an example from real life that connects to each quote?
- 4 Which is your favourite quote? Why?

2 Work in groups. Look at the people in the photos. What kind of difficult situations might each person get into?

3 **Listen to four people talking about difficult situations. Match each speaker (1–4) with one of the photos. There are two photos you don't need.**

4 **In fast speech, past simple and past perfect forms often sound very similar. Listen to eight phrases. Do you hear the past simple or the past perfect? Listen again and check your ideas with a partner.**

5 **Listen again. Match the speakers (1–4) with the sentences (a–f). There are two items you don't need.**

- a They got into an argument.
- b They were badly prepared.
- c They deal with pressure well.
- d They calm people down.
- e They changed their approach.
- f They made someone laugh.

6 Work in pairs. Discuss the questions.

- 1 How well does each speaker deal with their problems?
- 2 Have you ever given a talk in public? When? Where? How was it?
- 3 What was the last interview you had? How did you prepare for it? Did it help?
- 4 Is your town / city good for cyclists? Why? / Why not?
- 5 Have you ever got into an argument in the street? What happened?
- 6 How often do you go to the dentist? How do you feel about going?

VOCABULARY Adjectives with -ed and -ing

See Vocabulary reference 2C.

7 Complete the pairs of sentences with either the -ed or -ing adjective form of the verbs in the box.

amaze	confuse	disappoint	embarrass
fascinate	shock	thrill	

- 1 a Can you just explain it one more time? I'm still a bit _____.
- b The instructions for how to put this together are really _____. I'm totally lost.
- 2 a It's _____ to think she was only 23 when she wrote that book.
- b I have to say, I was _____ by the size of their house.
- 3 a The violence in the film was pretty _____.
- b I was really _____ to see so many homeless people on the streets there.

- 4 a I knew I was wrong, but I was too _____ to say so.
- b I couldn't remember his name. It was so _____!
- 5 a Obviously, I'm a bit _____ that I didn't get the job. I thought I might.
- b I loved her last film but, to be honest, I found this one quite _____.
- 6 a It was a _____ game. I couldn't take my eyes off it.
- b Brilliant! I'm _____ to hear you did so well in your exams.
- 7 a I've always been _____ by technology.
- b It's a _____ place. I'd love to go back one day.

8 Complete the sentences to make them true for you.

- 1 I've always found ... fascinating.
- 2 I still remember how amazed I was when I found out ...
- 3 One thing I found really disappointing was ...
- 4 I still get quite confused about ...
- 5 One of the most shocking things I've ever seen was ...
- 6 One of the most embarrassing things that's happened to me was
- 7 One of the most thrilling experiences of my life was when ...

9 Work in groups. Compare and explain your sentences. Who do you have the most in common with?

SPEAKING TASK

10 Think of times when you feel, or have felt, at least three of the feelings in the box. Make notes about the situations and the causes.

anxious	disappointed	down	embarrassed
fed up	guilty	scared	stressed

11 **Work in groups. Follow the instructions:**

- 1 Take turns to share one of your experiences.
- 2 Work together to think of advice you can give each other to help deal with these feelings.
- 3 Decide which advice is the most helpful for you.

MY OUTCOMES

Work in pairs. Discuss the questions.

- 1 What classroom activities did you enjoy doing?
- 2 Can you talk about feelings and experiences better? If so, in what way?
- 3 What did you find challenging about the reading or listening texts?
- 4 What are the three most important things to revise from this unit?



Keeping in touch

IN THIS LESSON, YOU:

- write an email telling a friend your news
- discuss how you keep in touch with people
- put the paragraphs in an email to an old friend in the correct order
- practise referring back to past situations

SPEAKING

1 Work in pairs. Discuss the questions.

- Are you good at keeping in touch with people?
- What's good / bad about these ways of keeping in touch?
 - emails
 - social media
 - phone
 - messaging apps
 - video calls
 - letters
- Think of someone you know who you haven't been in touch with for a while.
 - Why haven't you been in touch?
 - What was their situation last time you were in touch?

WRITING

2 Read an email from Luca to Jun, a friend he made while studying English in the UK. Put the paragraphs in the correct order. Then work in pairs and explain your order.

To: Jun@email.ml
From: Luca83@email.ml

Hi there Jun,

- Apart from** getting married, looking for a flat and working six nights a week, I'm also working out a lot at the gym. To be honest, I'm exhausted, but **also** really happy, if you know what I mean!
- When I last wrote, I told you I'd met a woman called Jean, right? Well, guess what? We're getting married! I proposed when we were having a meal to celebrate our first six months together. I know it seems quick, but she's really wonderful. It now looks as if I'm going stay in Scotland for a long time!
- Anyway, what about you? What are you up to these days? When you wrote last, you said you were thinking of going to see Reo in Japan. Did you go? How was it? How's Reo? I often think of you both and the great times we had at school here.
- Write to me soon and tell me your news.
- How are you? Sorry I haven't written recently, but I've been busy. So many things are happening in my life at the moment it's difficult to find time for anything else!
- As well as** getting married, we're looking for a place to live. It's expensive here, so it's good that I **also** started a new job two months ago. I'm working in an Italian restaurant. The basic wages aren't great, but I get a lot of tips. The owner's grandparents were Italian, but he doesn't speak the language, so it's good for my English **too**. I've picked up a lot of things. And, of course, I speak English with Jean and her family.

All the best,
Luca

3 Use words from the email to complete the phrases for catching up with news.

- How are you? Sorry I haven't _____ recently, but I've _____ very busy.
- When I _____ wrote, I told you ...
- _____ what? We're getting married!
- _____, what about you? What are _____ these days?
- I often think _____ you both and the great _____ we had.
- Write to me _____ and tell me your _____.

4 Work in groups. Discuss the questions.

- Do you think Luca and Jean have decided to get married too quickly? Why? / Why not?
- What might be good / bad about studying abroad?
- Do you have any friends from other countries? How did you meet? How do you keep in touch?
- Apart from emails, what other ways can you think of to practise writing in English? Which do you think is the best way?

USEFUL LANGUAGE

As well as, apart from, too and also

We use *as well as* and *apart from* to join ideas and different parts of sentences. These phrases can start a sentence and are followed by an *-ing* form. At the end of the clause starting with *as well as / apart from*, we add a comma.

As well as *getting married, we're looking for a place to live.*

Apart from *getting married, looking for a flat and working six nights a week, I'm also working out a lot at the gym.*

Too and *also* add ideas, but you need another word such as *and, but* or *so* to join the two parts of a sentence. *Too* goes at the end of a sentence / clause. *Also* usually goes in the middle.

I am exhausted, but I'm also really happy.

He doesn't speak Italian well, so it's good for my English too.

5 Join the pairs of sentences. Use the words in brackets and make any other necessary changes.

- I started a new job last week. I'm moving house. (also)
- I'm studying a lot. I'm training hard for a marathon. (as well as)
- My brother is living with me at the moment. I'm busy looking after him. (too)
- I helped to organize my mum's 50th birthday party. I've been busy at work. (apart from)

6 Use as well as / apart from or too / also to write three sentences about your life recently. Then read your sentences to a partner.

Referring back

When we write to catch up with news, we often refer back to the situation the last time we wrote to / spoke to / saw the person we're writing to. We use the past perfect simple or the past continuous to show if the action happened before we spoke, or around the same time.

When I last wrote, I told you I'd met a woman called Jean. (= We met before I wrote.)

When you wrote last, you said you were thinking of going to see Reo in Japan. (= You were thinking around the same time as you wrote.)

7 Complete the sentences with the correct form of an auxiliary verb. You may need to use negative forms.

- The last time we spoke, you said you _____ feeling a bit down.
- The last time I saw you, you _____ doing your exams.
- The last time I saw you, I _____ have a job.
- The last time you wrote, you said you _____ planning to move.
- The last time we spoke, I still _____ graduated.
- The last time I wrote, I _____ still going out with Karina.

8 Match the sentences in Exercise 7 (1–6) with the follow-up comments / questions (a–f).

- How are you now? I hope you're better.
- Did you find anywhere nice? What's your new address?

- How did you do? Did you pass them all?
- Well, guess what? I'm now the manager of a local café.
- Well, I finished last July and now I'm doing a Master's.
- Well, unfortunately we've split up.

9 Complete the sentences with your own ideas. Then add a follow-up question or comment.

- The last time you wrote, you said ...
- The last time I saw you, I think I ...
- The last time I spoke to her, ...

PRACTICE

10 You're going to write an email to someone you haven't been in touch with for a while. You want to catch up with their news. Think about:

- why you haven't been in touch.
- the situation you were both in when you last spoke and / or what you talked about.
- your situation now, things you're doing and events that have happened to you recently.
- questions you want to ask your friend.

11 Write your email. Use the model email and language from this lesson to help you. Write 180–220 words.

12 Work in pairs. Exchange your emails. Can your partner's email be improved? Discuss these questions.

- Have they included phrases from Exercise 3?
- Have they used *as well as, apart from, too* and *also* correctly?
- Have they referred back to a past situation / conversation?



Preparing food in an Italian restaurant, London, UK.



VIDEO Out and about

1 Work in pairs. Discuss the questions.

- Where and when do you use English outside the classroom?
- What's been your best moment using English outside the classroom? Why was it so good?

Understanding accents

Some accents use a /t/ sound instead of a /θ/ sound, so *thin* /θɪn/ may sound more like *tin* /tɪn/.

2 Watch four people answer the same questions. How much can you remember about what they said? Then work in pairs. Did anyone have similar experiences to you?

3 Watch again. Match one or two sentences with each speaker. There are two extra sentences.

- They use English when they go out after class.
- They use English in their job.
- They had an interview which was partly in English.
- They're studying engineering in English.
- Someone admired their English.
- They read novels in English.
- They feel their English has become a bit easier to use.
- They occasionally use English to help tourists.

4 Discuss the questions with your partner.

- Have you ever done an interview or public speaking in English?
- What jobs should require English? Why?
- What English magazines or newspapers do you know? Do you ever read them? Why? / Why not?
- Why might tourists come to where you live? Do you ever talk to them?

VIDEO Developing conversations

5 You're going to watch two people sharing their personal news. Watch and take notes.

6 Work in pairs. Compare what you understood. Watch again if you need to.

7 Watch again. Complete the sentences with three to five words in each gap.

- Well, you know how long _____ sell my flat?
- I can see how relieved _____. That just must be a weight off your shoulders.
- At last I can just say 'yes!' _____ I have to find somewhere to live!
- I'm going to need _____ some properties.
- Not so great. _____ good news.
- I've completely _____. Don't feel sorry for me.
- So, now I need _____ – I need to collect my car and pay a fine.
- So, _____ on the way home, I can pick up my car.

CONVERSATION PRACTICE

8 Work in pairs. You're going to practise a conversation.

- Choose a Conversation practice from either Lesson 1A or Lesson 2A.
- Look at the language in that lesson.
- Check the meaning of anything you've forgotten with your partner.
- Have the conversation. Try to improve on the last time you did it.

GRAMMAR

1 Complete the text with one word in each gap. Contractions count as one word.

¹_____ I ever told you how my parents met? Well, they met in the middle of nowhere in Peru. My dad ²_____ walking on his own to Machu Picchu. He was very fit at the time, but he found he was getting slower and slower, and then he stopped and was really sick. Apparently, it ³_____ caused by being up in the mountains. Eventually, he got to a village to ask for help, which was difficult as he ⁴_____ speak much Spanish. Fortunately, there was another group who ⁵_____ just visited Machu Picchu and ⁶_____ on their way back to the nearest city, Cuzco. My mum was in that group. She had done Spanish at university, so she translated for him. She told me that ⁷_____ she first saw him, she was shocked because he looked ⁸_____ if he hadn't eaten for days! Anyway, my dad recovered and they fell in love. And that's why they ⁹_____ going back to Machu Picchu this year to celebrate their wedding anniversary. My dad still ¹⁰_____ been there!

2 Write the words in the correct order to make two questions.

- Where / What / does / are / that / you / based / involve
- Have / Are / you / you / working / been / here before / at the moment
- Where / When / does / was / she / she / live / born
- Did / Has / you / she / go out / seen / it / last night
- What / How / kind of music / often / do / are / you / you / into / do that
- How many / How long / have / brothers and sisters / do / you / you / been / have / doing that

3 Choose the correct option to complete the sentences.

- What do you do when *you're not / you don't* working?
- Are you OK? You *look / look like* a bit confused.
- I can't speak to you now. *I do / I'm doing* something.
- We have / We're having* a barbecue on Friday.
- We couldn't get back into the house because I *left / had left* my key inside.
- Is he OK? He *sounds / sounds like* he's getting a cold.
- It was stupid. I *was trying / had tried* to carry too many things and in the end I dropped everything.
- I asked them to turn their music down because I *was studying / studied*.
- He said he can't come on Friday because he *has / is having* too much work.
- We *met / were meeting* some clients when we *heard / was hearing* the news.

4 Listen and write the six sentences you hear.

VOCABULARY

5 Match the two parts of the collocations.

- | | |
|--------------|--|
| 1 express | a in a laboratory / from home |
| 2 have | b a slight accent / a lot in common |
| 3 pick it up | c with English grammar / to understand him |
| 4 work out | d myself clearly / his feelings |
| 5 work | e as you go along / from talking to people |
| 6 do | f three times a week / to music |
| 7 struggle | g the language / the basics first |
| 8 master | h a Master's / a degree in engineering |

6 Decide if these words are connected to personal information, language or feelings.

accent	accuracy	not bothered	down
fed up	get by	mood	only child
single	separated	twin	

7 Complete the sentences with the correct form of the words in bold.

- I didn't expect much, so I was _____ surprised. **pleasant**
- I struggled with German at school. I always got _____ by the grammar. **confuse**
- We were quite _____ with the results. **disappoint**
- Did you see the news yesterday? It was quite _____, wasn't it? **shock**
- I think her work is really _____. **fascinate**
- He can speak six languages _____. **fluent**
- After I asked where her dad worked, there was an _____ silence. **embarrass**
- My flight was overnight and I didn't sleep at all, so I'm _____. **exhaust**

8 Complete the extract from an email with one word in each gap. The first letters are given.

Hey, guess what? I saw Gabriel the other day. It was lovely to see him and he was in a really good 'm_____. I felt ²g_____ that I hadn't been in touch for so long as he's had quite a ³to_____ time since we last met. Do you remember that he was ⁴e_____ to Kasia? Well, they split up, but then he got married six months later to someone he met online. That didn't last and they're now ⁵s_____. He said he started feeling quite ⁶do_____ about everything after that, and his job was making him ⁷an_____ as well. He didn't ⁸f_____ in there and was working such long hours that, in the end, he decided to quit. He then went through quite a confusing time where he didn't know what to do before he then ⁹c_____ up with the idea of using his language skills to be a ¹⁰tr_____ and that's what he's doing now.