

Q&A

TITLE: Mr (“Mister”),Mrs (“Misses’),Miss (“Miss”),Ms (“Mzzz”),Dr (“Doctor”),Prof. (“Professor”)

FIRST NAME: “What is your name?” – “How do you spell that?”

SURNAME: “What is your surname?” – “How do you spell that?”

ADDRESS: “What is your address?” – “How do you spell that?”

EMAIL ADDRESS: “What is your email address?” – “How do you spell that?”

PHONE: “What is your phone number?”

NATIONALITY: “What is your nationality?”

DATE OF BIRTH: “What is your date of birth?”

AGE: “How old are you?”

MARITAL STATUS: “Are you married?”

LANGUAGES SPOKEN: “What languages do you speak?”

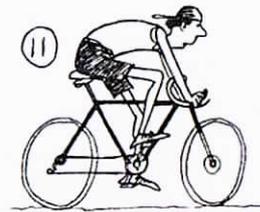
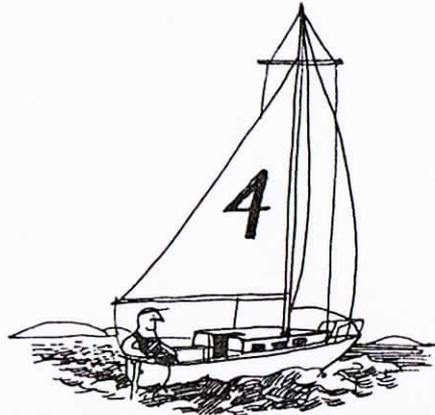
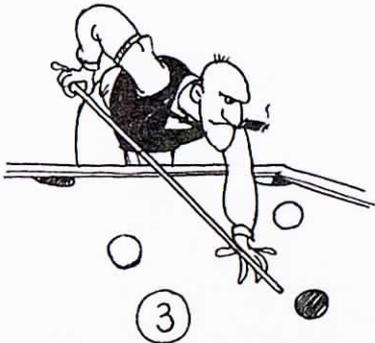
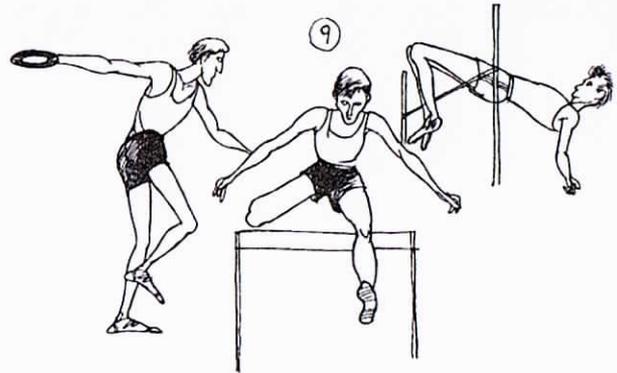
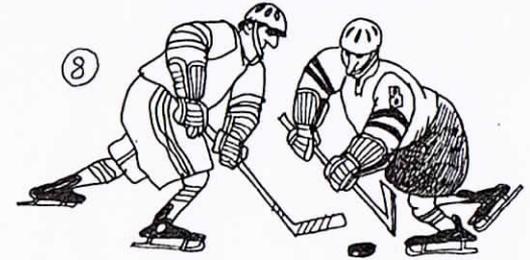
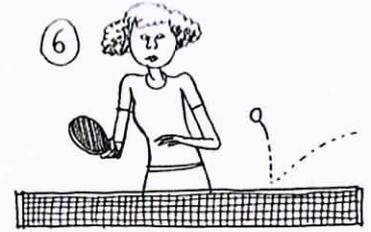
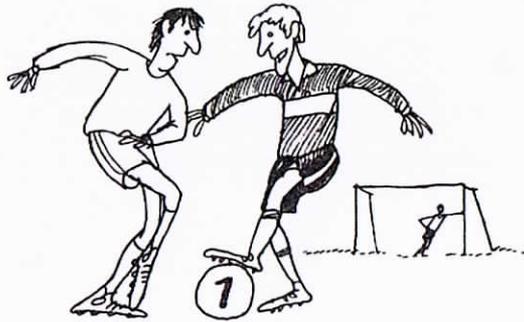
PREFERRED JOB: “What kind of job would you like?”

“What sort of job are you looking for?”

42 Sports and pastimes 1

Write the number of each drawing next to the correct word.

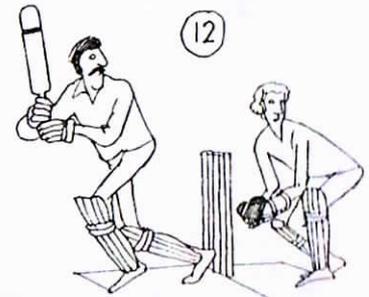
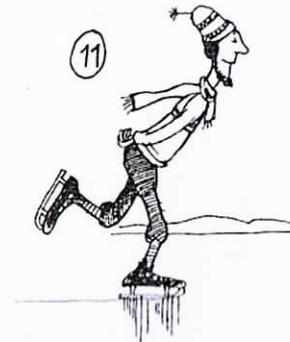
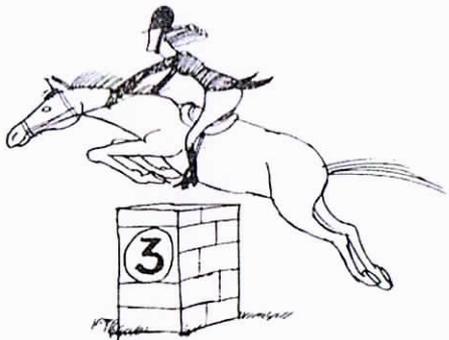
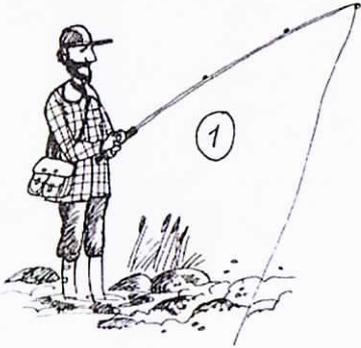
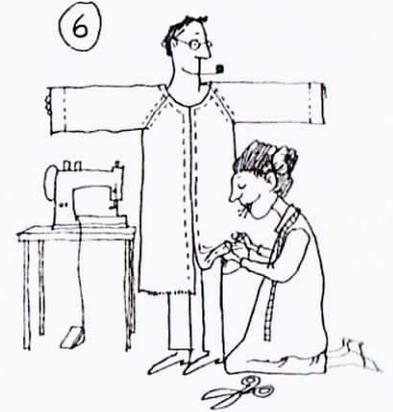
table tennis	.....	skiing	.....	painting	.....
billiards	.....	chess	.....	pottery	.....
ice hockey	.....	sailing	.....	cycling	.....
football	.....	athletics	.....	photography	.....



43 Sports and pastimes 2

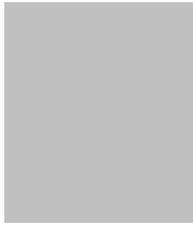
Write the number of each drawing next to the correct word.

- | | | |
|------------------------|--------------------|-----------------------|
| stamp collecting | dressmaking | gardening |
| wrestling | skating | roller-skating |
| tennis | jogging | fishing |
| golf | show jumping | playing cricket |



TO BE	TO HAVE	HAVE GOT
<p>+</p> <p>I am You are He / she / it is We are You are They are</p>	<p>+</p> <p>I have You have He / she / it has We have You have They have</p>	<p>+</p> <p>I have got You have got He / she / it has got We have got You have got They have got</p>
<p>—</p> <p>I am not You aren't He / she / it isn't We aren't You aren't They aren't</p>	<p>—</p> <p>I don't have You don't have He / she / it doesn't have We don't have You don't have They don't have</p>	<p>—</p> <p>I haven't got You haven't got He / she / It hasn't got We haven't got You haven't got They haven't got</p>
<p>?</p> <p>Am I ? Are you ? Is he / she / it ? Are we ? Are you ? Are they ?</p>	<p>?</p> <p>Do I have ? Do you have ? Does he / she / it have ? Do we have ? Do you have ? Do they have ?</p>	<p>?</p> <p>Have I got ? Have you got ? Has he / she / it got ? Have we got ? Have you got ? Have they got ?</p>

PERSONAL INFORMATION



- 
- 
- 
- 
- 



Sex

| Date of birth

| Nationality

JOB APPLIED FOR

WORK EXPERIENCE

From to

Business or sector

From to

Business or sector

EDUCATION AND TRAINING

From to

From to

PERSONAL SKILLS

Mother tongue(s)

Other language(s)

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	

Levels: A1/A2: Basic user - B1/B2: Independent user - C1/C2 Proficient user
Common European Framework of Reference for Languages

Communication skills

Organizational / managerial skills

Job-related skills

Digital competence

SELF-ASSESSMENT				
Information processing	Communication	Content creation	Safety	Problem solving

Levels: Basic user - Independent user - Proficient user
Digital competences - Self-assessment grid

Other skills

Driving licence

ADDITIONAL INFORMATION

Publications

Presentations

Projects

Conferences

Seminars

ANNEXES

THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

MAP



HISTORY

- The name **United Kingdom** refers to the union of what were once four separate countries:
Scotland, **England**, **Wales** and Ireland (only **Northern Ireland** remains part of the UK)



COUNTRIES AND NATIONALITIES

If you work in the Foreign Exchange department of a bank, you should know the names of countries, nationalities and currencies in English. Here are some activities to help you learn.

1. REGULAR FORMS

Add **-ish** **-ese** or **-an** to the list on the right to form each nationality correctly.

<u>COUNTRY</u>	<u>NATIONALITY</u>
America / the USA	Americ <u>an</u>
Austria	Austri.....
Brazil	Brazili.....
Britain / the UK	Brit.....
China	Chin.....
Denmark	Dan
England	Engl.....
Estonia	Estoni.....
Finland	Finn.....
Germany	Germ.....
Hungary	Hungari.....
India	Indi.....
Ireland / Eire	Ir.....
Italy	Itali.....
Japan	Japan.....
Korea	Kore.....
Latvia	Latvi.....
Lithuania	Lithuani.....
Malta	Malt.....
Mexico	Mexic.....
Nigeria	Nigeri.....
Poland	Pol.....
Portugal	Portugu.....
Scotland	Scott.....
Serbia	Serbi.....
Slovenia	Sloveni.....
South Africa	South Afric.....
Spain	Span.....
Sweden	Swed.....
Turkey	Turk.....
Vietnam	Vietnam.....

SOME SIMPLE RULES:

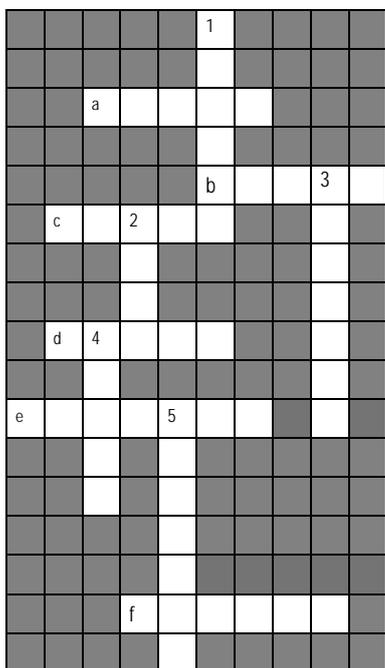
Notice that,

- 1) when a nation consists of more than one state or country, like the USA (50 states), the UK (4 countries) or the Netherlands (7 states), we put 'the' before its official title.
- 2) when the name of the country ends in -land, the nationality usually ends in **-ish**.
- 3) when the name of the country ends -a, -o, -i or -y, the nationality usually ends in **-an**.
- 4) with Malta, Portugal, China, Japan, Burma and Vietnam, the nationality ends in **-ese**.

2) IRREGULAR FORMS:

Some nationalities are completely irregular; you just have to memorise them. For example, the adjective that usually describes things or people from Luxembourg is 'Luxembourg'. There are no rules to help you guess the nationalities shown in the crossword below

NATIONALITIES CROSSWORD



DOWN ↓

1. Napoleon Bonaparte and Molière were
2. Bangkok is the capital.
3. A person from Cyprus is called a
4. You must come from Wales if you want to play for the rugby team.
5. The Uzi is an machine-gun.

ACROSS →

- a. Socrates and Aristotle were
- b. The former Czechoslovakia is now divided into Slovakia and the Republic.
- c. The national language of the Netherlands is
- d. watches, banks and chocolate are famous all over the world.
- e. Tintin and Hercule Poirot are two fictional characters.
- f. Bratislava Castle is a popular tourist destination.

CURRENCIES

1) Where do these currencies come from ? Put the number of each currency next to the name of the country that uses it (sometimes the same currency is used by more than one country).

1. Peso	2. Rand	3. Lira	4. Real	5. Krona	6. Rupee	7. Dollar
8. Naira	9. Zloty	10. Franc	11. Yen	12. Pound	13. Yuan Renminbi	14. Euro
15. Rouble	16. Won	17. Shekel	18. Baht	19. Bolivar	20. Dinar	21. Dong

Austria	Belgium	Brazil	China	Cyprus	Eire	Estonia	Finland
France	Germany	Greece	Holland	India	Israel	Italy	Japan
Korea	Latvia	Lithuania	Luxembourg	Malta	Mexico	Nigeria	Poland
Portugal	Russia	Serbia	Slovakia	Slovenia	South Africa	Sweden	Spain
Switzerland	Thailand	Turkey	The UK	The USA	Venezuela	Vietnam	



APPENDIX 2: MODAL VERBS

Introduction: Modal verbs can be divided into two basic groups:

- i) Central Modals: *can, could, will, would, shall, should, may, might, must, ought to.*
- ii) Semi-Auxiliaries: *have to, have got to, tend to, need to, to be able to, to be allowed to, to be supposed to.*

Central Modals behave as follows:

- + I can / you can / he can / she can / it can... etc.
- I can't / you can't / he can't / she can't / it can't... etc.
- ? Can I ? / Can you ? / Can he ? / Can she ? / Can it ? ... etc.

Semi-Auxiliaries, by contrast, usually act like this:

- + I have to / You have to / He, she, it has to... etc.
- I don't have to / You don't have to / He, she, it doesn't have to... etc.
- ? Do I have to ? / Do you have to ? / Does he / she / it have to ? ... etc.

Or like this:

- + I am allowed to / You are allowed to / He, she, it is allowed to... etc.
- I am not allowed to / You are not allowed to / He, she, it is not allowed to... etc.
- ? Am I allowed to ? / Are you allowed to ? / Is he, she, it allowed to ? etc.

Modal verbs are always followed by the infinitive without 'to'.

Central modal verbs do not have infinitives, past forms, present or past participles or an -s ending in the third person singular. Semi-auxiliaries are sometimes used to supply their past or future forms, as here:

PAST	PRESENT	FUTURE
Could	Can	Will be able to
Had to	Must	Will have to
Might	May	
Should		Shall
Would		Will

All modal verbs have at least two meanings. These can be grouped into categories such as *Ability, Permission, Obligation, Possibility, Probability* etc.

1) **Ability:** *can, could, be able to.*

i) We use Can, Could and Be Able To to talk about the ability to do something, e.g.

"Now I *can* play the piano. I *couldn't* when I was nine years old."

"When I was nine years old, I *couldn't* drive. Now I *can*."

"When I leave university, I *will be able to*..."

ii) We also use Can and Could with verbs of perception, e.g. "I *can* hear someone coming", "I *can't* see a thing", "They *could* smell gas", "She *couldn't* taste any sugar."

iii) The difference between 'I could' and 'I was able to' is that 'I could' indicates that you had the ability to do something, e.g. 'I knew that, if necessary, I *could* swim to safety from the sinking ship', although you did not necessarily do it in reality. 'I was able to', by contrast, indicates that you succeeded in doing so, e.g. 'I *was able to* swim to safety.'

Now talk about your present, past and future abilities using modal verbs.

2) **Permission:** *can, may, be allowed to*

i) Can, May and Be Allowed To are used to talk about permission, e.g. "You *aren't allowed to* smoke in here", "We *were allowed to* take photographs", "The prisoner *will be allowed to* see his lawyer for about half an hour".

ii) Can and May are used for asking for and receiving permission: e.g. "Can I come in?", "May I sit down?"

Can is more direct, May is more formal, e.g. "May I use your phone?", "Can I borrow your pen?", "Yes, you *may*.", "No, you *can't*."

Now complete this sentence using modal verbs: When I go to my grandparents' house, I *can / can't / am (not) allowed to...*"

3) **Obligation:** *must, should, ought to, needn't, have to, be supposed to*

Must	—	it is necessary that you do something.
Mustn't	—	it is necessary that you <u>do not</u> do something.
Have to / Have got to	—	it is necessary that you do something.
Don't have to / Haven't got to	—	it is not necessary but you can if you want to.
Needn't	—	it is not necessary but you can if you want to.
Should	—	it is the correct thing to do.
Ought to	—	it is the correct thing to do.
To be supposed to	—	it is the expected thing.

Permission and Obligation: what *can / can't / must / mustn't / needn't* you do at the following ages ?

6 14 16 18 65

4) **Possibility:** *can, could, may, might*

Can indicates a 100% possibility in the present or the future	e.g. 'Yes, I <i>can</i> do that for you immediately.'
Could indicates a 50% possibility in the present or the future	e.g. 'She <i>could</i> go to Oxford or Cambridge.'
May indicates a 30% possibility in the present or the future	e.g. 'The weather is very cold. It <i>may</i> snow.'
Might indicates a 10% possibility in the present or the future	e.g. 'If we're lucky, it <i>might</i> be sunny all day.'

5) **Probability:** *must, could, may, might, can't*

It must be true	90% probability	e.g. Carla Bruni <i>must</i> be the most famous Italian woman in France.
It could be true	50% probability	e.g. Madonna <i>could</i> be the most famous woman in the USA.
It may be true	30% probability	e.g. There <i>may</i> be a general election next year.
It might be true	10% probability	e.g. NASA <i>might</i> send a man to Mars in 2030.
It can't be true	1% probability	e.g. No, Michael Jackson and Amy Winehouse <i>can't</i> still be alive.

Now read the sentences below:

- It will rain this weekend.
- There is a monster in Loch Ness.
- About 1,000,000,000 people around the world can speak English.
- Prince William will be the next king of England.
- Most English people dream about the Queen at least once in their lives.
- Most Italian people dream about their Prime Minister at least once in their lives.

None of the above can be proved 100% true or false. The speaker therefore has to estimate the probability of each statement. Now comment upon them using Must, Could, May, Might or Can't, e.g. "It *must* be true", "It *can't* be true", "It *might* be true".

SARGY MANN

Watch the BBC news report: 'Sargy Mann: Painting with inner vision - BBC News'

<https://www.youtube.com/watch?v=x9vHwClaSwM>

Complete the sentences below using *can / can't / could / couldn't / will be able to / won't be able to*

- 1) Sargy Mann see.
- 2) Sargy Mann see again.
- 3) Sargy Mann paint the images he sees in his mind.
- 4) When he was 30, he still see.
- 5) When he was 35, he see anymore.
- 6) When he was 30, he paint landscapes.
- 7) Now, he paint landscapes anymore.
- 8) Now, he still paint portraits of his wife.
- 9) The gallery owner thinks he sell a large Sargy Mann painting for £50,000.
- 10) Sargy Mann thinks he always paint if the subject comes from his own experience.

VOCABULARY

A drawing	Sight	Eyes	Blind	To paint
A painting	Blindness	Cataracts	Edgy	To give up
A canvas	Blu tack	Collectors	Dangerous	
A landscape		Brushes		

be allowed to and have to

Complete this article about learning to drive in Britain. Put in a positive or negative form of *be allowed to* or *have to*.

In Britain you ... drive a car when you're seventeen. You ... get a special two-year driving licence before you can start. When you're learning, someone with a full licence always ... be in the car with you because you ... take the car on the road alone. You ... go to a driving school — a friend can teach you. The person with you ... take money for the lesson unless he's got a teacher's licence.

Before you ... have a full licence, you ... take a driving test. You can take a test in your own car, but it ... be fit for the road. In the test you ... drive round for about half an hour and then answer a few questions. If you don't pass the test, you ... take it again a few weeks later if you want to. In 1970 a woman passed her fortieth test after 212 driving lessons! When you've passed your test, you ... take it again, and you ... go on driving as long as you like, provided you are fit. Britain's oldest driver was a Norfolk man who drove in 1974 at the age of 100.

Before 1904 everyone ... drive, even children. Then from 1904 motorists ... have a licence. But they ... take a test until 1935. In the early days of motoring, before 1878, cars ... go faster than four miles an hour, and someone ... walk in front of the car with a red flag.

must and mustn't

Do you know what these signs mean? Use *You must ...* and *You mustn't ...* with these words: *turn round, go straight on, overtake, put some money in, smoke, stop, take photos, turn left, turn right, go faster than.*

Examples



You must put some money in.



You mustn't turn left.



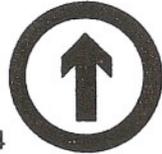
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2



3



4



5



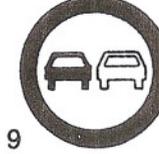
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7



8



9

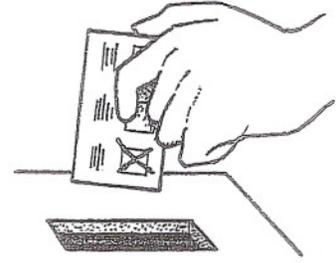
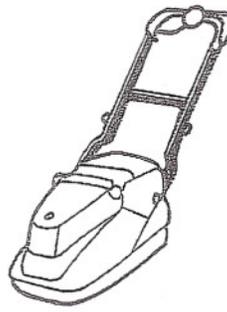
must, needn't and mustn't

Helen isn't very well today. She's in bed. She's been sick, and she's quite hot. The doctor has come to see her. Complete what the doctor says. Put in *must*, *mustn't* or *needn't*.

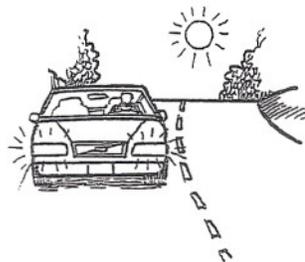
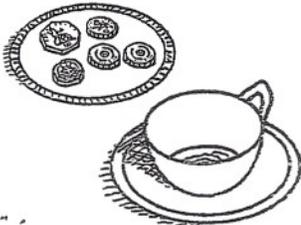
Doctor Well, I'm going to give you some medicine. You ... take it four times a day before meals. And go on taking it even if you feel better. You ... stop taking it until you've finished the bottle. You ... drink all of it. Now, you ... stay in bed today. It's the best place for you at the moment. You can get up tomorrow if you like. You ... stay in bed all the time when you start to feel better. But you ... go outside this week. It's too cold. And you really ... do any work at all. You need absolute rest. You ... just relax for a few days. You can eat a little if you like, but you ... if you don't want to. But don't forget to keep drinking. You ... drink as much water as you can. You'll probably be all right again next week, so you ... call me again unless you feel worse. But I'm sure the worst is over.

Activity

Imagine that your partner has a bad cold. What would you recommend him/her to do?



- 1 You *must/are allowed to/can't* drive a car when you are 16 in the UK.
- 2 Children in Japanese primary schools *have to/don't have to/mustn't* clean their classrooms.
- 3 In Singapore you *can/aren't allowed to/should* eat chewing gum.
- 4 British men over the age of 18 *have to/don't have to/mustn't* do military service.
- 5 In Germany you *are able to/aren't allowed to/are supposed to* mow the lawn on a Sunday.
- 6 You *mustn't/don't have to/should* eat with your left hand in India.
- 7 One hundred years ago, women in the UK *were allowed to/couldn't had to* vote.
- 8 You *can't/are allowed to/must* get married at 16 in the UK with your parents' permission.
- 9 You *can/have to/can't* vote in Japan if you're 19.
- 10 Turkish men over the age of 20 *have to/should/don't have to* do military service.
- 11 You *have to/ought to/shouldn't* tip waiters and waitresses in Iceland.
- 12 You *shouldn't/are supposed to/are able to* drive with your lights on during the day in Sweden.
- 13 In the USA you *can/ought to/aren't allowed to* burn your own money.
- 14 Brazilians over the age of 18 *have to/don't have to/ought to* vote.
- 15 In the 19th century, female teachers in the USA *had to/were allowed to/weren't allowed to* get married.





Match Online Profile

Name Jackie

Location Bristol

Age 31

Height 169 cm

Relationship status Single

Job Restaurant manager

Looking for Friendship and maybe more

Wants children Ask me later!

About me

When I'm not working, I really enjoy going out and meeting people. But I also like staying at home and cooking dinner for my friends. I love tennis and I do judo. I'm fun-loving and I'm generally happy with my life, but I would like to share it with someone special.

My ideal match

He's got an interesting job, but life isn't only about work – he has time to play too. He's between 28 and 38 years old. He enjoys eating good food and having fun. He lives in or near Bristol.

BLIND DATE

Face2Face Pre-Intermediate: Unit 3

Jackie is going on a blind date. Watch what happens.

1) Jackie & Damon

https://www.youtube.com/watch?v=3DrxMHAj_Wc

2) Jackie & Kevin

https://www.youtube.com/watch?v=_Di_kdXJfUk

Make notes about Damon and Kevin. Who do you think Jackie should meet again?

QUICK REVIEW ●●●

Choose a partner, but don't talk to him/her yet. Write four things you think you know about your partner. Work in pairs. Ask questions to check your information is correct: *You studied here last year, didn't you?* Ask follow-up questions: *Where did you study before that?*

Vocabulary Work collocations

1 a) Choose the correct verbs in these phrases. Check in V2.1 p116.

- 1 take/be work home
- 2 be/have time to relax
- 3 get/work long hours
- 4 work/spend overtime
- 5 get/be a workaholic
- 6 meet/take deadlines
- 7 take/be time off work
- 8 have/be under pressure at work
- 9 leave/spend a lot of time at work
- 10 have/be good working conditions

b) Think of three people you know who have jobs. Choose two phrases from 1a) for each person.

c) Work in pairs. Tell your partner about the people you chose. Which person works the hardest?

Listening and Grammar

2 a) Look at the photo and the cartoon. What is the book about and what is happening in the cartoon, do you think?

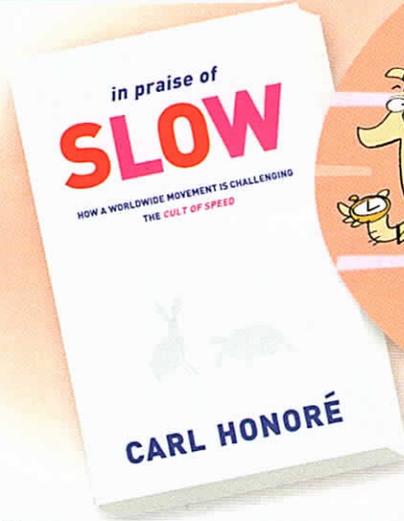
b) R2.1 Listen to the beginning of a radio programme. Two journalists, Kim and Rob, are discussing *In Praise of Slow* by Carl Honoré. Check your answers to 2a).

3 a) Work in pairs. Try to fill in the gaps in sentences 1–6 with these countries. Use one country twice.

the USA France Japan Germany the UK

- 1 Some companies in give their employees three days off at the weekend.
- 2 People in spend 15% less time at work now than they did in 1980.
- 3 In 20% of people work more than 60 hours a week.
- 4 60% of people in said they didn't take all their paid holiday.
- 5 In 20% of people don't take time off when they're ill.
- 6 In they have a word that means 'death from working too hard'.

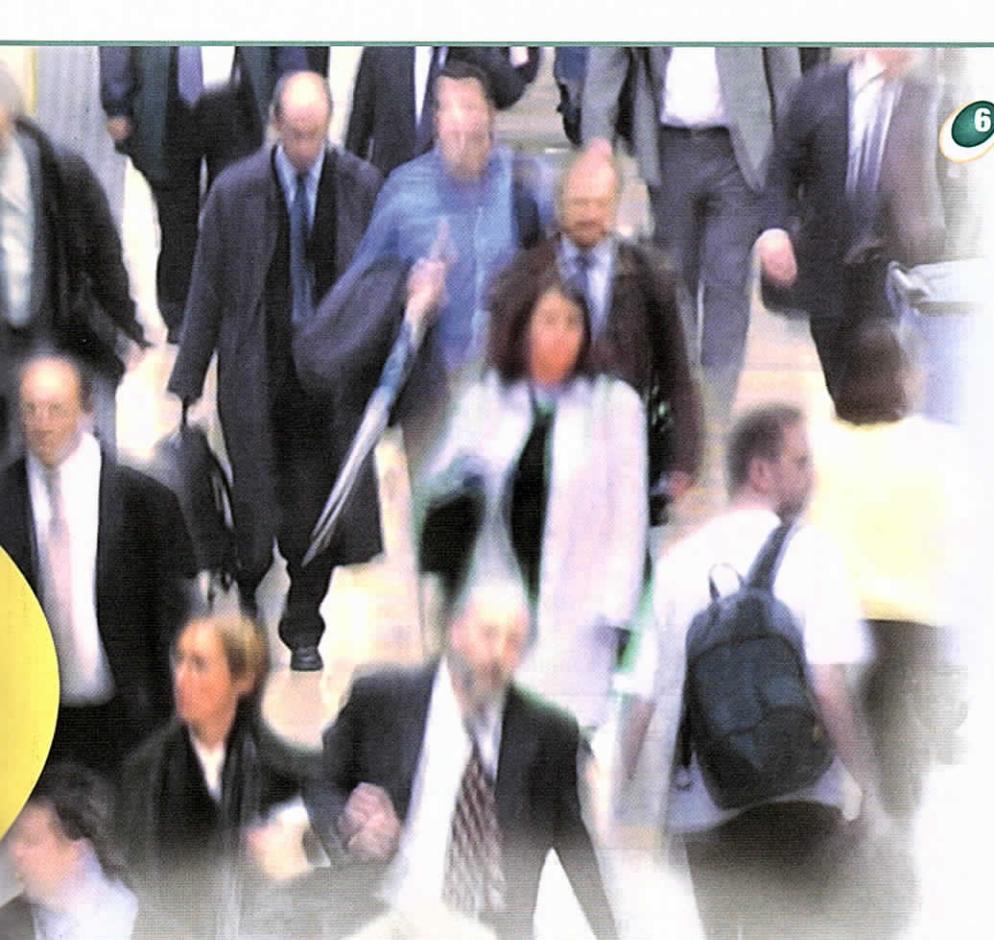
b) R2.2 Listen to the second part of the radio programme. Check your answers to 3a).



4 a) R2.2 Listen to the second part of the radio programme again. Fill in the gaps with one or two words.

- 1 Rob says he **must** take more time off work.
- 2 Honoré thinks people **should** only work hours a week.
- 3 Some French employees **are allowed to** begin their weekend at on Thursday.
- 4 Honoré says we **ought to** spend more time relaxing with
- 5 People **can** get their best when they're doing nothing.
- 6 In some American companies, employees **can** whenever they want.
- 7 In the UK people **are supposed to** have a break every
- 8 Kim says that lots of people **have to** take
- 9 Rob says that we're **able to** continue working when we're

b) Do you agree with Carl Honoré's ideas? Why?/Why not?



Help with Grammar **Modal verbs (1); be able to, be allowed to, be supposed to**

5 a) Look at the sentences in 4a). Then complete the rules with the verb forms in **bold**. Use the infinitive form if necessary.

- We use ***be supposed to*** to say a person is expected to do something.
- We use ***can*** and to talk about ability or possibility.
- We use ***must*** and to say something is necessary.
- We use and to give advice.
- We use and to say we have permission to do something.

b) Look again at the verb forms in **bold** in 4a). Answer these questions.

- 1 Do we use the infinitive or *verb+ing* after these verb forms?
- 2 Which verb forms include *to*?
- 3 How do we make these verb forms negative?
- 4 How do we make questions with these verb forms?

c) Look at these sentences. Then complete the rules with ***mustn't*** or ***don't have to***.

*You **mustn't** send personal emails from the office. You can only send work emails.*

*You **don't have to** wear a suit to work, but you can if you want to.*

- We use to say something isn't necessary.
- We use to say something is not allowed.

d) Check in **G2.1** p117.

6 a) Kim and Rob are talking after the radio programme. Read their conversation and choose the correct verb forms. Who has the best working conditions?

KIM So, do you think you ¹***should/are allowed to*** relax more?

ROB Absolutely! I ²***am able to/must*** try to slow down a bit.

KIM ³***Are you able to/Should you*** start work when you want?

ROB ⁴***I'm supposed to/I can*** be in the office at eight. What about you?

KIM I ⁵***don't have to/mustn't*** be at work until ten.

ROB Lucky you. ⁶***Are you allowed to/Should you*** work at home?

KIM Yes, we ⁷***ought to/can*** work at home two days a week.

ROB Oh, we ⁸***have to/are able to*** be in the office every day.

KIM Perhaps you ⁹***ought to/are supposed to*** look for another job.

ROB Yes, maybe. Anyway, I ¹⁰***have to/can*** go. I ¹¹***mustn't/don't have to*** be late for my next meeting. Bye!

b) **R2.3** Listen and check.

c) **R2.4 P** Listen and practise the sentences in 6a).

Do you /dʒə/ think you should relax more?

Get ready ... Get it right!

7 Work in groups. You run a company with good working conditions. Make notes on the important things about your company. Use these ideas.

- the name of the company
- what your company does
- the number of employees
- working hours and overtime
- what employees can wear
- breaks and holidays
- any other interesting information

8 a) Work with students from different groups. Take turns to describe your companies. Ask questions to find out more information. Which is the best company to work for? Why?

b) Tell the class which company you think is the best to work for. Which is the most popular company in the class?

C

What newspaper do you read?



NEWSPAPER	I read
BOOKS	I read
	I don't read
FOOD	I like
	I don't like
DRINK	I like
	I don't like
SPORT	I play
	I don't play
	I watch
MUSIC	I like
	I don't like
	I play
INTERESTS	I'm interested in

LANGUAGES	I speak
	I don't speak
HOLIDAYS	I often go (to) on holiday.
ACTIVITIES	I like ing.
	I like ing.
	I don't like ing.

3 Interview the teacher. Ask him or her questions about his or her day, interests etc. Possible questions:

- What time do you get up?
- Do you have breakfast?
- How do you travel to work?
- What time do you start work?
- have lunch?
- stop work?
- What do you do in the evenings?
- at the weekend?
- What newspaper do you read?
- Do you like reading?
- What sort of books do you like?
- Do you like science fiction?
- Do you like fish?
- What sort of food do you like?
- Do you like beer?
- Do you play tennis?
- Do you like skiing?
- Do you watch football?
- Do you like music?
- Do you play an instrument?
- Are you interested in politics?
- What languages do you speak?
- Where do you go on holiday?

1 Fill in the table. The teacher will help you.

2 Listen to the recording and answer the questions. Examples:

- 'Are you married?' 'Yes, I am.' / 'No, I'm not.'
- 'Do you like music?' 'Yes, I do.' / 'No, I don't.'
- 'What sort of music do you like?' 'Rock.'

4 Interview another student. Spend five minutes with him or her, and try to find:

1. Five negative facts (for example, 'He doesn't play tennis.').
2. Five things that you both have in common (for example, 'We both like the sea.').

5 Write about the student you interviewed.