

Objectives: Listen, read and talk about personal relationships; give a presentation about trends; learn more about present and past tenses and quantifiers; write a personal email with news.

TOPIC TALK

1 Look at the network and make guesses about the relationships in the photos (a-c).

2 **000 000** Listen to Fiona, Toby and Sally. Match them with the descriptions (a-i).

Fiona: a, ...

- | | |
|-------------------------------|--|
| a has a very close family | f has a boyfriend |
| b has a difficult family life | g loves talking on the phone |
| c has a complicated family | h keeps in touch with his/her best friend online |
| d has lots of virtual friends | i talks on Skype |
| e has a few good friends | |

3 **000 000** Listen again to Fiona. Complete the information in the network below.

4 **000 Pronunciation** Listen to compound words. Underline the main stress. Which part of the word is stressed?

girlfriend boyfriend classmate grandfather
great-grandmother half-brother stepmother

LANGUAGE CHOICE 1: VOCABULARY PRACTICE

5 Work in pairs. Use the network to talk about the most important relationships in *your* life.

My relationships

I've got a ¹big/small family with ²lots of/a few ³_____.
We ⁴_____. I get on especially well with my aunt Julie
and we ⁵_____.

My ⁶best friend/girlfriend/boyfriend is called Alice.
We ⁷got to know/met each other when we were
⁸classmates/teammates/schoolmates.
I suppose we get on well together because we ⁹_____.
We ¹⁰_____ every ¹¹day/week.

Communication

go out together, meet up and chat, see each other, talk on the phone, talk on Skype, text each other, use a social network (e.g. Facebook) to keep in touch

Relations

aunts, uncles, (first/second/third) cousins, (great-)grandfather/mother, half-brothers/sisters, stepmother/father/brothers/sisters

Relationships

all get on brilliantly, are (not) very close as a family, don't really get on, get on well together, (don't) often get together, have rows, always put family first, hardly ever see each other

have a lot in common, similar interests and tastes, a similar sense of humour

are very close, are fond of each other, are in love, are loyal to each other, do things together, always have a real laugh together, help each other out when we've got problems, like each other's company, trust each other



SKILLS

COMMUNICATION

Warm Up

- 1 Work in pairs. What are the advantages of modern communication technology, like smart phones?

You can easily keep in touch with people who live a long way away.

Reading

- 2 Read the article quickly. What is its main argument?

- a Communication technology makes our relationships with other people better.
- b Communication technology can be bad for us and we need to learn how to use it better.
- c We should stop using communication technology because it is bad for us.

- 3 Read the article again. Which of these reasons supporting the main argument can you find in the text?

- a Communication technology can be addictive.
- b Communication technology is bad for relationships between people.
- c Because of it, people waste time that could be used for other things (e.g. sport or study).
- d People don't pay attention to what they're doing because of communication technology.
- e People give away too much personal information online.
- f People are losing their social skills because of communication technology.

- 4 → SKILLS BUILDER 10 Use the strategies to 'map' the reasons given in the text. Then evaluate the argument.

I think the article is well-argued/not well-argued because it mentions ...

- 5 Do you agree with Professor Turkle? Why/Why not?

I agree with her because I think that we use communication technology too much.



- 6 Vocabulary Look at the Word Builder. Match the verbs in bold with the paraphrases below.

- is our responsibility to
- thinking about
- listens to
- contact
- established
- negatively affected

Word Builder Multi-part verbs (1)

- 1 We need to start **taking into account** its effects on our lives.
- 2 Smartphone connections have **got in the way of** things that people feel are important.
- 3 She hardly **pays attention to** what her grandmother is saying.
- 4 If you really need to **get in touch with me**, just shoot me a text.
- 5 We have **put in place** a powerful technology.
- 6 It is **up to us** to make and shape it.

→ LANGUAGE CHOICE 2: VOCABULARY PRACTICE

- 7 Look at the Sentence Builder. What comes after **so** and what after **such**: a noun or an adjective?

Sentence Builder Result linkers (1)

- 1 He is **so** busy with his device **that** he doesn't talk to her.
- 2 Communication technology has **such an** (important) impact **that** we need to start taking into account its effects on our lives.

→ LANGUAGE CHOICE 3

- 8 Join the sentences using **so** or **such**.

- 1 I was very busy. I forgot to call my grandmother.
I was so busy that I forgot to call my grandmother.
- 2 I spent a long time on the computer. I didn't get to bed until 3 a.m.
- 3 My internet connection is very slow. I can't watch video or TV on my computer.
- 4 I have got a very old phone. It hasn't got an internet connection or a camera.
- 5 She is a real Facebook addict. She updates her wall ten times a day.
- 6 Some people have good fun online. They hardly ever go out and meet people.

- 9 Work in pairs. Choose two of the options (a-c) to discuss.

- a **Social media use (e.g. Twitter/Facebook)**
How often do you use social media? How many hours do you spend online every week? Has your use ever affected your studies or your sleep?
- b **Online friendship**
How many friends have you got on social networks? How many of them are real and how many are virtual? Have you ever met any of your new virtual friends?
- c **Dangers of social media**
Have you ever seen cyberbullying online? Have you ever given away personal information? Has a stranger ever approached you online?

- 10 Tell the class some of your experiences and opinions.

We've seen quite a few examples of cyberbullying. We think that ...

No Comment

'Twitter is a great place to tell the world what you're thinking before you've had a chance to think about it.' **Chris Pirillo**

Real Lives

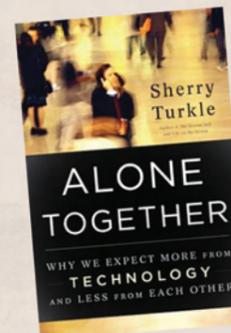
0.0

Alone Together



Professor Sherry Turkle thinks communication technology has such an important impact that we need to start taking into account its effects on our lives. Professor Turkle talks about her new book.

Over the past fifteen years, my research has documented that, for many, online life and smartphone connections have got in the way of things that people feel are important. We are so busy communicating that we don't have time to think, we don't have time to sit down and have a conversation. We'd rather text than talk. It makes us feel more in control. A young woman Skypes her grandmother in another city but does her email during these conversations. She tells me that she hardly pays attention to what her grandmother is saying. The young woman does not feel good about these 'conversations', although her grandmother seems pleased. A mother explains that she cannot resist the 'little red light' telling her that she has a new message on her BlackBerry, even when she is driving on the motorway with her children in the car. The unread message, that red light, has come to stand for our feelings of hope. That someone wants us, that something new is coming into our lives. A woman explains that when she was in hospital, her husband worked from her bedside but was so busy with his device that he didn't talk to her.



Children complain about parents texting at breakfast and dinner. Parents at the playground push a swing with one hand and scroll through their messages with the other. I go to a funeral and people are texting, hiding their phones under their hymn books.

I remember, not so long ago, when a student remarked on the first time a friend interrupted a conversation to take a call. 'It made me feel like he was putting me on pause,' he said. Now, we all treat each other as 'pausables'. An impatient high-school student says to me, 'If you really need to get in touch with me, just shoot me a text.' He sounds just like my university colleagues who tell me they would rather avoid face-to-face meetings and would prefer to communicate with 'real-time texts'. I do not want to condemn technology but think that we have put in place a powerful technology and have not yet learned to use it in the best way. But these are early days for the internet. It is up to us to make and shape it. I wrote my new book to mark a time of opportunity. We need to form a more empowering partnership with technology. Our job is to shape it to our human purposes.*

LOVE RESEARCH

Warm Up

- Look at the photos of couples. Read the sentences. Which of them do you think are true about romantic relationships?
 - People usually think that their partners are more attractive than they really are.
 - In relationships, people find differences attractive.
 - Men like women who are more intelligent than they are.
 - You should boast about your achievements when you're trying to chat up a girl.
- Read the text and check your guesses from Exercise 1.
- What would your ideal girlfriend/boyfriend be like? What, in your opinion, is the recipe for an ideal relationship?

Present and past tenses

- Read the sentences (1-9) in red in the text. Match them with the names of tenses. There is more than one example of some of the tenses.
 - Present Simple
 - Present Continuous
 - Present Perfect
 - Present Perfect Continuous 1
 - Past Simple
 - Past Continuous
 - Past Perfect
- Match the present tenses with the uses (a-f) and the past tenses with the uses (g-i). Look again at the phrases (1-9) from the text for help.
 - Present Simple a, c
 - Present Continuous
 - Present Perfect
 - Present Perfect Continuous
 - Past Simple
 - Past Continuous
 - Past Perfect
 - it happens regularly
 - this state or situation started in the past and is still true
 - it is a permanent situation
 - it is happening now or around now
 - it happened in the past but it doesn't matter when
 - this activity started in the past and is going on now
 - it happened at a specific time in the past
 - it happened earlier than other events in the past
 - this activity formed the background to some past events



Q: For a few weeks now ¹I've been going out with a man who is much better looking than me. ²We were dancing in a club last night and a dozen women tried to chat him up. Is our relationship going to survive?

A: ³People usually go for someone as good-looking or plain as they are (though this rule excludes rich people, who are all gorgeous 😊). Those who are less similar are more likely to split up. A study found that the husbands who were more attractive than their wives were less supportive of them. Interestingly, we usually overestimate how attractive our partners really are.

Q: My girlfriend loves opera and ⁴I have always hated it. Do opposites attract?

A: ⁵We're not dealing with magnetic poles here, where opposites really attract. In relationships, couples usually share religious and political beliefs, are about the same age and similar in their education and intelligence.

Q: ⁶My last boyfriend dumped me because ⁷I had won the scholarship for the best student in our college. Should I act stupid because men don't like intelligent women?

A: Both men and women rate the importance of intelligence equally. Interestingly, ⁸men prefer women who are almost as smart as them but it's usually not intelligence but being opinionated or uninterested that will put men off. So play nice rather than dumb. Interestingly, there is no evidence suggesting men want someone less attractive than them.

Q: ⁹I've never managed to chat up a girl. Are there chat-up lines that work?

A: A chat-up line works if it makes you look interesting, humorous, athletic or rich. Questions work better than statements. In three-minute speed dates, men who had started the conversation with 'What is your favourite pizza topping?' were voted the most popular. The worst lines were 'I have a PhD in computing' and 'My best friend is a helicopter pilot'.

Practice

- Choose the correct thing to say in each situation.
 - You are explaining why Peter is not at home.
 - He's gone out with Kate.
 - He'd gone out with Kate.
 - He's going out with Kate.
 - You want to say that Kate loved Peter.
 - She's been in love with Peter for weeks.
 - She's in love with Peter.
 - She was in love with Peter.
 - You want to say that first Peter and Kate divorced and then their dog Digger died.
 - They had divorced when Digger died.
 - They divorced when Digger died.
 - They were divorcing when Digger died.
- Use the cues to write sentences. There may be more than one correct answer in some cases.
 - You're into speed-dating. (I / love speed dates)
I love speed dates.
 - You're talking about your last date. (We / go to a concert)
 - You meet a friend you haven't seen for some time. (What / you do / recently?)
 - You're unhappy. (My girlfriend / dump me)
 - You're interested in your friend's current boyfriend. (Who / you go out with?)
 - You're explaining why you broke up with your boyfriend. (I / break up with him / because / he / cheat on me)
 - Your friend looks very sad. (What / happen?)
 - You're describing the first date with your girlfriend. (She / wear a red dress)

LANGUAGE CHOICE 4

- Complete the dialogue with the correct form of the verbs in brackets.

A: Hi, Paula. I ¹_____ (not see) you for ages. What ²_____ (you / do) here so early in the morning?

B: Hi, Julie. I ³_____ (go) to work. I ⁴_____ (work) for a student dating website for two weeks.

A: What ⁵_____ (be) your job?

B: I ⁶_____ (improve) people's profiles. Many people ⁷_____ (not know) what to write about themselves and ⁸_____ (send) very boring profiles.

A: How ⁹_____ (you / get) this job?

B: I ¹⁰_____ (surf) the Net when I ¹¹_____ (find) an advertisement. I ¹²_____ (apply) but they ¹³_____ (say) they ¹⁴_____ (hire) someone else. But, after two days, they ¹⁵_____ (call) me with a job offer.

LANGUAGE CHOICE 5

Grammar Alive

Sharing personal information

- Listen to the dialogue. Use the cues and the correct name (Joe, Steve or Lucy) to write sentences. Use correct tenses.

- study for exams
Joe has been studying for exams.
- meet a lovely girl
- study photography
- take photos for a project
- meet Lucy in the park
- take a photo of Lucy
- break up with her boyfriend
- wait for Steve's call

- Work in pairs. Use the questions below to interview your partner about his/her love life. You don't have to tell the truth!

- Are you seeing anyone?
- What does your boyfriend/girlfriend do?
- How long have you been going out with him/her?
- Have you met his/her family?
- What do you know about his/her family?
- Where do you usually go together?
- How did you meet?
- Who did you go out with before him/her?
- Why did you break up?

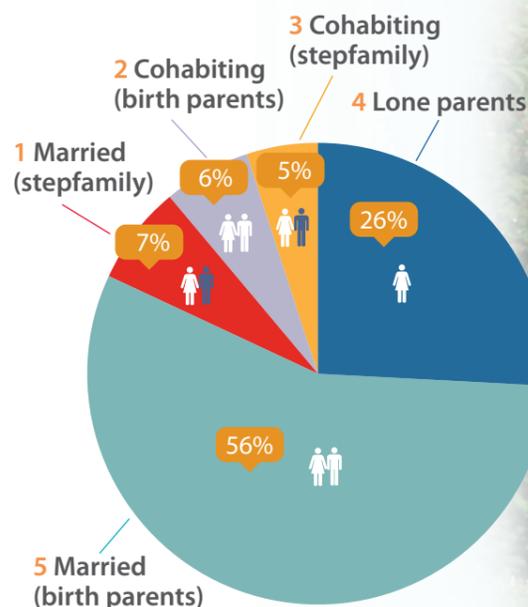
A: *Are you seeing anyone?*

B: *Yes, I'm seeing someone famous.*

A: *What does she do?*

B: *She is a rock singer.*

SKILLS FAMILIES



Families in the UK

Warm Up

- 1 Look at the chart. Which of these kinds of households are shown in it? Match them with the numbers on the chart.
- a unmarried couples with their own children
 - b unmarried couples with stepchildren
 - c married childless couples
 - d single parents with children
 - e married parents with their own children
 - f extended families (three generations living together)
 - g remarried parents with stepchildren
 - h unmarried couples without children
 - i single people living on their own (e.g. unmarried, separated, divorced, widows, widowers)

- 2 **Your Culture** What do you think are the most and least common types of families and households in your country now?

Listening

- 3 **000 000** Listen to a radio interview. What are some of the important trends in British family life?
There are more households.
- 4 **000 000** Listen again. Use the strategies to choose the best answers to the questions.
- 1 The number of households has gone up by:
a 17 million. b a million. c 16 million.
 - 2 The proportion of households with people living on their own is now:
a 3%. b 25%. c 33%.
 - 3 The number of people marrying:
a has gone down a little.
b has stayed the same.
c has gone down a lot
 - 4 The number of unmarried couples has gone up by:
a over two million. b under two million. c nearly two million.
 - 5 The proportion of British children living with one parent is about:
a 25%. b 33%. c 50%.
 - 6 Out of young adult children who live at home there are:
a more women than men.
b more men than women.
c the same number of men as women.
 - 7 The number of extended families is:
a going down. b staying the same. c increasing.
 - 8 About a third of households have:
a childless couples.
b extended families.
c families with children.

DVD Choice

- 5 **000** Watch the documentary without sound. Are the sentences true (T) or false (F)? Watch the documentary again with sound and check your guesses.
- 1 The documentary is about an extended family in India.
 - 2 Sukhvinder is the father of four young children.
 - 3 Sukhvinder's parents live with him and his family.
 - 4 The family are very close and all help each other.
 - 5 The family are happy living together.
- 6 **000** Watch again. Match the comments with the people: journalist (J), Sukhvinder (S), Anmol (A) Tsher Preet (TP).
- 1 People with Indian roots are more likely to live in extended families than other British people. J
 - 2 You should look after your parents because they have done so much for you. S
 - 3 I enjoy helping my granddad use the internet. A
 - 4 We believe that if you look after your parents, you will be looked after yourself. TP
 - 5 This is how our people have always lived and I would never change it. A
- 9 **000** Would you like to live in the same way as the Bamrah family? Why/Why not?

Speaking Workshop

- 8 **000 000** Listen to the presentation. Complete the sentences.
- 1 _____ of 19-year-olds are now qualified to go to college or university.
 - 2 Unemployment is at nearly twenty-two percent for _____-year-olds.
 - 3 The number of obese boys in the UK _____ between 1995 and 2009.
 - 4 Only _____ of 11 to 16-year-old British boys do an hour's exercise every day.
 - 5 98.7% of the UK's young people are _____.
 - 6 Over ninety percent of British young people are _____ regularly.
 - 7 British 12 to 16-year-olds spend nearly as much time online as they do _____.

- 9 Look at the Talk Builder. Match the words or expressions in bold with the meanings (a-g).

- | | |
|---|-----------------------|
| a the way that a situation is changing trend | d to decrease |
| b number | e quantity |
| c to increase | f conclude |
| | g to talk about (x 2) |

Talk Builder

A presentation: describing trends

- 1 In this talk we're going to look at ...
- 2 The first interesting **trend** to point out is that ...
- 3 That **figure** is up by ... percent from last year.
- 4 Another area to **comment on** is ...
- 5 The proportion of ... **has gone up** to ... percent.
- 6 The percentage of ... went up from ... percent to ... percent between 1995 and 2009.
- 7 The **amount** of ... **has gone down**, too.
- 8 Only one in three ... and a quarter of ... do ...
- 9 One of the main reasons for young people becoming more ... is ...
- 10 So to **summarise**, ...

SKILLS BUILDER 32

- 10 **000** **Pronunciation** Listen and repeat the sentences describing trends.

- 11 Complete the sentences with words from the Talk Builder.

- 1 The proportion of young people without work has gone _____ to over a fifth.
- 2 One worrying _____ to point out is that nearly one _____ five boys are obese.
- 3 The _____ of time spent watching TV has gone _____ to 17 hours from 20 hours two years ago.
- 4 The _____ of young people using the Net went up _____ sixty percent _____ ninety-eight percent _____ 2004 and 2011.

- 12 **Work in pairs. Give a presentation about trends.**

- 1 Look at the statistics and tables on page 105 and write notes. Or choose your own topic (e.g. changing families in your country/young people) and research statistics about it.
- 2 **SKILLS BUILDER 33** Use the strategies to prepare your presentation.
- 3 Give your presentation to another pair. Take turns to give information. Afterwards, ask questions about the other pair's talk.

MODERN PARENTS



Warm Up

- 1 Look at the photo. What do you argue about with your parents?
- 2 Read the text. What should/shouldn't parents of teenagers do to gain their children's respect.

(0.0)

The concept of parental authority has changed. Today, **no** parent can take their children's respect for granted: authority has to be earned. **Several** studies have shown the following problems.

1 Trust

A **lot of** young people say their parents don't trust them. **Some** of them have **no** privacy: their parents read **all** their emails and enter their rooms without knocking. **All** of these actions demonstrate lack of respect. Consequently, these teenagers have **little** respect for their parents.

2 Communication

Hardly any teens discuss their problems with their parents. That's because very **few** teens feel their parents really listen to them. Instead, **most** parents tend to fire off an immediate response to their kids' first sentence.

3 Freedom

Interestingly, most rebels come from very authoritarian homes where kids have very **little** freedom. Teens need **fewer** rules but they have to be clear and unchangeable. Also, if the mother and father don't agree about discipline, teens have **less** respect for **both** parents. They also need a lot of support and **a little** freedom to take their own decisions. **None** of them enjoys just listening to adults.

4 Role models

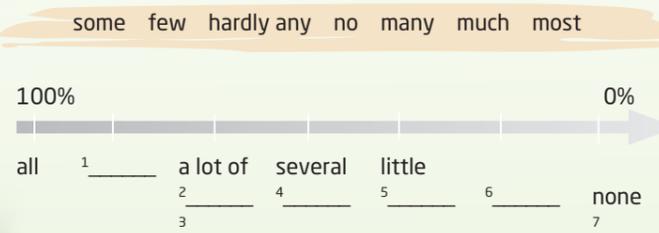
Teens don't have **much** respect for their parents if **neither** of them actually does things they expect their children to do. Like everybody, teens appreciate people who practise what they preach.

- 3 Do you agree with the opinions expressed in the article? Why/Why not?

Quantity

- 4 Look at the phrases in **red** in the text. Find:
 - a four that are **only** used with uncountable nouns. *little*
 - two that are **only** used when we talk about **two** people or things.
 - synonyms of *not much* and *not many*.
 - comparative forms of *little* and *few*.

- 5 Put the words on the scale.



- 6 Use the text to answer the questions with the words from Exercise 5.

- 1 How many parents have to earn their children's respect?
- 2 How many teenagers feel their parents pay attention to what they say?
- 3 How much freedom do teenagers need?
- 4 How many teenagers like following adults' orders?

- 7 Complete the sentences with **both**, **neither**, **few**, **little**, **fewer** or **less**.

- 1 I think _____ my parents understand me really well. I've had a _____ conflicts with them but _____ of them has ever shouted at me. They have very _____ time for me during the week but they have _____ work at the weekend and we spend a lot of time together.
- 2 _____ my grandmothers are amazing. They have very _____ money but _____ of them complains about her life and _____ of them always have presents for their grandchildren.
- 3 It's horrible. I've got _____ friends now than in primary school and I think I've got _____ time for them because I have to study all the time. I really need a _____ time off.

LANGUAGE CHOICE 6

- 8 Use the expressions to make true sentences about your class.

None of us Hardly any of us Some of us
Many of us Most of us All of us

Hardly any of us spend weekends with our parents.

Writing Workshop 1

- 1 Read the email. Which two of these adjectives would you **not** use to describe Karen?

active sociable sporty lazy
independent materialistic

From: Karen

Subject: How are things?

To: Lucy

Hi there Lucy!

1 How are things? I'm sorry for not writing back sooner but I've been really busy – **actually** I haven't had time for anything.

2 **As you know**, I'm in the town volleyball team and we've been training three nights a week. It's fun but EXHAUSTING!!!! And I've got lots of school work too, **especially** for history ☹. How are you getting on at school?

3 I'm also trying to decide what to study at university. My parents want me to do law but I'd like to study journalism, though it pays less. **To be honest**, after my work experience in that lawyer's office, I don't think I'd ever be a good lawyer. It's so DULL!! How are your plans getting on?

4 **Anyway**, I also wanted to tell you about Alan - things aren't great ☹. He's becoming a control freak! He always wants to know what I'm doing and he's always complaining about my volleyball. What do you think I should do?

5 **By the way**, I met Jamie Wilson at a party last week. Do you remember him? He was that funny little guy with red hair in Year 7 but he's quite good-looking now and he's got a great sense of humour. **In fact**, I haven't laughed so much for ages 😊!!! Would you like to meet up with him when you come over in the holidays?

6 I hope all's well with your family and with Tony ☺.

Love,

Karen xxxxxxxxxxxx

- 2 Read the email again. Answer the questions.

- 1 What is the relationship between Karen and Lucy?
- 2 Who do you think Alan and Tony are?
- 3 What news does Karen want to know about Lucy's life?
- 4 What opinions and advice does she want Lucy to give her?
- 5 What do you think is going to happen between Karen and Alan?

Text Builder

- 3 Match the parts of the email (1-6) with the topics (a-f).

- a news about my everyday life
- b problems with a relationship
- c finishing the letter
- d introduction - apologies for not writing before
- e meeting an old friend
- f my plans for the future

- 4 → SKILLS BUILDER 11 Use the strategies to find examples of informal style in the email.

- 5 Look at the words in **blue** in the email. Match them with the uses (1-6).

- 1 to say something that you have just remembered
- 2 to change the subject
- 3 to say what you really think
- 4 to add information to emphasise or explain what you said before (x 2)
- 5 to emphasise one example of something
- 6 to mention something the other person knows

- 6 Choose the correct words to complete the email.

How are things? I'm REALLY busy. ¹In fact/As you know, I'm at university and we've got exams. ²To be honest/Anyway, I'm really worried about them - ³by the way/in fact, I'm having problems sleeping. ⁴To be honest/By the way, how's your mum? My dad's not very well - ⁵actually/anyway, he's in hospital. ⁶Anyway/By the way, I should stop now. I'm busy this week. ⁷actually/especially on Tuesday.

- 7 Write a reply to Karen's email.

→ SKILLS BUILDER 22

- 1 Write notes with answers to Karen's questions. Include one piece of false information about yourself.
- 2 Use your notes to write your email.
- 3 Check your email for mistakes.

- 8 Give your email to your partner to read. Can they find the piece of false information?

Language Review Module 1

1 My relationships Complete the text with one word in each gap. The first letter of each word is given.

My best friend and I are very ¹c_____. We do everything ²t_____ and help each other out when we have problems. We can tell each other everything because we ³t_____ each other and know that the other person won't give away our secrets. We spend a lot of time together because we like each other's ⁴c_____ and we always have a ⁵l_____ together because we share the same sense of humour. I get on well with a lot of people and I'm ⁶of_____ of them all but no one else is such a good friend. /6

2 Multi-part verbs (1) Complete the sentences with one word in each gap.

- 7 How can I get _____ touch with my old school friends?
- 8 It's _____ to you what information you make public on your website.
- 9 _____ attention to the rules of the website before you use it.
- 10 It's not too expensive when you take _____ account all the things they offer.
- 11 Don't let your social networking page get in the _____ of your studies.
- 12 Everything you need has been put _____ place and is ready for you to use. /6

3 Result linkers Choose the correct word to complete the sentences.

- 13 I've had *so/such* many comments on my blog that I haven't read them all yet.
- 14 Lisa's *so/such* a good friend that I don't know what I'd do without her.
- 15 I was *so/such* upset that I didn't go out for a week.
- 16 I've got *so/such* a big family that I have never met some of my cousins. /4

4 Present and past tenses Complete the sentences with the correct form of the verbs in brackets.

- 17 I _____ (not get) on very well with my brother.
- 18 Sorry I'm late. I _____ (chat) to a friend online earlier and I forgot the time.
- 19 I went to the shops yesterday but I _____ (not buy) anything.
- 20 Before I met Melanie, I _____ (never / have) a proper girlfriend.
- 21 My parents _____ (not meet) my new boyfriend yet.
- 22 A: How long _____ (your mum / work) at the hospital?
B: About three months. She loves it there.
- 23 What _____ (you / do) at the moment?
- 24 I agreed to meet my friends at 8 p.m. but I was late and, by the time I got there, they _____ (all / go) home.
- 25 Hi, Steve, how are you? I _____ (not see) you for ages.
- 26 _____ (your sister / like) computers? /10

5 A presentation: describing trends Complete the text with one word in each gap.

Ten years ago, the average person had only one or two friends that they had never met. Now that figure is ²⁷_____ by a huge amount. We have many virtual friends, in fact the ²⁸_____ of people with virtual friends has increased from eight percent just a few years ago to about eighty percent now. In our class, only one ²⁹_____ four people don't have any Facebook friends that they have never met and over a quarter ³⁰_____ the people we asked had virtual friends from internet forums and blogs. ³¹_____ of the main reasons for this change in how we make friends is that communication is much easier now. So, ³²_____ summarise, changes in communication have affected our friendships to some extent but not completely. /6

6 Quantity Choose the correct words to complete the sentences.

- 33 There are hardly *any/many* people here.
- 34 Why do I earn *less/fewer* money than everyone else here?
- 35 I've got *few/little* very close friends.
- 36 There are ten people here but *any/none* of them are from my class.
- 37 Two boys in my class have got Italian parents but *both/neither* of them speak much Italian.
- 38 There's *several/a little* time left before the film starts.
- 39 I've never met *some/any* famous people.
- 40 *All/All of* us like meeting friends at the weekend. /8

Self Assessment

000 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise	If you need practice, go to
1	Language Choice 0
2	Language Choice 0
3	Language Choice 0
4	Language Choice 0
5	Students' Book (SB) p.000 ex.0
6	Language Choice 0