1 Identity Match

▸ Vocabulary

Appearance

1 Work with a partner. Put these words in the correct column.

bald	blonde	curly	dark	fair	good-looking
handsome	long	medium-height	overweight	plain
pretty	short	straight	tall	thin	ugly	well-built

Build	Height	Hair	General
thin	*short*	*short*	*handsome*

2 🎧 **1.01** Listen, check and repeat.

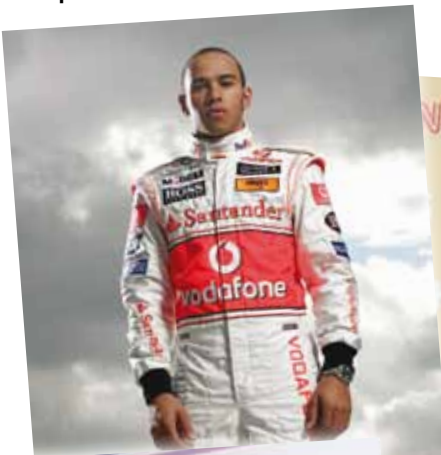**3a** PRONUNCIATION 🎧 **1.02** Listen to these words. Do we pronounce *gh* in these words?

| height | straight | weight |

3b We only pronounce *gh* in two of these words. Which ones? How do we pronounce *gh* in each of these two words?

| although | bought | caught | daughter | enough | ghost | through |

4 SPEAKING Work with a partner. Take it in turns to describe the people in the photos.

He's short and a little overweight. He's got long, dark hair.

Personality

5 Match the personality adjectives with their opposites.

1	serious	a	untidy
2	lazy	b	unfriendly
3	tidy	c	talkative
4	quiet	d	cheerful, funny
5	patient	e	hard-working
6	friendly	f	impatient

6 Match these personality adjectives with their definitions.

| arrogant | bossy | clever | nice |
| reliable | selfish | shy |

1 When you think you are better or more important than other people.

2 When you only think about yourself and you don't care about other people.

3 Good, friendly, kind.

4 Good at learning and understanding things.

5 When you are not very confident or comfortable with other people.

6 When people can depend on you or count on you to do something.

7 When you are always telling other people what to do.

7 LISTENING 🎧 **1.03** Listen to four people talking about themselves. What adjective of personality best describes each person?

1 Rose ....

2 William ....

3 Jessica ....

4 Brandon ....

8a SPEAKING Choose five adjectives from 5 and 6 which describe you. Tell your partner your adjectives and say why you chose them.

I'm quite shy because I feel a bit nervous when I meet new people.

8b Now tell the class about your partner.

Maria chose the adjective 'shy' because she feels a bit nervous when she meets new people.

1 **Work with a partner. Discuss these questions.**

1 What is an avatar?
2 Do you or your partner have an avatar? If you do, describe their appearance.
3 Why do you think avatars are popular?

2 **Read the text. Complete the table with information about the people and their avatars.**

	Real life	Online
Jason Rowe		
Kim Nyvang		
Elizabeth Brown		
April Hatch		

Avatars and their Creators

1 In Hindu mythology the word 'avatar' described the descent of a god into a physical form on Earth. Nowadays, an avatar is a visual representation of a person on the Internet. At this very moment, millions of people around the world are chatting and interacting in online games and most of them use avatars to do this.

2 So, how do people create their avatars? A photographer and journalist called Robbie Cooper is very interested in the connection between avatars and the real people behind them. His book *Alter Ego: Avatars and their Creators* looks at particular examples in the world of online computer games. Generally, people do things in different ways. For example, some people make their avatars very similar to their real identity, either in appearance or personality. Other people use their avatars to express a different side of their personality. And occasionally people decide to make an avatar that is almost completely opposite to their real identity, showing them not as they are, but as they would like to be.

3 Take the example of Jason Rowe. He has severe muscular dystrophy in real life. He needs a special machine to live and breathe. But when he plays online he is a tall, strong, well-built, futuristic soldier. Jason plays online 80 hours a week and he enjoys it because other people treat him totally normally. When people meet him in real life, he finds that they are uncomfortable because of his appearance. They forget that, apart from his appearance, he is totally normal. In his case, his avatar helps to break down barriers.

4 Kim Nyvang from Denmark is medium-height, thin with short fair hair. He's happy the way he is, but he thinks it's funny to be a strong, well-built barbarian with long black hair in the online game he plays. He plays 27 hours a week. He's married in real life but has a different wife in his online game. He asked his real wife for permission before he got married in the virtual world!

5 Another player is Elizabeth Brown. Her avatar looks like her, but the way she wants to look when she's older. So, instead of having long brown hair, her avatar is grey-haired and her face is just a little fatter. Elizabeth likes older people who are nice and friendly and she wants to be like that in the future.

6 Then there is April Hatch, who says that she is a very shy person. At first, her avatar was very different from her real self, but she discovered that her avatar makes more friends when she is natural, more like the real April Hatch. Now April feels more confident and as a result she doesn't spend so many hours playing online.

7 It seems that avatars are becoming more and more popular. They're reading out the news, selling products and they're even teaching languages, for example at www.speak2me.cn where a beautiful avatar called Lucy helps Chinese-speaking people to practise their English. Avatars are everywhere. But don't forget the real people behind them.

▶ EXAM SUCCESS

You are going to do a true/false reading exercise. What do you think is a good procedure for doing this type of exercise? **EXAM SUCCESS ▶ page 150**

3 **Read the text again and decide if the statements are true (T) or false (F). Write the number(s) of the line(s) where you found the answer.**

1 Robbie Cooper wrote his book because he is interested in online computer games. *T/F* ....
2 Not everybody creates avatars in the same way. *T/F* ....
3 Jason Rowe finds it difficult to make friends with his avatar. *T/F* ....
4 Kim Nyvang would like to have a different appearance. *T/F* ....
5 Kim's real wife knows that Kim has a virtual wife too. *T/F* ....
6 Elizabeth Brown wants to copy her avatar's appearance and personality one day. *T/F* ....
7 April Hatch's avatar now shows April as she would like to be, but isn't. *T/F* ....
8 April's avatar has made a positive change to her life. *T/F* ....

4 **Correct the false sentences in 3.**

5 **Find words in the text with similar meanings to these words.**

1 connected to the Internet *(paragraph 1)*
2 communicating with and reacting to somebody or something *(paragraph 1)*
3 from time to time *(paragraph 2)*
4 things that stop people from communicating or working with others *(paragraph 3)*
5 the right to be able to do something *(paragraph 4)*
6 has a similar appearance to *(paragraph 5)*
7 be similar to *(paragraph 5)*
8 believing in your abilities *(paragraph 6)*

6 **SPEAKING** **What about *you*?**

1 Do you like playing online games? Why/Why not?
2 If you have an avatar, is it similar to you or different?

GRAMMAR GUIDE

Present simple and present continuous

1a **Look at sentences 1–7 and match them to rules a–g.**

1 Avatars are becoming more and more popular.
2 Jason plays online 80 hours a week.
3 You're always playing on the computer. Stop it!
4 At this very moment, millions of people are using avatars.
5 People do things in different ways.
6 This journalist is studying the connection between avatars and their creators.
7 Computers use electricity.

We use the present simple for:

a routines and habits. ⋯⋯⋯
b things that are always or generally true. ⋯⋯⋯
c scientific facts. ⋯⋯⋯

We use the present continuous for:

d actions that are happening now or near the moment of speaking. ⋯⋯⋯
e actions that are temporary or not a normal routine. ⋯⋯⋯
f actions that happen very often and annoy the speaker. ⋯⋯⋯
g changing situations. ⋯⋯⋯

1b **Rewrite sentences 1 and 2 in the negative and then in the question form.**

GRAMMAR REFERENCE ▶ page 16

▶ STUDY SKILLS

What are the two main things we need to know about a grammatical structure to be able to use it correctly?
STUDY SKILLS ▶ **page 146**

2 **Look at these sentences. The words in bold are all adverbs of frequency. Choose the correct alternative in the rules a–d.**

1 I'm **never** late for school.
2 We don't **usually** eat much.
3 She **sometimes** comes at the weekend.
4 We **occasionally** go out during the week.
5 She's **always** the last person to arrive.
6 They're **always** telling me what to do.
7 I **rarely** travel by plane.
8 They **often** play this song in concert.

a Adverbs of frequency usually go *after/before* the verb *to be.*
b Adverbs of frequency usually go just *after/before* main verbs.
c Adverbs of frequency usually go with the *present continuous/present simple.*
d The adverb of frequency *always/sometimes* goes with the *present continuous/present simple* to talk about frequent actions that annoy the person who is speaking.

3 **Complete the text with the present simple or present continuous form of the verbs and adverbs.**

I **(a)** ⋯⋯⋯⋯⋯⋯⋯⋯ (be) really angry with my brother at the moment because he's **(b)** ⋯⋯⋯⋯⋯⋯⋯⋯ (always use) the computer when I want to use it. He **(c)** ⋯⋯⋯⋯⋯⋯⋯⋯ (not usually play) computer games but he **(d)** ⋯⋯⋯⋯⋯⋯⋯⋯ (become) more and more interested in online games at the moment. Right now he **(e)** ⋯⋯⋯⋯⋯⋯⋯⋯ (make) a new avatar for his favourite game. It's funny because my brother **(f)** ⋯⋯⋯⋯⋯⋯⋯⋯ (not usually wear) anything apart from jeans, T-shirts and trainers, but his avatar **(g)** ⋯⋯⋯⋯⋯⋯⋯⋯ (have got) really spectacular clothes. People **(h)** ⋯⋯⋯⋯⋯⋯⋯⋯ (usually say) that boys **(i)** ⋯⋯⋯⋯⋯⋯⋯⋯ (play) more computer games than girls but I think that **(j)** ⋯⋯⋯⋯⋯⋯⋯⋯ (change). The only reason that I **(k)** ⋯⋯⋯⋯⋯⋯⋯⋯ (not often play) is because when it's my turn to use the computer I **(l)** ⋯⋯⋯⋯⋯⋯⋯⋯ (always do) my homework on it first. Oh, good! My brother **(m)** ⋯⋯⋯⋯⋯⋯⋯⋯ (finish) now. It's 7pm and he **(n)** ⋯⋯⋯⋯⋯⋯⋯⋯ (usually go) to see his friend at 7pm. My turn to use the computer at last!
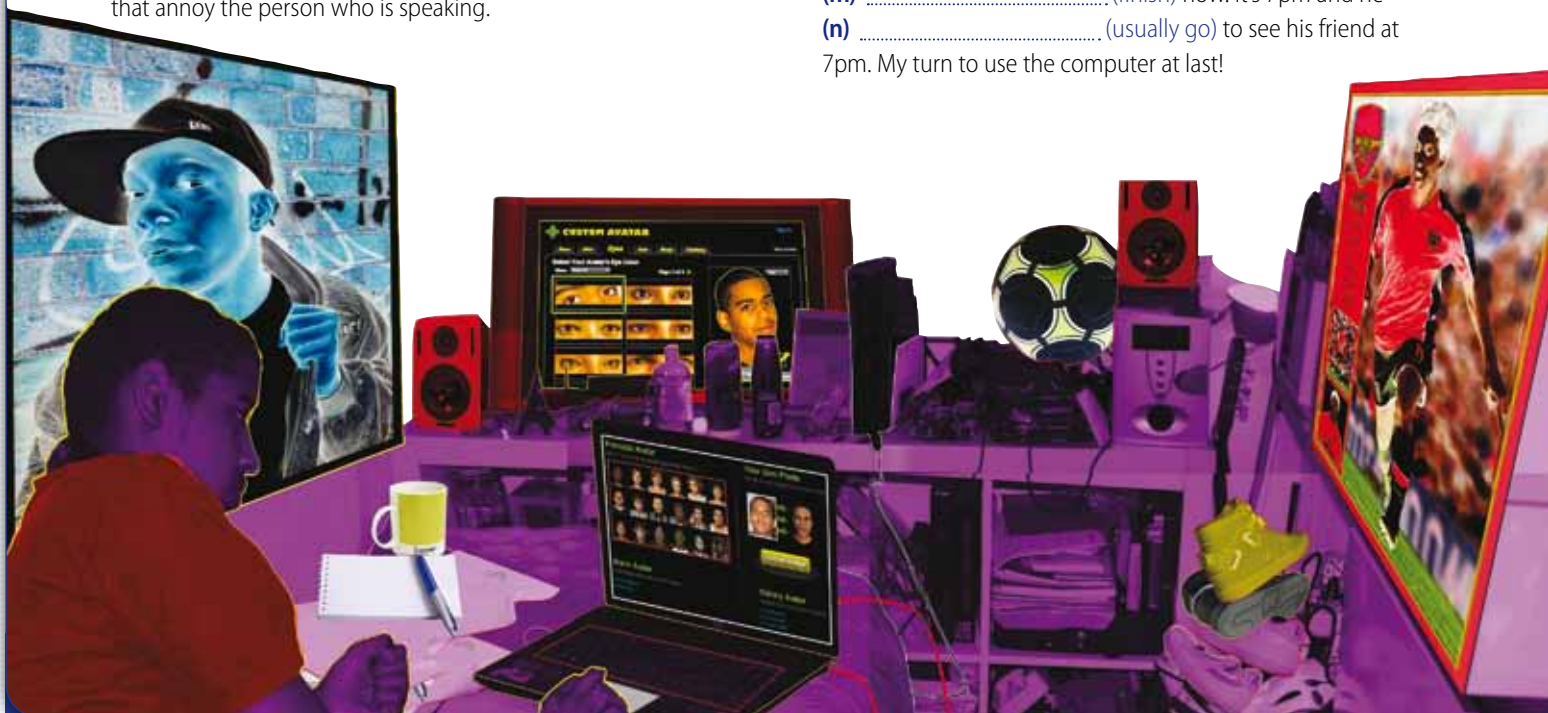
4 Write two true sentences about you or other people with these words. Write one in the present simple and one in the present continuous. You can write negative sentences if necessary.

> do homework   eat fast food   go to school
> play computer games   read   study English
> watch TV   wear jeans

My mum never wears jeans. I'm not wearing jeans at the moment because we can't wear them at our school.

5 Read your sentences to your partner. How many of your sentences are the same?

6 **SPEAKING** Interview your partner using these questions.
1 What are the first two things you do each morning?
2 What are the last two things you do each night?
3 What are people in your class doing right now?
4 In what ways are you, or people in your family, changing?
5 What do you usually do at the weekend?
6 What are members of your family doing now?
7 How do you usually spend your summer holidays?
8 Is anybody always doing things that annoy you? Who and what?

What are the first two things you do each morning?

I get out of bed and eat my breakfast.

7 Write at least three more questions like the ones in 6. Use them to continue interviewing your partner.

What subjects are you studying this year?

What is your favourite subject?

What sports are you doing this year?

Synonyms and partial synonyms

1 Look at these words. Do they have similar meanings? If there is a difference between the words, what is the difference?

> attractive   beautiful   good-looking
> handsome   pretty

2 Match these words to their synonyms or partial synonyms. Each word can have more than one synonym or partial synonym.

bright – intelligent – clever

> bright   cheerful   clever   difficult
> elderly   fat   friendly   glad
> happy   hard   intelligent   old
> outgoing   overweight   skinny
> slim   sociable   thin

3 Choose the best alternative in each sentence. If there is no difference, choose both.
1 Don't call your grandmother *old/elderly*! Call her *old/elderly*.
2 Why are you angry, Dad? I didn't say you're *fat/overweight*. I just said you're a little *fat/overweight*.
3 That actor is really *attractive/good-looking*.
4 My cousin is always smiling. She's a really *glad/cheerful* person.
5 You need to eat more. You don't look well. You look a bit *skinny/slim*.
6 This question is really *hard/difficult*. I'm not *clever/bright* enough to do it.

4 Prepare a description of a famous person. Use words from 1 and 2 and from page 6.

5 Work with a partner. Describe the person you chose in 4. Can your partner guess who it is?

She's a very beautiful actress. She's tall and slim. She's got long dark hair and big eyes. She isn't very old. I think she's probably quite bright. She makes a lot of action and adventure films.

Is it Angelina Jolie?

Yes it is!

He's a politician. He's got short dark hair. He's very intelligent. He isn't very old. He's quite slim.

Is it Barack Obama?

International cultural knowledge
English icons

1 Look at the photos. They show some things that people often think of as 'typically English'. With your partner, can you think of any other things that are typically English?

2 Read the text. What other English 'icons' appear in the text? Did you predict any of them?

Icons: a Portrait of England

People usually have a clear idea of a Scottish, Welsh or Irish national identity. But when people think of England they often make the mistake of thinking that England is Britain. In fact, England has such a cultural mix that it can be difficult to decide on a national identity. The government decided to spend £1 million on an Internet project called *Icons: a Portrait of England*. The idea was to nominate English icons and then let the public vote to decide which they think are the best icons to show England's national identity. The project defined an icon as something of special importance in England's culture, history or way of life.

Three cars appear in the list of icons. First we have the ultimate status symbol, the Rolls Royce. More than 100 years ago, Charles Rolls and Henry Royce came together with one idea in mind – to make the best car in the world. The Rolls Royce is world-famous for its luxury and quality. The second iconic car became famous for its quality, not for luxury – the Land Rover. You can find Land Rovers in deserts, jungles, and other places where there aren't even any roads. They first appeared in 1948 and the quality is so good that people still drive 70% of all the original Land Rovers ever built. The third car is one of the world's smallest but most popular cars – the Mini. Winner of rallies, star of films like *The Italian Job* and TV series like *Mr Bean*, the Mini is as popular now as ever.

Not everybody in England agrees with the results, but they are often fascinating. Take food, for example. The whole world knows about English fish and chips or roast beef (whether they like them or not is another thing!). So it's not surprising that both dishes are in the final list of English icons. But some people might not expect chicken tikka masala to be in the list too. But of course this dish of Indian origin is a perfect example of how two cultures can come together to create something great. A famous politician recently named this curry the nation's favourite dish.

Two very different items of clothing appear as English icons. First, we have the bowler hat. This first appeared in 1850, made by the Bowler Brothers. Now we associate it (and a black umbrella, of course) with city businessmen and bankers. But originally this hard hat was for people working in the country, to protect their heads. And then we have the mini-skirt. The British fashion designer Mary Quant made the first mini-skirt in 1965. It quickly became a symbol of the 'swinging sixties', the decade when English music, films and fashion caught the attention of the world. Of course, one thing that could stop you wearing a mini-skirt is one of the most infamous English icons – the weather!

3 Read the text again and answer the questions.
1 Why did the government create the 'Icons' Internet project?
2 What exactly is an 'icon' in this project?
3 Why is chicken tikka masala such a good English icon?
4 Where does the Rolls Royce get its name from?
5 What is the secret of the Land Rover's popularity?
6 Which types of people wear bowler hats?
7 What was the origin of the bowler hat?
8 Why were the 1960s important for England?

P PROJECT

4a Work in groups. What icons are typical of your country? Make a list. They can be food, drink, sports or clothes.
4b Each person in the group should choose an icon, find out information about it, and look for photos or pictures.
4c In your group, decide how to present your information to the rest of the class.

Popular culture
She's Leaving Home by The Beatles

5 🎧 **1.04** The album *Sgt. Pepper's Lonely Hearts Club Band* by The Beatles is the only album to appear in the Internet project *Icons: A Portrait of England*.

Listen to this song from the album and put the pictures in the correct order.

1 .... 2 .... 3 .... 4 .... 5 ....

6 Listen again and read the words. Who says the parts of the song in *italics*?

a

b

c

d

e

7 Before the daughter leaves home, she leaves a letter. Imagine you are the daughter. Write the letter.

8 Now you are the girl's parents. Write a reply to your daughter's letter.

9 What about *you*?
1 Do you know any Beatles songs? Do you like them? Why/Why not?
2 What type(s) of music do you like?

She's Leaving Home

Due to copyright restrictions regarding digital use of lyrics, please refer to page 11 of your Student's Book for the song.
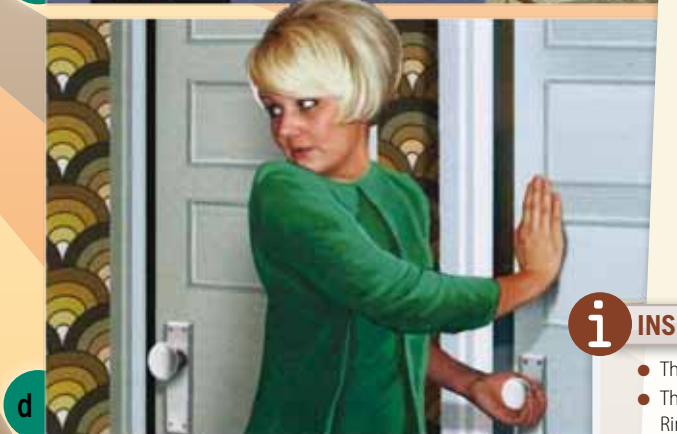
ℹ️ **INSIDE INFORMATION**

- The Beatles are probably the most important group in the history of pop music.
- The four members of The Beatles were Paul McCartney, John Lennon, George Harrison and Ringo Starr. They were all born in Liverpool. Their first record appeared in 1962 and in 1970 they separated. John Lennon was murdered in New York in 1980. George Harrison died of cancer in 2001.
- *Sgt. Pepper's Lonely Hearts Club Band* appeared in 1967 and was an instant classic.

▸ **WORD BOOSTER**

Match the words and definitions.

1 clutching		a	without thinking
2 snores		b	makes sounds when sleeping
3 dressing gown		c	not allowed
4 thoughtlessly		d	something you wear at home e.g. over pyjamas
5 struggled		e	tried hard to do something difficult
6 denied		f	holding tight in your hand

1 Look at these people and pets. Work with a partner. Which pet do you think belongs to each person? Guess.

GRAMMAR GUIDE

State and action verbs

1a Look at these sentences. Do the verbs in bold describe states and situations or do they describe actions?

1 We**'ve** got a healthy lifestyle.
2 I **don't own** a pet at the moment.
3 We **love** animals.
4 Now she **likes** doing sport.
5 He **sounds** like his pet.
6 She **looks** like her pet.
7 Now I **know** that pets and their owners can be similar.
8 I **don't understand** why they're similar.

1b Look at the sentences again. Are they in the present simple or present continuous? Why?

1c Put the verbs in bold from 1a in the correct lists.

1 verbs of feeling:

................................, ..., *hate, want, prefer, need*

2 verbs of thinking:

................................, ..., *believe, remember, mean*

3 verbs of the senses:

................................, ..., *hear, see, taste, smell, feel, seem*

4 verbs of possession:

................................, ..., *belong*

GRAMMAR REFERENCE ▶ page 16

▶ **EXAM SUCCESS**

In the next task you match the speakers with the correct information. What should you do before you listen? **EXAM SUCCESS ▶ page 150**

2 LISTENING 🎧 **1.05 Listen to the five people talking about their pets on a TV programme. Check your predictions in 1. How many did you get right?**

1 .... 4 ....
2 .... 5 ....
3 ....

3 🎧 **Listen again. Which speaker …**

		1	2	3	4	5
1	sounds like their pet?					
2	believes they understand what their pet is saying?					
3	doesn't own their ideal pet?					
4	isn't very active?					
5	owns a pet which tries to make them happy?					
6	enjoys physical activity?					
7	doesn't seem to enjoy doing housework?					
8	hasn't got a very healthy lifestyle?					

4 SPEAKING **What about *you*?**

1 Have you got a pet? If not, do you know anyone who has a pet?
2 Do you think you and your pet are similar in any way?
3 Do you know anyone who is similar to their pet?

2 **Decide if each verb describes a state or an action. Then choose the correct alternative.**

1 I *look/am looking* for my pet snake. *Do you know/Are you knowing* where it is?
2 Isn't he attractive? He *looks/is looking* like a film star.
3 My sister *has got/is having* a new pet.
4 Jack can't speak to you at the moment. He *has/is having* a shower.
5 *Do you know/Are you knowing* the answer now?
6 I *don't understand/am not understanding* a word you're saying.
7 OK, OK, don't get angry. I *believe/am believing* you.
8 I *don't like/am not liking* this film. I *want/am wanting* to leave now.

3 Complete the sentences with the correct form of these verbs.

feel	hear	look	seem	smell	sound	taste

1. I love listening to that new Coldplay CD. It .... great.
2. Mmmm. What are you cooking? It .... delicious. I want to try it.
3. What's the matter? You don't .... very cheerful today.
4. Emma .... like her sister. Their personalities are very different but their appearance is almost identical.
5. There is too much sugar in this coffee. It .... too sweet.
6. Can you .... the sound that the bird is making?
7. Your hand is cold. It .... like ice!

4a Write sentences about the things in the pictures. For each sentence use one of the verbs and at least one of the adjectives.

Verbs

feel	look	smell	sound	taste

Adjectives

cold	delicious	frightening	great	hard
horrible	loud	soft	warm	wet

4b Read out your sentences to your partner, but do not give the name of the things you are describing. Can they identify which things you are describing?

> *I think it feels cold and wet, but I'm not sure. It looks frightening!*

> *Is it a snake?*

> *Yes, it is!*

5 Complete the dialogue with the present simple or the present continuous form of the verbs given.

RYAN: Hi, Molly. How are you? You **(a)** .... (sound) really happy.

MOLLY: I am. I **(b)** .... (have) a great time.

RYAN: Where are you?

MOLLY: I **(c)** .... (stay) at my cousin Lily's house.

RYAN: Lily? Ah, yes. Now I **(d)** .... (remember). She's the one who **(e)** .... (have) a house near the coast.

MOLLY: That's right. Well, in fact, the house **(f)** .... (belong) to a good friend of my cousin. She always **(g)** .... (let) her stay when she **(h)** .... (want).

RYAN: And what **(i)** .... you .... (do) now?

MOLLY: I **(j)** .... (get) the table ready for dinner. Lily **(k)** .... (cook) really well. She **(l)** .... (make) something special for tonight. It **(m)** .... (smell) great.

RYAN: Stop! You **(n)** .... (make) me hungry. Anyway, I **(o)** .... (need) to go now. Somebody **(p)** .... (call) me. I'll phone again soon.

MOLLY: OK. Bye.

6 **SPEAKING** Now complete these sentences about yourself and then predict your partner's answers. Compare predictions.

YOU
1. You think .... sounds great.
2. You think .... looks really attractive.
3. You usually feel .... on Monday morning.
4. You always remember ....
5. You don't understand ....
6. You don't need .... to be happy.
7. You don't believe in ....
8. The most important thing you own is ....

YOUR PARTNER
1. Your partner thinks .... sounds great.
2. Your partner thinks .... looks really attractive.
3. Your partner usually feels .... on Monday morning.
4. Your partner always remembers ....
5. Your partner doesn't understand ....
6. Your partner doesn't need .... to be happy.
7. Your partner doesn't believe in ....
8. The most important thing your partner owns is ....

▶ **STUDY SKILLS**

How well did you do the last activity? Why is it important to reflect on activities when you finish them?

STUDY SKILLS ▶ page 146

1 LISTENING 🎧 1.06 Listen to a conversation between two teenagers, Megan and Ellie, on their first day of school. What are each person's hobbies?

Megan's hobbies: ...., ...

Ellie's hobbies: ...., ..., ...

2 Can you complete the dialogue? Listen again if necessary.

MEGAN: Hi. You're Lucy's cousin, aren't you?

ELLIE: Yes, that's right. My name's Ellie.

MEGAN: I'm Megan. This is your **(a)** .... year at this school, isn't it?

ELLIE: Yes, we moved house in the summer and this school is closer to where we live now.

MEGAN: Hey, Ellie, you don't play **(b)** ...., do you? We need new players for the team.

ELLIE: I play a little, but I'm not very good.

MEGAN: Do you play any other sports?

ELLIE: I really enjoy **(c)** ...., but I'm not in a club or team or anything.

MEGAN: So, what are your other hobbies then?

ELLIE: I'm mad about music.

MEGAN: Really? Me too. What kind of music do you like?

ELLIE: I like all sorts, but my favourite is **(d)** ....

MEGAN: Now I remember! You can play the **(e)** ...., can't you? Lucy told me once.

ELLIE: Yeah, I'm in a band. We aren't **(f)** .... but I need to practise more.

MEGAN: Do you know Josh, Josh Smith? He plays the guitar too. Come on. Let me introduce you to him …

3 SPEAKING Practise the completed dialogue in 2 with your partner.

4 Look at the question tags in the Speaking Bank. We use question tags when we want somebody to confirm something. Choose the correct alternative.

1 We use *nouns/subject pronouns* at the end of question tags.

2 We use *auxiliary verbs and 'to be'/main verbs* in question tags.

3 Usually the question tag in an affirmative sentence is *affirmative/negative* and the question tag in a negative sentence is *affirmative/negative*.

▶ **SPEAKING BANK**

Question tags
- You're Lucy's cousin, **aren't you**?
- This is your first year at this school, **isn't it**?
- You like rock music, **don't you**?
- You don't play basketball, **do you**?
- You can play an instrument, **can't you**?

---

5 Complete the sentences with question tags.

1 You've got a sister, ...?

2 You can't play the piano, ...?

3 That girl sings really well, ...?

4 She's your best friend, ...?

5 Your brother would like to be at this school, ...?

6 That boy isn't very tall, ...?

7 Her dad doesn't like listening to that music, ...?

8 Jamie and Becky can swim really fast, ...?

6 SPEAKING Test your partner. Tell your partner to close their book. Say the first part of the sentence and ask your partner to complete it with a question tag.

You've got a sister, …

… haven't you?

Practice makes perfect

7a SPEAKING Write down six things you think your partner likes or doesn't like doing in their free time.

7b Ask your partner about their hobbies. Use question tags for confirmation and to keep the conversation going.

Tell me something about your hobbies. You like playing the guitar, don't you?

Yes, I do. I play in a band.

You play in a band with Jan, don't you?

7c When you finish, have a different conversation with a new partner.

1 **Read Joe's email to his e-pal. Name the different people in the photo he attaches.**

Message - Hi Keira   ─ ✖

From: Joe <joeblk@mailnet.com>   To: Keira <kjackson@realmail.com>
Subject: Hi Keira
Attached: Joe's Friends.JPG (354KB)

Hi Keira,

In your last email you asked me to send you a photo of me and my friends. So, here it is! Can you guess who the different people are? Yes, the extremely good-looking boy on the right is me, of course! ;-) The boy in the middle is my friend Connor. In this photo his hair is really blonde! People sometimes say he looks like me, but I don't think so. The girl with the long dark hair is Laila. She's nice but she looks as if she can be rather bossy sometimes. She's very clever and helps us a lot at school but she's always telling us what to do. Freya, on the other hand, is really funny and always makes us laugh. She's the one with the shorter dark hair. And finally, there's my friend Lucy. She's the one with long, blonde hair. She looks like she's having a good time. She's mad, totally crazy! That's one of the reasons why we're such good friends. The photo is actually at a theme park near where Lucy lives. We sometimes go there during the holidays.

Right, I need to go and get ready for my judo lesson now. When you send your next email, don't forget to send me a picture of you and your friends.

love

Joe

2 **Write notes about each person's personality.**

Connor: ....

Lalia: ....

Freya: ....

Lucy: ....

Joe: ....

3 **Look again at Joe's email and complete the examples in the Writing Bank.**

▶ **Writing Bank**

Descriptive language

To describe somebody's appearance we often use the verb 'look'. We can use:

1 *look + adjective (He looks* ....*.)*

2 *look like + noun/pronoun (He looks like* ....*.)*

3 *look like/as if + noun/pronoun + verb (She looks as if* ....*.)*

We use modifying adverbs to make adjectives stronger or softer in order to give more accurate descriptions. For example, we use:

4 ...., *extremely* and *really* to make 'normal' adjectives (*good*, *bad*) stronger.

5 ...., *absolutely*, *really* and *completely* to make 'extreme' adjectives (*fantastic*, *awful*) stronger.

6 .... and *rather* to make 'normal' adjectives a little softer.

4 **Complete these sentences to describe some of the people in the photo.**

Oscar   Jack

Theo

Jess   Sarah

1 .... is really ....

2 .... looks ....

3 .... looks like a ....

4 .... is rather ....

5 .... is extremely ....

6 .... has got quite ....

7 .... looks as if ....

Practice makes perfect

5a **Find a photo of you with friends or family. Write an email describing the people in the photo. Use the email in 1 as a model and include expressions from the Writing Bank.**

5b **Show your photo and description to a partner. Can they identify the people in your photo?**

Language reference and revision

▶ Grammar reference

Present simple

Form

Affirmative	I/You/We/They **start**. He/She/It **starts**.
Negative	I/You/We/They **don't (do not) start**. He/She/It **doesn't (does not) start**.
Question	**Do** I/you/we/they **start**? **Does** he/she/it **start**?
Short answers	Yes, I/you/we/they **do**. No, I/you/we/they **don't**. Yes, he/she/it **does**. No, he/she/it **doesn't**.

Use

We use the present simple to talk about:

1 regular habits and routines. *Our lessons start at 8 o'clock.*
2 permanent situations. *We live in this city.*
3 scientific facts. *The earth goes round the sun.*

Adverbs and expressions of frequency

Use

We often use **adverbs of frequency** with the present simple to talk about routines and habits. Adverbs of frequency usually go before the verb *to be* or just before main verbs.

He's always angry. She rarely goes out. We don't usually drive.

We also use other **expressions of frequency** with the present simple to talk about routines and habits. These usually go at the end of the clause/sentence.

I play tennis once/twice/three times a day/week/month/year.

Present continuous

Form

Affirmative	subject + **am/are/is** + verb+**ing** *We're working.*
Negative	subject + **am not/aren't/isn't** + verb+**ing** *She isn't watching.*
Question	**Am/Are/Is** + subject + verb+**ing**? *Are they talking?*
Short answers	Yes, subject + **am/are/is.** No, subject + **am not/aren't/isn't**. *Yes, I am. No, they aren't.*

Use

We use the **present continuous** with time expressions such as *now*, *currently*, etc. to talk about:

1 actions that are happening now or near the moment of speaking. *I can't come out. I'm doing my homework now.*
2 temporary actions and situations. *I'm walking to school this week.*
   changing situations. *He's getting good at playing the guitar.*
3 actions that happen very often and annoy the speaker. *My sister is always taking my clothes.*

State and action verbs

Some verbs are not usually used in the present continuous because they describe states not actions. These are usually:

1 verbs of feeling: *like, love, hate, want, prefer, need*
2 verbs of thinking: *know, understand, believe, remember, mean, think (= have an opinion), see (= understand)*
3 verbs of the senses: *look, seem, sound, hear, see, smell, feel, appear*

4 verbs of possession: *have, own, belong*

Be careful because some verbs have different meanings. One can describe a state and the other an action.

I have two sisters. (state) *I'm having a great time.* (action)
You look angry. (state) *What are you looking at?* (action)

▶ Vocabulary

1 Appearance

Build:	overweight thin well-built
Height:	medium-height short tall
Hair:	bald blonde curly dark fair long short straight
General:	good-looking handsome plain pretty ugly

2 Personality

arrogant bossy cheerful clever friendly funny hard-working impatient lazy nice patient quiet reliable selfish serious shy talkative tidy unfriendly untidy

3 Synonyms and partial synonyms

attractive beautiful bright cheerful clever difficult elderly fat friendly glad good-looking handsome happy hard intelligent old outgoing overweight pretty skinny slim sociable thin

4 Other words and phrases ▶ page 136

▶ Grammar revision

Present simple and present continuous

1 Are these sentences correct or not? If not, correct them.

1. I'm not usually going to school by bus.
2. You're always interrupting me. I don't like it.
3. My friends and I play sometimes football after school.
4. Adam is living in New York but he wants to come home soon.
5. Mia can't speak to you at the moment because she does her homework.
6. Where are penguins living, in the Arctic or the Antarctic?

WORKBOOK ▶ page 4　　　　　/ 6 points

2 Put the verbs given in the present simple or present continuous.

SARAH: Hey, Sam. Why **(a)** .... you .... (wear) a jacket and a tie? You **(b)** .... (not usually wear) such smart clothes.

SAM: I **(c)** .... (get ready) for a job interview. I **(d)** .... (start) to get bored this summer, sitting at home doing nothing.

SARAH: My sister and I are bored too, but that's because we **(e)** .... (work) every summer. We **(f)** .... (save) up money to buy a new computer.

WORKBOOK ▶ page 4　　　　　/ 6 points

State and action verbs

3 Choose the correct alternative.

1. Can we stop at the bank? I _need/am needing_ some money.
2. Can you answer my question? _Do you know/Are you knowing_ the answer?
3. How are you? _Do you have/Are you having_ a good time?
4. He didn't have any money when he was small but now he _owns/is owning_ three mansions!
5. What's the problem now? You _don't seem/aren't seeming_ happy.
6. I loved drinking milk when I was a kid but now I _prefer/am preferring_ juice or coke.
7. Why _do you look/are you looking_ out of the window?
8. I don't know who this dog _belongs/is belonging_ to.

WORKBOOK ▶ page 7　　　　　/ 8 points

▶ Vocabulary revision

Appearance

1 Look at the pictures and complete the sentences with these words.

bald　curly　overweight　straight　ugly　well-built

1. Jane's hair is really ...., isn't it? It has no waves at all.
2. Suzanne ate a lot over Christmas and now looks a little bit ....
3. He's not very nice to look at, to be honest. He's a little bit ....
4. Steve goes to the gym three times a week so he's very strong and .... - ....
5. My dad went .... when he was in his twenties.
6. I've always wanted to have straight hair. My hair's too ....

WORKBOOK ▶ page 2　　　　　/ 6 points

Personality

2 What are the opposites of these words?

1. quiet ....
2. tidy ....
3. cheerful ....
4. stupid ....
5. friendly ....
6. hard-working ....
7. patient ....

WORKBOOK ▶ page 2　　　　　/ 7 points

Synonyms and partial synonyms

3 Write a synonym for each <u>underlined</u> word.

1. She's a very <u>bright</u> student.
2. Do you think he's <u>attractive</u>?
3. This question is really <u>difficult</u>.
4. She seems a very <u>happy</u> person.
5. Do you consider yourself to be an <u>outgoing</u> person?
6. Can you see that <u>old</u> lady over there?
7. Do you think that maths is <u>hard</u>?

WORKBOOK ▶ page 5　　　　　/ 7 points

Total　　　/ 40 points