

1 LOOKS

Exercise 2

Personality: shy, understanding, sarcastic, spontaneous, boring, introverted, extroverted, carefree, nervous, thoughtful

Appearance: short, (of) medium height, slim, (of) medium build, pretty, handsome, attractive

Clothes: a T-shirt, a dress, a skirt, hiking boots, sandals, an anorak, a jumper, a jacket, a cardigan, jeans, a hat

You never get a second chance to make a first impression.

ANDREW GRANT, (B. 1968) A BRITISH WRITER

UNIT LANGUAGE AND SKILLS

Vocabulary:

- Show what you know – personality, appearance, clothes
- clothes and accessories
- verb phrases to do with clothes
- synonyms – appearance and personality
- relationship phrases
- compound adjectives
- Word in focus – look

Grammar:

- dynamic and state verbs
- Present Perfect Continuous

Listening:

- a radio programme about friendship

Reading:

- an article about genes

Speaking:

- talking about a photo

Writing:

- describing a person

FOCUS EXTRA

- Grammar Focus pages 115–116
- WORD STORE booklet pages 2–3
- Workbook pages 8–19 or MyEnglishLab
- MP3s – www.english.com/focus

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REFERENCES

CULTURE NOTES >>> p. 142
AUDIO SCRIPT >>> p. 152

EXTRA ACTIVITIES

- Photocopiable resource 1 (clothes and accessories – 10 mins) p. 173, 186

1.1 Vocabulary

Appearance • Personality

I can describe people's appearance and talk about their personality.

SHOW WHAT YOU KNOW

1 In pairs, put the words in the box under an appropriate heading.

blond	caring	curly hair	hard-working
outgoing	tall	top	trainers
			selfish
			suit

Personality

Appearance

Clothes

caring, hard-working, outgoing, selfish

blond, curly hair, tall

top, trainers, suit

2 Add more words to each list. Which words can you use to describe your partner?

Julia is tall with dark hair. She's hard-working and she usually wears ...

3 Read the text about Facebook profile photos. Match photos 1–4 with descriptions A–F. There are two extra descriptions that you do not need.



4 CD•1.13 MP3•13 Listen to four Facebook users describing their profile photos. Which photo in Exercise 3 does each person describe?

- | | | | |
|---------|--------------------------------|---------|--------------------------------|
| • Angie | <input type="text" value="4"/> | • Becky | <input type="text" value="2"/> |
| • Tim | <input type="text" value="1"/> | • Jon | <input type="text" value="3"/> |

- Photocopiable resource 2 (personality adjectives – 10 mins) p. 173, 187
- Photocopiable resource 4 (Test yourself pairwork activities), p. 174, 189
- Students discuss and classify all the personality adjectives from Ex. 1, e.g. Positive: *hard-working*; Negative:

selfish; Neutral: *shy*.

- Students describe famous people for their partner to guess, e.g. *He's got straight dark hair; it's usually long. He's tall and he's got brown eyes. He doesn't usually wear designer clothes; he prefers casual ones. He's funny and outgoing.*

Facebook profile photos and what they mean

Did you know that you reveal something about your personality each time you choose a new profile photo? Here are some of the most common photos, and what they say about you.

A the pretty portrait

Girls often take photos of themselves. They do their hair, put their make-up on, look straight into the camera and 'click'.

What it means: Look at me – I'm **gorgeous**, fascinating and **mischievous**!

B the strange close-up

You can just see one eye or a mouth or part of the face from an unusual angle.

What it means: Hey, I'm creative and **imaginative**, but I'm also cool, sophisticated and **stylish**.

C the party shot

A group of friends at a party, laughing with their arms in the air.

What it means: I'm **charming**. I'm really popular. I'm one of the gang!

D the romantic shot

Two people with their arms around one another (or in extreme cases, kissing).

What it means: Look at me – I'm on a date. I'm going out with somebody! We're a couple! Are you jealous?

E doing something interesting

You're mountain climbing, scuba diving, bungee jumping or riding a camel in the desert.

What it means: I'm dynamic and **adventurous** and I like taking risks.

F you as baby

You're in your late teens, but you post a cute photo of yourself as a baby.

What it means: Look, I used to be cute and adorable and I still am! And maybe I'm a bit **immature** and childish and I don't want to grow up.

5 **CD•1.13 MP3•13** Listen again and tick the items of clothing that you hear.

Angie: **bangles** , **a silver ring** , **vintage sunglasses** ,
a scarf , **a white cotton top**

Tim: **a suit** , **a designer dress** , **a bracelet** ,
a waistcoat , **a tie**

Becky: **mittens** , **a winter coat** , **a woollen hat** ,
thick tights

Jon: **shorts** , **a sweatshirt** , **a fleece** ,
hiking boots , **a baseball cap**

6 In pairs, discuss the type of photo you use/would use for your Facebook profile. Describe it and say why.

He's a film star. I think his Facebook profile would be a strange close-up. (Johnny Depp)

WORKBOOK

p. 8–9

NEXT CLASS

Ask students to do Show what you know 1.2 in the WB, p. 10.

WORD STORE 1A

- 7 **CD•1.14 MP3•14** Complete WORD STORE 1A with the words from Exercise 5. Then listen, check and repeat.
- 8 In pairs, describe the type of clothes you wear/would wear in these situations. Add any useful words to WORD STORE 1A.

at a house party at a wedding at home
at school at the beach in the mountains
on a night out on a walk

WORD STORE 1B

- 9 **CD•1.15 MP3•15** Complete WORD STORE 1B. Match the verb phrases in the box with the definitions. Then listen, check and repeat.

clothes fit you clothes match clothes suit you
get changed get dressed get undressed

- 10 Complete the questions with a verb in each gap. Then, in pairs, ask and answer the questions.

- Do you try to buy clothes that match the colour of your eyes or hair?
- Which colours and styles do you think suit you best?
- How long does it take you to get dressed for a party?
- Do your last year's clothes still fit you?
- Do you get changed when you get home from school?

WORD STORE 1C

- 11 **CD•1.16 MP3•16** Complete WORD STORE 1C with the adjectives in red from the text. Then listen, check and repeat.

- 12 Choose the correct options.

- Ania knows a lot about art and fashion. She's very **adventurous** / **sophisticated**.
- Greg's really childish. I think boys are more **gorgeous** / **immature** than girls at that age.
- He's a very nice young man. But he can be **cheeky** / **charming** sometimes.
- What a beautiful baby! Look at her **cute** / **stylish** little nose!
- The two older children are quite rude, but the youngest is absolutely **adorable** / **imaginative**.

- 13 Think of three people you have a photo of. Describe them to a partner. Use words from WORD STORE 1C.

Kate's my best friend. She's gorgeous and ...

1.2 Grammar

Dynamic and state verbs

I can understand the difference between dynamic and state verbs and use them correctly.

- 1 Imagine you are going to a weekend music festival in the summer. In pairs, discuss what you would wear.
- 2 **CD•1.17 MP3•17** Read the text and listen to Jo Mack and answer the questions.
 - 1 Who does she work for? *HIP Magazine*
 - 2 Where is she now? *at the Coachella music festival in California*
 - 3 What is she doing there? *She's speaking to people about what they're wearing and why.*

HOW TO DRESS: FESTIVAL FASHION

Welcome to our regular feature. This week we are looking at what people wear to music festivals.



Jo: Hi! I'm Jo Mack and I **work** as a fashion editor for *HIP* magazine. I **think** I must have the best job in the world because today I'm **working** at the COACHELLA music festival in California. The question I'm **asking** is 'What is the "Festival Look" this year?' 10,000 people **are listening** to music here and I **believe** the temperature is 32 degrees. I **know** the Killers are on later and I'm **thinking** about going to see them, but right now I'm **speaking** to people about what they're **wearing** and why.

- 3 Read the GRAMMAR FOCUS. Which verbs in blue describe an action and which describe a state?

GRAMMAR FOCUS

Dynamic and state verbs

• Most verbs have dynamic meanings. They describe actions: something happens. You can use them with simple or continuous forms.

*I **work** as a fashion editor for HIP magazine.*

*Today I'm **working** at the COACHELLA music festival.*

• Some verbs have stative meanings. They describe states: nothing happens. You cannot use them with continuous forms.

*I **believe** the temperature is 32 degrees. (NOT ~~I'm believing~~)*

Note:

A few verbs (e.g. *think, have, look*) have both dynamic and stative meanings. The meanings are different:

*I **think** I must have the best job in the world. (think = believe → stative)*

*I'm **thinking** about going to see them. (think = consider → dynamic)*

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- 4 **CD•1.18 MP3•18** Read and listen to Jo's interview with Anna. Do the underlined verbs have stative or dynamic meanings?



Jo: Hi! I'm **reporting** on festival fashion for *HIP* magazine. **I like** your hat.

Anna: Thanks. **I don't usually wear** hats. But it's really hot, so **I'm wearing** this baseball cap. **It belongs** to my boyfriend. **He doesn't need** it because he isn't here today. **He's revising** for his exams!

Jo: Oh, that's a shame.

Anna: No, it's OK. **My boyfriend hates** festivals. **He prefers** listening to music at home. **I really want** to see the White Stripes - **I listen** to their music all the time!

- 5 **CD•1.19 MP3•19** Complete Jo's interview with Tom with the correct present form of the verbs in brackets. Then listen and check.



Jo: Hi! I'm reporting on festival fashion for *HIP* magazine. **Are you enjoying** (you/enjoy) the festival?

Tom: Yes, I **'m having** (have) a really good time.

Jo: I **love** (love) your T-shirt.

Tom: Oh, thanks! It's my festival T-shirt!

Jo: Oh, it **looks** (look) great. But why **are you wearing** (you/wear) jeans? It's so hot!

Tom: My legs are very skinny and so I **never wear** (never/wear) shorts, even in summer. In fact, I **don't have** (not have) any shorts!

Jo: So which bands **do you want** (you/want) to see today?

Tom: I **like** (like) the Foo Fighters, but I **don't know** (not know) when they're on. I **'m looking** (look) for a festival programme.

Jo: I have one here - oh, they **re playing** (play) now.

Tom: Oh right - thanks! See you.

- 6 Look at Jo's interview with Tom again. Find two verbs with both dynamic and stative meanings. Explain the differences in meaning.

- 7 Write sentences which are true for you. Use an appropriate present tense.

1 I **(don't) need** (need) a new pair of trainers.

2 I **'m (not) wearing** (wear) my favourite T-shirt today.

3 I **(don't) buy** (buy) all my clothes online.

4 I **(don't) like** (like) shopping.

5 I **(don't) think** (think) most clothes are too expensive.

6 I **'m (not) thinking** (think) of going shopping later.

- 8 In pairs, ask each other questions based on the sentences in Exercise 7.

Do you need a new pair of trainers?

Grammar Focus page 115

Exercise 3

Action: work, 'm working, 'm asking, are listening, 'm thinking, 'm speaking, 're wearing

State: think, believe, know

Exercise 6

I'm having a really good time - part of an expression (dynamic)

I don't have any shorts - means don't own (state)

I'm looking for a festival programme - an active thing I am doing (dynamic)

It looks great - describes the appearance (state)

I'm looking for a festival programme - an active thing I am doing (dynamic)

It looks great - describes the appearance (state)

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It looks great - describes the appearance (state)

I'm looking for a festival programme - an active thing I am doing (dynamic)

It looks great - describes the appearance (state)

EXTRA ACTIVITIES

- Photocopiable resource 4 (Test yourself pairwork activities), p. 174, 189
- Students work in pairs. They take turns to say state and dynamic verbs for their partner to make a sentence with. They should use the Present Continuous

where possible, e.g. *I believe there's life on other planets. Peter is living in Paris at the moment.*

WORKBOOK

p. 10

NEXT CLASS

Ask students to find out two or three facts about the numbers of people who use social networking sites, mobile phones, texts, etc. in different countries.

1.3 Listening

Multiple choice

I can understand the main points of a radio programme about friendship.



A 'A friend is someone who knows everything about you and still likes you.'

B 'The best mirror you can have is an old friend.'

C 'There is nothing better than a friend, apart from a friend with chocolate.'

1 In pairs, read the sayings and discuss the questions.

- Which saying do you like best? Why?
- What qualities should a close friend have?
- How would you complete the sentence:
A true friend ...?

2 **CD-1.20 MP3-20** Listen to a radio programme and choose the correct numbers. What numbers would be true for you?

- Jenny's got 2 / 5 or 6 / more than 10 close friends.
- Jenny's got 313 / 330 / 333 online friends.
- Fraser's got no / 2 / 3 or 4 close friends of the opposite sex.

3 Match words and phrases a-f from the radio programme with the underlined phrases in Exercise 4.

- socialises with – hangs out with
- lose touch with – stop seeing each other
- has a lot in common with – has similar interests
- is always there for you – is always reliable
- fallen out – had an argument
- gets on well with – has a good relationship

4 **CD-1.20 MP3-20** Listen to the radio programme again. Are statements 1–6 true (T) or false (F)?

- Jenny has a good relationship with all her online friends. **F**
- Jenny thinks it takes time to become close friends. **T**
- Jenny says friends sometimes stop seeing each other when they've had an argument. **T**
- Fraser has similar interests to all his close friends. **T**
- Fraser doesn't think a good friend is always reliable in a crisis. **F**
- Fraser hangs out with both boys and girls. **T**

EXAM FOCUS Multiple choice

5 **CD-1.21 MP3-21** Listen to four conversations and choose the correct answer, A, B or C.

- What is true about Janet and Rachel?
A They've lost touch. C They often hang out.
B They've fallen out.
- What's the relationship between Amy and Sarah?
A They're close friends. C They're teacher and student.
B They're mother and daughter.
- What are Jon and Kevin going to do at the weekend?
A do similar activities C do different things
B hang out together
- Which sentence is true about Annie?
A She has a lot in common with Sal. **C** She's always there for Sal.
B She has lost touch with Sal.

PRONUNCIATION FOCUS

6 **CD-1.22 MP3-22** Write the numbers in full. Then listen, check and repeat.

- 515 – five hundred and fifteen
- 214 – two hundred and fourteen
- 3,330 – three thousand, three hundred and thirty
- 901 – nine hundred and one
- 7,880 – seven thousand, eight hundred and eighty
- 4,416 – four thousand, four hundred and sixteen

7 Write down three long numbers. Then, in pairs, dictate your numbers to each other. Check that your partner has written the same numbers as you.

WORD STORE 1D

8 **CD-1.23 MP3-23** Complete the phrases in WORD STORE 1D with the correct prepositions. Then listen, check and repeat.

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REFERENCES

AUDIO SCRIPT >>> p. 152

EXTRA ACTIVITIES

Use the facts about social networking sites students have found out after you have done the Pronunciation focus.

In pairs, students dictate the sentences to each other. They say if any information surprised them.

WORKBOOK

p. 11

NEXT CLASS

Students bring in photos of other members of their family.

1.4 Reading

Multiple choice

I can understand the main points of an article about genes.

Exercise 1

- ex- husband, wife
 grand daughter, father, mother, son
 great-grandmother, grandfather, aunt, uncle
 great-great-grandmother, grandfather
 half- brother, sister
 -in-law brother, daughter, father, mother, sister, son
 second husband, wife
 step brother, daughter, father, mother, sister, son

1 Match affixes from box A with words from box B to make at least ten more family words.

A	ex-	grand	great-	great-great-
	half-	-in-law	second	step
+				
B	aunt	brother	daughter	father
	grandmother	grandfather	husband	
	mother	nephew	niece	sister
	son	uncle	wife	

granddaughter, great-great-grandfather, mother-in-law, ...

2 Use different family words from Exercise 1 to describe yourself. Draw a diagram.

I'm Adam's great-grandson.



3 In pairs, describe three people from your family. Who do you look like most?

4 Read the article. Tick the things you can inherit from your parents and/or ancestors.

- | | |
|----------------------------------|-------------------------------------|
| 1 your health | <input checked="" type="checkbox"/> |
| 2 your eye, hair and skin colour | <input checked="" type="checkbox"/> |
| 3 your facial features | <input checked="" type="checkbox"/> |
| 4 your lifestyle | <input type="checkbox"/> |
| 5 poor eyesight | <input checked="" type="checkbox"/> |
| 6 baldness | <input checked="" type="checkbox"/> |
| 7 left-handedness | <input checked="" type="checkbox"/> |

5 In pairs, talk about the things that you think you have inherited from your parents and ancestors.

I inherited my hair and my eyes from my father. I inherited my mother's small feet.

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CD•1.24 MP3•24

Who do you look like? Are you good-looking like your mum, well-built like your dad, fair-haired like your brother or sister or really, really tall like your great-great-grandparent? Do people say you're just like your father or just like your mother or that you take after your grandparent in every way? Or do people ask where you come from because you look so different from the rest of your family?

Your genes are responsible for your appearance and your health. Half your genes are from your mother, the other half from your father. You are not identical to your mother or your father, but you probably look a bit like both of them. Or you may resemble one of your ancestors, for example, a great-great-grandparent. But even if you are like other members of your family, you are unique. Your genes are different from everyone else's genes. The only people who have exactly the same genes are identical twins.

Some of the features you inherit from your parents are hair, eye colour, skin colour and facial features like the size and shape of your nose.

You probably have the same hair colour as one of your parents, but this is not always true. Two dark-haired parents can have a blond or red-headed child. This happens when there was a blond or red-headed ancestor. It is common for red-headed children to have freckles, even if the parents don't have them.

The strongest, or dominant, gene in eye colour is brown. If both parents have brown eyes, their children probably have brown eyes too. It's also common for two

REFERENCES

CULTURE NOTES >>> p. 142

EXTRA ACTIVITIES

- Students use the photos of their family members with Ex. 5 to discuss what they have inherited from their

parents and ancestors.

- Students write true/false statements about the text in pairs. They exchange with another pair and decide if the other pair's sentences are true or false.
- Students write sentences using the words in Word Store 1E.

WORKBOOK

p. 12–13

NEXT CLASS

Ask students to do Show what you know 1.5 in the WB, p. 14.



twin sisters Hayleigh and Lauren with their parents and baby twin sisters

brown-eyed parents to have a blue-eyed child, but
 45 unusual for two blue-eyed parents to have a brown-
 eyed child. As well as eye colour, you can inherit
 poor eyesight from your parents. So if you're short-
 sighted, you're probably not the only person in your
 50 family who wears glasses.

Tall parents usually have tall children and short
 parents usually have short children. But this isn't
 always true – in fact, children are getting taller
 thanks to improved diets and healthier lifestyles.

55 Fifty percent of men with bald fathers will lose their
 hair. But the gene for baldness can come from
 the mother's family too – boys should look at their
 mother's father. They may take after him.

60 There are many different skin colours: from black,
 dark brown, brown, light brown to white. Most families
 share the same skin colour, but black parents can
 give birth to a lighter-skinned child if they have pale-
 skinned ancestors.

65 Usually, a black and a white parent have dark-
 skinned children because black is a dominant gene.
 But twin sisters Hayleigh and Lauren are exceptions.
 One twin is black and the other is white. Hayleigh
 looks exactly like her black father and Lauren is the
 70 image of her white mother. This was only possible
 because their father had a white relative in his past.

Finally, if you are left-handed or if you have dimples
 in your cheeks or chin, you can thank your genes.

EXAM FOCUS Multiple choice

6 Read the article again. For questions 1–6, choose the correct answer, A, B, C or D.

- 1 From the first paragraph we learn that genes
 - A come mainly from your mother.
 - B mean you always resemble one of your parents.
 - C** determine what you look like.
 - D are always unique to you.
- 2 If a brown-eyed child has two blue-eyed parents, this is
 - A** uncommon. C impossible.
 - B fairly common. D extremely common.
- 3 The reason some children are tall is because
 - A their parents are very healthy.
 - B they have short parents.
 - C they enjoy their lifestyle.
 - D** they eat well and live well.
- 4 Men who go bald
 - A always lose their hair because of their father's genes.
 - B nearly always have sons who go bald.
 - C** sometimes inherit baldness from their mother's side.
 - D never pass on baldness through their daughter's genes.
- 5 When is it possible to have black and white twins?
 - A** when a black parent has white-skinned ancestors
 - B when there is a dominant black gene in the family
 - C when the parents are both black
 - D when the parents are both white
- 6 What would be the best title for the text?
 - A What do you look like? C Where are you from?
 - B A family tradition **D** It's all in the genes

7 In pairs, discuss the meanings of the words and phrases in blue in the article. Which of these strategies can help you guess the meaning?

- 1 It looks like a word in my language.
- 2 It looks like a member of a word family I know.
- 3 It is made up of words I understand.
- 4 The context can give me clues.

8 Match the words and phrases in blue in the article with these definitions.

- 1 small brown spots on the skin – **freckles**
- 2 small depressions on your cheeks when you smile – **dimples**
- 3 looks exactly like – **is the image of**
- 4 be like – **take after**
- 5 look like – **resemble**
- 6 family members who lived a very long time ago – **ancestors**

9 Choose three words or phrases in blue from the article and use them in sentences about your own family.

Everybody says that I am the image of my great-grandmother.

WORD STORE 1E

10 **CD-1.25 MP3-25** Complete WORD STORE 1E with the compound adjectives in the box. Then listen, check and repeat.

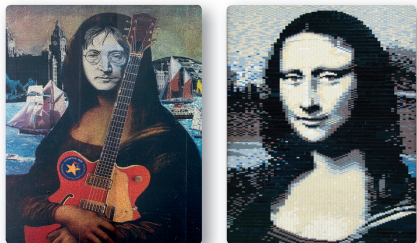
1.5 Grammar

Present Perfect Continuous

I can use the Present Perfect Simple and Continuous.

- 1 In pairs, look at the different versions of the Mona Lisa and answer the questions.

- Which version do you like best? Why?
- What do you know about the original painting?



- 2 Read about the real Mona Lisa. Why does the curator think that the Mona Lisa is smiling?
Because she's been listening to people's silly questions for over 200 years.

STOP ASKING SILLY QUESTIONS!

My name is Henri Dubois. I've been working at the Louvre Museum in Paris for twenty-one years and I've been looking after the Mona Lisa for nearly ten. So, for the past ten years I've been watching people's faces when they first see the Mona Lisa. There's something very special about that painting. I've also been answering the same questions over and over again. They ask me, 'How long has she been hanging in the Louvre?' I always say the Mona Lisa has been in the Louvre since 1804. But it isn't quite true. The Mona Lisa hasn't been hanging in the Louvre since then because someone stole it in 1911. Fortunately, the painting was returned two years later.



The other questions are impossible to answer. They ask me, 'Who was she? What is she thinking? Why is she smiling?' Why is the Mona Lisa smiling? Because she's been listening to people's silly questions for over 200 years! Stop asking questions and look at the painting – it's beautiful!

- 3 Read the GRAMMAR FOCUS. Then find six more examples of the Present Perfect Continuous in the text in Exercise 2.

GRAMMAR FOCUS

Present Perfect Continuous

You use the Present Perfect Continuous to talk about unfinished actions that started in the past and continue in time 'up-to-now'. Use *for* or *since* to say how long.

I've been working at the Louvre museum in Paris for twenty-one years.

Present Perfect Continuous: has/have + been + -ing

+ I've been working.

- He hasn't been working.

? Have you been working ...?
Yes, I have./No, I haven't.

Note:

State verbs (*be, have, know, etc.*) do not take the continuous form.

The Mona Lisa *has been* in the Louvre since 1804.

(NOT *has been being*)

- 4 Complete the conversation with the Present Perfect Continuous form of the verbs in brackets.

Manager: I'm sorry, the museum is really busy today. How long have you been waiting (you/wait)?

Guest: It's OK. We haven't been waiting (not wait) long. We have been standing (stand) in this queue for about twenty minutes.

Manager: Right. Well, I'll introduce you to Henri, our curator. He has been working (work) here for over twenty years.

Guest: Thanks. My son, Jack, is very excited. He has been learning (learn) about Leonardo da Vinci at school.

Manager: Well, I'm sure Henri can answer any questions. He has been looking after (look after) the Mona Lisa for ten years.

Jack: How long has she been hanging (she/hang) in the Louvre?

- 5 Complete the sentences. Use the Present Perfect Simple or the Present Perfect Continuous form of the verbs in brackets and add time expressions to make them true for you.

1 I have had (have) the same computer for two years.

2 I have been studying (study) English since _____.

3 I have been listening (listen) to the same music since _____.

4 I have been going (go) to the same hairdresser's for _____.

5 I have known (know) my oldest friend since _____.

6 I have been sitting (sit) in this chair since _____.

- 6 Write questions for the sentences in Exercise 5. Begin with *How long have you ...?* Then, in pairs, ask and answer the questions.

How long have you had the same computer?

REMEMBER THIS

You use the Present Perfect Simple to talk about finished actions in time up to now. You can say 'how many' but not 'when'.

Pedro has visited the Louvre seven times. He has visited twenty-seven other museums.

- 7 Choose the correct options. Then tick any sentences that are true for you.

1 I've seen / I've been seeing the Mona Lisa twice.

2 My mum has bought / been buying a new car.

3 It's snowed / been snowing since yesterday.

4 I've learnt / been learning the piano for years.

5 I've never been / been going abroad.

6 I haven't done / been doing my homework yet.

- 8 Write questions in the Present Perfect Simple or Continuous. Begin with *How long ...?* or *How many ...?* Then, in pairs, ask and answer the questions.

1 texts / receive / today?

How many texts have you received today?

2 wear / the same watch?

How long have you been wearing the same watch?

3 have / the same bag?

How long have you had the same bag?

4 foreign countries / visit?

How many foreign countries have you visited?

5 books / read / in the past three months?

How many books have you read in the past three months?

6 go / the same dentist?

How long have you been going to the same dentist?

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REFERENCES

CULTURE NOTES >>> p. 143

EXTRA ACTIVITIES

- Photocopiable resource 3 (Present Perfect Continuous – 10 mins) p. 173, 188
- Students write questions about the

text in Ex. 2 using the Present Perfect Continuous, e.g. *How long has Henry been working in the Louvre Museum?* Then they ask and answer in pairs.

WORKBOOK

p. 14

NEXT CLASS

Students bring in photos of themselves and/or family members on different occasions, wearing different sorts of clothes.

1.6 Speaking

Talking about a photo

I can describe clothes and speculate about people in photos.

- 1 Look at the table and put the words in the correct order. Is anybody in the class wearing one of these items?

Adjective order

Opinion	Size/ Age	Colour/ Pattern	Material	Make/ Type	Noun
a lovely	big old	brown	leather	flying	jacket

- 1 trainers / Nike / new *new Nike trainers*
 2 a / cotton / shirt / patterned *a patterned cotton shirt*
 3 jeans / blue / fashionable / skinny *fashionable blue skinny jeans*
 4 leather / high-heeled / black / boots *black leather high-heeled boots*
 5 a / striped / jumper / big / woollen *a big striped woollen jumper*

- 2 In pairs, take turns to describe clothes students in your class are wearing. Use at least two adjectives to describe each item. Guess who your partner is describing.

- 3 In pairs, take turns to describe clothes you have at home. Talk about something you wear:

- when you go out
- for a formal occasion
- in winter
- at the weekend.
- to do sport

- 4 Look at photo A. Describe the clothes the people are wearing.

- 5 How would you describe the situations in photos A and B? What's similar and what's different about them? Think of an adjective to describe how the woman and boy are feeling.

- 6 CD•1.26 MP3•26 Read the SPEAKING FOCUS and complete the description with one word in each gap. Then listen and check.

The photos both ¹ show people in clothes shops. In the first photo a woman is waiting for someone to choose a shirt. I ² think he's her boyfriend or her husband. She ³ looks bored. In the second photo I ⁴ can see a boy. He's waiting for some people. It's ⁵ hard to say, but perhaps they're his sisters or friends. ⁶ Both photos show people waiting and they look very bored. The main ⁷ difference between the photos is that the woman looks more comfortable than the boy. He has to sit on the floor!



Exercise 4

The man is wearing a comfortable red cotton sweatshirt/top and classic grey jeans. The woman is wearing a simple red and white summer top and fashionable blue jeans.

Exercise 5

Both photos show people shopping and their friends waiting. The friends look bored in both photos. The difference is that the woman looks more comfortable than the boy.

SPEAKING FOCUS

Saying what's in the photo(s)

The photo shows ...
 In this photo, I can see ... /there is .../there are ...

Comparing photos

Both photos show ...
 In the first photo ... , but in the second photo ...
 The main difference between the photos is ...

Showing uncertainty

It's hard to say/make out what ..., but ...
 I'm not sure ..., but ...

Speculating

He/She/It looks ...
 He/She/It looks as if/as though/like ...
 It seems to be .../Perhaps it's .../Maybe it's ...
 I imagine they're .../They're probably ...

Giving your opinion

I (don't) think .../
 I prefer .../
 Personally, .../In my opinion, ...

- 7 In pairs, choose two photos and discuss the questions.

- 1 Compare the photos. How do you think the people are feeling?
- 2 Do you enjoy shopping for clothes?

- 8 In pairs, ask and answer the questions.

- 1 How often do you go shopping?
- 2 Who do you usually go with? Why?
- 3 What are your favourite or least favourite shops? Why?

EXTRA ACTIVITIES

- Students use the photos they have brought after Ex. 7. They take turns to describe them. They give as full descriptions as possible of the clothes the people are wearing, taking care with adjective order, and using the

phrases from the Speaking focus.

- Students write a short description of one of their photos.

WORKBOOK

p. 15

NEXT CLASS

Ask students to make notes about someone they know, including the following information: age, personality and interests, physical description, height and build, general impression and clothes they usually wear.

1.7 Writing

A description of a person

I can describe a person in an email.



Maggie

Hi Dominic,

Zara told me you are looking for a new singer for your band. If so, I think my friend might be perfect.

Her name's Claire and she's **our** age, though she looks like she's already in her **early** twenties. She's very easy-going and I think she has a great sense of humour – we get on really well. She's also a very creative person and a fantastic singer. She plays the piano and writes her own songs and has even made a video to go with one of them. She's **into** all sorts of music, from classical to punk and I think she's the sort of person **who** is open to new ideas. I think she'd **make** a great singer for the band.

She's also very pretty. 😊 She's about **medium height** and **slim**, and she's got long, **straight, dark** hair. She **dresses** fashionably, though usually in black. I think she looks a bit **like** a Hollywood film star because she's very glamorous. 😊

Watch her video (attached) and let me know what you think.

Love,
Maggie

opening

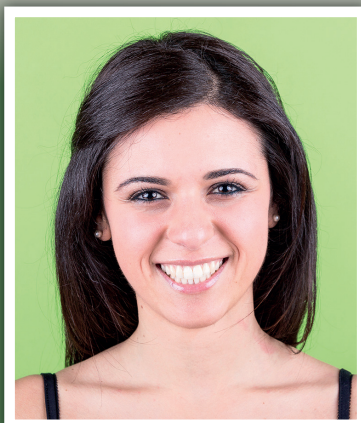
body

closing

- 1 In pairs, look at each other for ten seconds. Then close your eyes and describe your partner's appearance and clothes.
- 2 In the email on the left, Maggie describes her friend Claire. Before you read, make a list of the things you think she might include.
age, hair (length and colour), interests, ... personality, appearance, likes, dislikes, ambitions
- 3 Now read Maggie's email and see which things on your list she mentions.
- 4 Do you think you would get on well with Claire? Why?/Why not?
- 5 Read the WRITING FOCUS on page 21 and complete the examples with the words in pink in the email.
- 6 Some adjectives in English can sound negative when used to describe a person. Replace the underlined adjectives in the sentences with the more neutral expressions in the box.

a bit <u>too slim</u>	2 a little overweight
5 mature	6 not always hard-working
3 not really interested in fashion	
4 sometimes forgets his/her manners	

- 1 Jo is skinny. She doesn't eat very much.
Jo is a bit too slim.
- 2 Ryan is fat. He doesn't do much exercise.
- 3 Harry is scruffy. He doesn't care what he wears.
- 4 Ellie is rude. She needs to be more polite.
- 5 Ken is a(n) old student. He's back at university because he wants a career change.
- 6 Kelly is lazy. Her parents are worried that she'll fail her exams.



EXTRA ACTIVITIES

After Ex. 3, write the following three questions on the board: *What is she like? What does she look like? What does she like doing?* Briefly check the difference in meaning and explain if necessary. Ask students to read the

email again quickly and answer the three questions about Claire.

WORKBOOK

p. 16

NEXT CLASS

Ask students to study the Word list on p. 128.

WRITING FOCUS

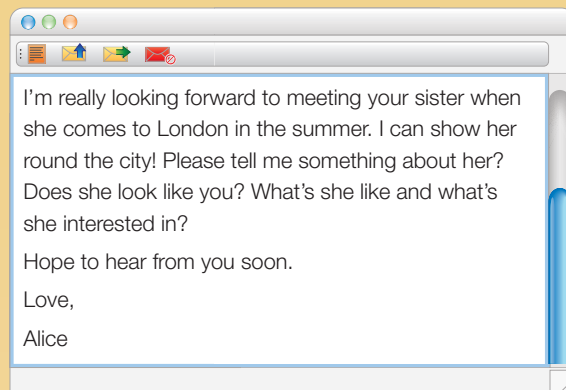
A description of a person

Body

- Mention age.
He's (about) my/your/ ¹ our age.
He's in his teens/ ² early /mid/late twenties.
- Describe personality and interests.
He's a very easy-going/interesting person.
She's the sort/type/kind of person ³ who always remembers your birthday/loves kids.
She'd ⁴ make a great teacher/doctor/friend.
He's ⁵ into music/fashion/skateboarding.
He has a good sense of humour.
She is caring/charming/outgoing/reliable.
She is childish/cheeky/arrogant/rude.
- Describe hair, eyes, skin and face.
He's got cool, short, ⁶ dark hair.
She's got beautiful, long ⁷ straight, blond hair.
She's got a kind/friendly/unusual smile/face.
He's dark-skinned/pale-skinned.
He's blue-eyed.
- Mention height/build.
She's short/ ⁸ medium height /tall.
He's fairly well-built/ ⁹ slim.
- Give general impressions.
She looks (kind of) cool/unusual/mysterious/unhappy/nervous.
He looks a bit ¹⁰ like you/me/Mr Bean/Ronaldo.
He resembles his father.
- Mention clothes.
She ¹¹ dresses casually/smartly/well/in black.
He always wears casual/smart/scruffy/fashionable/stylish clothes.
He never wears a tie.

Writing task

You recently received an email from your English friend, Alice. Read part of her email and write your reply to Alice.



A Write your email in 140–190 words. Follow these steps.

- Thank your friend for offering to show your sister round London.
- Mention your sister's age.
- Describe your sister's personality (mention something negative).
- Mention some of your sister's interests.
- Describe your sister's appearance (general impression, clothes, physical appearance etc.).
- Thank your friend again.
- Say goodbye.

Useful language

- Thanks for agreeing to ...
- I'm writing to tell you about ...
- She's a very easy-going person.
- She looks kind of cool.
- She's got long, curly, brown hair.
- She's into museums and sports.
- Thanks again for helping me.

B Check.

- ✓ Have you followed the task?
- ✓ Does your email use kinder phrases instead of negative adjectives?
- ✓ Have you used the correct order for adjectives of appearance?
- ✓ Have you organised your email into three or four paragraphs?
- ✓ Have you checked spelling and punctuation?



WORD LIST ACTIVITIES

- Give students a category, e.g. personality adjectives. Write some of the words on the board without vowels – students write the full words, e.g. *crng* (caring), *slfsh* (selfish), *hrdwrkng* (hard-working). If you prefer, you can show the number of spaces, e.g. *fr__ndly* (friendly).

- In teams, students write a list of as many clothes words as they can, including materials (*leather, cotton*, etc.). The team with the most words after, e.g. five minutes writes them on the board. The other teams take it in turns to add any other words. They get one point for each correct answer. The team with the most points wins.

FOCUS REVIEW 1

VOCABULARY AND GRAMMAR

1 Complete the sentence with the correct form of the words in capitals.

- Don't worry, I'm sure John will be here any minute. He's the most reliable person I know. **RELY**
- Helen's almost twenty, but she's still very immature. She often does silly things. **MATURE**
- Lucy is a very caring person and is always ready to help her friends. **CARE**
- Jason is not particularly adventurous. Every summer he goes to the same beach resort in Spain. **ADVENTURE**
- All Yvonne's stories are full of surprises. She's a very imaginative writer. **IMAGINATION**
- Charles is a charming young man. **CHARM**

2 Read the definitions in brackets and complete the words. The first letter of each word is given.

- He wanted to ask Betty out on a date (when you go out with someone you fancy), but he was too shy.
- Most of my ancestors (family members who lived in the past) came from Ireland.
- It's important to protect your eyesight (ability to see). Remember to wear sunglasses on sunny days.
- Laura was a gorgeous girl with red hair and freckles (small brown spots) on her nose.
- Scientists are still looking for new ways to treat baldness (the condition of having little or no hair).

3 Complete the sentences with the Present Simple or Present Continuous form of the verbs in brackets.

- Why are you looking (you/look) at me like that? Is there something wrong with my hair?
- Pam doesn't remember (not remember) when her mother let her put make-up on for the first time.
- Tom is eating (have) lunch and we have to wait for him.
- I don't think (not think) this is a good idea.
- Stuart looks (look) very smart in his new woollen suit and black leather shoes.
- Jane, do you understand (you/understand) why people should be kind to each other?

4 Complete the sentences with the Present Perfect Simple or Present Perfect Continuous form of the verbs in brackets.

- Our uncle is on holiday and we 've been looking (look after) his dog since Monday.
- How many bracelets have you made (you/make) this morning? Enough for everyone?
- I think I 've inherited (inherit) most genes from my mum because we have similar looks.
- How long has Gina been working (Gina/work) on the project about family resemblance?
- Helen is very busy at university, but she hasn't lost (not lose) touch with her friends.
- My older brother 's been going (go) to the same music festival for five years now.

LANGUAGE IN USE

5 Choose the correct answer, A, B or C.

- A:** What's that? ___ a new T-shirt in this photo?
B: It's not new. It's my dad's old T-shirt from the eighties.
A Do you wear **B** Are you wearing **C** Have you worn
- A:** I was happy to see Jessica at the school reunion.
B: And who's she exactly?
A: She used to be my best friend in primary school, but we ___ when my family moved to Bristol.
A took after **B** lost touch **C** hanged out
- A:** What have you been doing?
B: Nothing special. I ___ an email to Lucy to ask her about the class project. I hope she replies soon.
A I'm writing **B** I've written **C** I've been writing
- A:** I guess Tom must be really ___ now that his brother has inherited a cottage from their aunt.
B: He says he isn't, but I know that's not true.
A selfish **B** arrogant **C** jealous
- A:** Can you have a look at this picture? ___
B: Well, I'm not sure either.
A I can't make out what it shows.
B I don't think it's very interesting.
C It looks as though you could help me.

6 Read the text and choose the correct answer, A, B or C.

PARENTS ON FACEBOOK

Young people ¹ ___ Facebook actively for a long time. In fact, not long ago people under twenty-five were the biggest group of users. But now more and more ² ___ sign up for Facebook, with the 40–54-year-olds becoming particularly interested in it.

So, what ³ ___ about Facebook? Do they like it? If they haven't created a profile yet, they will probably do so in the near future. And then, they will want to be your ⁴ ___ friends and follow your profile!

When this happens, should you accept or reject their invitation? There is no good answer for everyone. If you have ⁵ ___ with your parents and tell them everything about your life, you may say yes. The worst thing is to do nothing. You can't pretend you haven't seen the invitation or say that you're busy with school work and you're not using Facebook. Be ⁶ ___ about it. You will have to take a decision one day.

- A** use **B** have used **C** have been using
- A** people in their teens **C** people of medium-height
B middle-aged people
- A** do your parents think **C** have your parents thought
B are your parents thinking
- A** close **B** online **C** half
- A** a good relationship **C** a lot in common
B similar interests
- A** reliable **B** brave **C** realistic

EXTRA ACTIVITIES

- Photocopiable resource 5 (Speaking – 5 mins) p. 174, 190
- Photocopiable resource 6 (Writing – 10 mins) p. 174, 191

WORKBOOK

- Use of English 1.8, p. 17;
- Self-assessment 1.9, p. 18

NEXT CLASS

- Ask students to do Self-check 1.10 in the WB, p. 19.
- Ask students to prepare for Unit test 1 (Focus Assessment Package).

READING

- 7 Read the text and choose the correct answer, A, B, C or D.

Stella McCartney

When designer Stella McCartney arrived on the fashion scene, many people claimed her success was due to her famous name. Her father is, after all, Beatles legend Paul McCartney. This, however, is not true. For Stella, becoming a success took hard work, determination and, of course, talent.

In 1995, after graduating from Central St Martins College of Art and Design in London, she enjoyed almost immediate success. Two short years later, at the age of twenty-six, she became the head designer at Chloé, – a famous Parisian fashion house. After four highly successful years at Chloé, Stella launched her own fashion label and showed her first collection in 2001.

Since then her company has been growing steadily. In that time, it has developed a reputation as a fashion company with a difference. When Stella was growing up on a farm, her parents taught her to respect animals, to be aware of nature, and to understand that human beings share the planet with other creatures. These beliefs have had a huge impact on her and, as a result, she believes in ethical fashion now. Ethical fashion covers issues such as working conditions, child labour, fair trade and responsible production that does not harm the environment.

As a lifelong vegetarian, Stella does not use any natural leather or fur in her designs. The fabric she prefers is organic cotton and she has been experimenting with eco-friendly materials and production processes for some time. Recently, Stella decided not to work with a fabrics factory because the process used by it to colour the fabrics was very harmful to the environment. An entire river near the factory became red, making the water unsuitable for drinking or for use in agriculture.

Stella's ethical fashion also aims to help poor workers. For this reason, she has created a range of cloth bags together with the United Nations' International Trade Centre. The programme provides work for poor communities in Kenya, where the bags are created by hand. So far, 160 people in disadvantaged areas have been involved in the production. They are earning money, which has improved their lives.

Stella McCartney has an interesting philosophy. Instead of just creating new designs season after season, she believes designers should ask themselves how they make their clothes and accessories, where they make them, and what materials they use. Thinking about these questions makes designing more challenging and more interesting, but still allows designers to create luxurious, beautiful items that people want to buy. Stella McCartney is proof of that.

- 1 According to the text, Stella McCartney
- A succeeded with the help of her father.
 - B had a high position at a relatively young age.
 - C experienced difficulty finding the right job.
 - D created her own company straight after college.
- 2 Which statement is true about Stella McCartney?
- A As a child, she found out about ethical fashion.
 - B When she was a child, she wore organic cotton clothes.
 - C She often gets ideas for her designs from nature.
 - D No animal products are used in her fashions.

- 3 Why did Stella refuse to work with the factory?
- A The production method was not ethical.
 - B The water used for the colours was polluted.
 - C The factory could not supply the fabric she wanted.
 - D The wrong colour was used for the fabrics.
- 4 In Stella's opinion, what should designers do?
- A Create better designs every year.
 - B Question the methods of their production.
 - C Develop their own fashion philosophy.
 - D Make their clothes more luxurious.
- 5 The aim of the text is to
- A show why some production methods are better.
 - B suggest how fashion designers can help the community.
 - C explain the philosophy behind Stella's collections.
 - D describe how Stella became a fashion designer.

SPEAKING

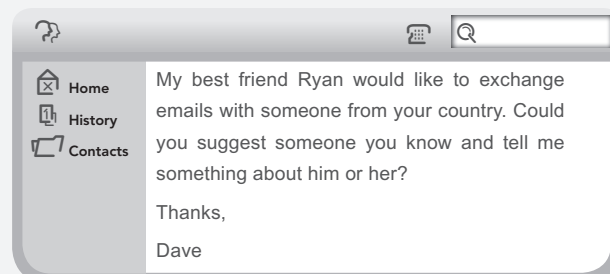
- 8 Look at the photos. They show people discussing what clothes to wear. In pairs, take turns to compare the photos and say why the people might have different opinions about the clothes.



- 9 Do you find it easy to choose what clothes to wear?

WRITING

- 10 Read part of an email you have received from your



Write your email in 100–150 words.