

11

Looking good!

Present Continuous • Whose? • Clothes • Words that rhyme • In a clothes shop

STARTER



1 Look around the classroom. Can you see any of these clothes?

a hat a coat a jumper a shirt a T-shirt a dress a skirt a jacket
a suit shorts trousers jeans shoes boots trainers

2 What are you wearing?
What is your teacher wearing?
Tell the class.

I'm wearing blue jeans and a white T-shirt.

You're wearing a dress.

DESCRIBING PEOPLE

Present Continuous

1 Look at the photos. Describe the people.

Who ...?

- is tall
- is pretty
- isn't very tall
- is good-looking
- is handsome

Who's got ...?

long
short
fair
dark
grey

hair

blue
brown
eyes

Sofia's got dark hair
and brown eyes.

2 What are they doing?

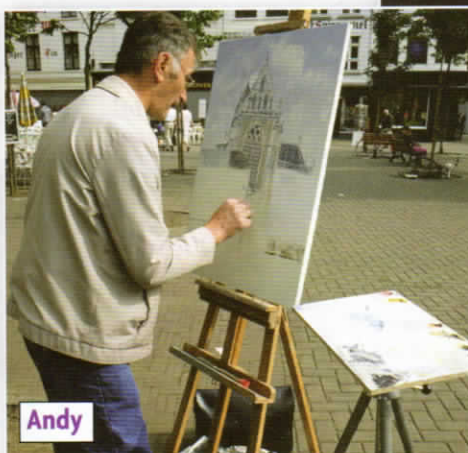
Who ...?

- is smiling
- is writing
- is talking
- is playing the guitar
- is laughing
- is sitting down
- is eating
- is using a computer
- is standing up
- is painting
- is drawing
- is walking
- is reading

Ella's smiling.

3 What are they wearing?

Simon's wearing a black jacket.



Andy



Alison, Ella, and Alfie



Poppy

GRAMMAR SPOT

- 1 *Am/is/are* + adjective describes people and things.

She **is** young/tall/pretty.

- 2 *Am/is/are* + verb + *-ing* describes activities happening **now**. Complete the table.

I		learning English. sitting in a classroom. listening to the teacher.
You		
He/She		
We		
They		

This is the Present Continuous tense.
What are the questions and the negatives?

- 3 What is the difference between these sentences?

He **speaks** Spanish.
He's **speaking** Spanish.

▶▶ Grammar Reference 11.1 and 11.2 p134

PRACTICE

Talking about you

- 1 Write sentences that are true for you at the moment.

- | | |
|-------------------------------|---|
| 1 I/wearing a jacket | I'm not wearing a jacket, I'm wearing a jumper. |
| 2 I/wearing jeans | |
| 3 I/standing up | 6 teacher/writing |
| 4 I/looking out of the window | 7 We/working hard |
| 5 It/raining | 8 I/chewing gum |

Tell a partner about yourself.

- 2 Work with a partner.

Student A Choose someone in the classroom, but don't say who.

Student B Ask Yes/No questions to find out who it is!

Is it a girl?

Yes, it is.

Is she sitting near the window?

No, she isn't.

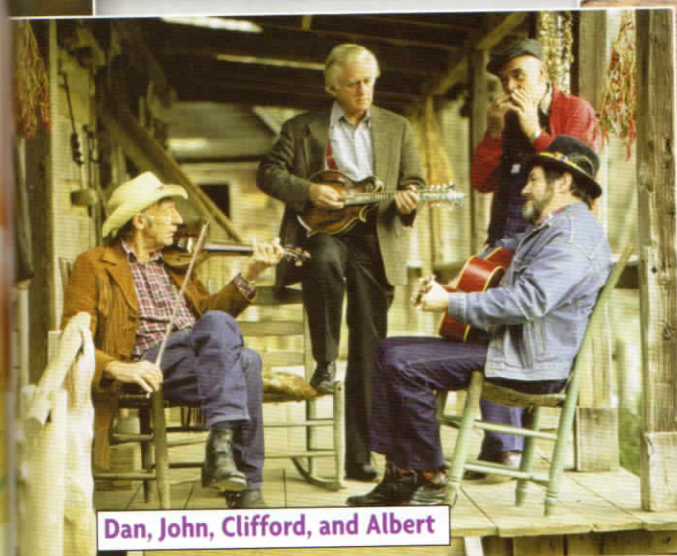
Has she got fair hair?

No, she hasn't.

- 3 Look out of the window. What can you see? Buildings? Hills? Fields? Can you see any people? What are they doing? Describe the scene.



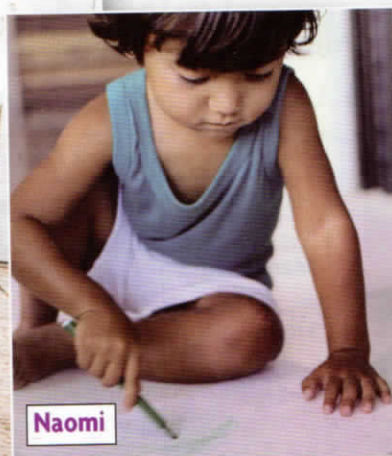
Kate and Sofia



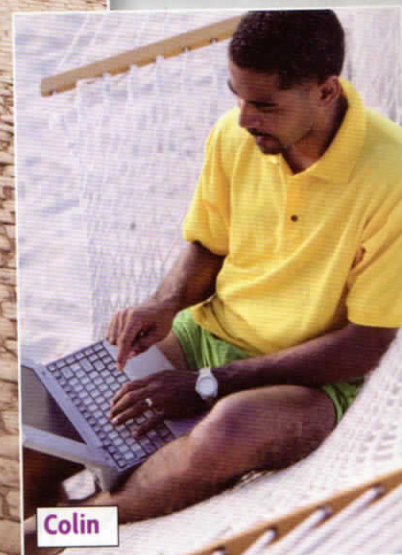
Dan, John, Clifford, and Albert



Simon



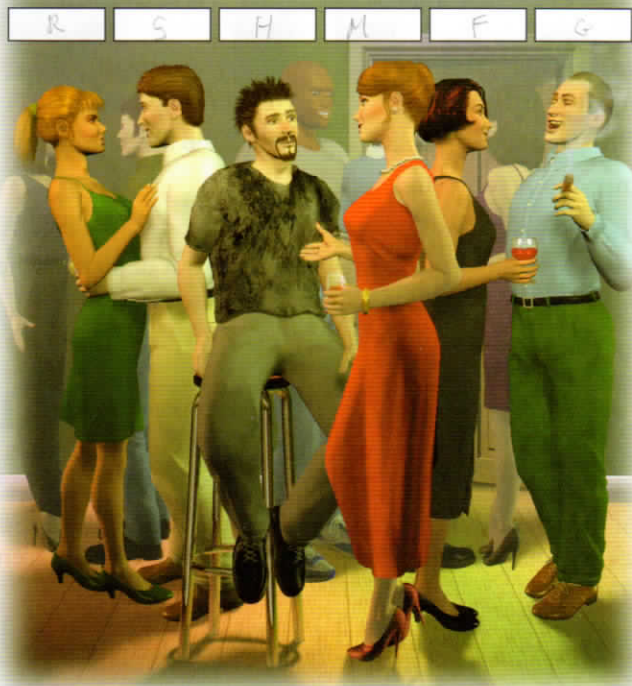
Naomi



Colin

Who's at the party?

- 29 4 **T 11.1** Oliver is at the party, but he doesn't know anyone. Someone is telling him about the other guests. Listen and write the names above the people in the photo.



- 5 Listen again and complete the table.

	Present Continuous	Present Simple
Harry	He's sitting down and he's talking to Mandy.	He works in LA.
Mandy		
Fiona		
George		
Roz and Sam		

Getting information

- 6 Work with a partner.

Student A Look at the picture of a party on p137.

Student B Look at the picture of a party on p138.

Don't show your picture! There are *ten* differences. Talk about the pictures to find them.

In my picture three people are dancing.

In my picture four people are dancing.

There's a girl with fair hair.

Is she wearing a black dress?

THE HOUSE IS A MESS!

Whose is it?

- 1 Find these things in the room. Then find them on the people.

a baseball cap boots a baby a plant a coat trainers
sunglasses a tie a bag a football a briefcase



- 2 **T 11.2** Listen to the questions. Complete the answers with *his*, *hers*, or *theirs*.

1 Whose is the baseball cap? It's _____.

2 Whose are the boots? They're _____.

3 Whose is the baby? It's _____.

Practise the questions and answers with a partner. Then ask about the other things in exercise 1.

- 3 Give something of yours to the teacher. Ask and answer questions about the objects. Use these possessive pronouns.

mine yours his hers ours theirs

Whose jacket is this?

It's Anya's.

It's hers.

Is it yours, Anya?

Yes, it's mine.



PRACTICE

who's or whose?

- 1 Choose the correct word. Compare your answers with a partner.
- I like *your/yours* house.
 - Ours/Our* house is smaller than *their / theirs*.
 - And *their/theirs* garden is bigger than *our/ours*, too.
 - My/Mine* children are older than *her/hers*.
 - Whose/Who's* talking to *your/yours* sister?
 - This book isn't *my/mine*. Is it *your/yours*?
 - '*Whose/Who's* dictionary is this?' 'It's *his/him*.'
 - '*Whose/Who's* going to the party tonight?' 'I'm not.'
 - '*Whose/Who's* dog is running round *our/ours* garden?'
- 2 **T 11.3** Listen to the sentences. If the word is *Whose?* shout 1! If the word is *Who's?* shout 2!

Who's on the phone?

2

Whose is it?

1

What a mess!

- 3 **T 11.4** Complete the conversation. Listen and check.
- A _____ is this tennis racket?
- B It's _____.
- A What's it doing here?
- B I'm _____ tennis this afternoon.



The Present Continuous can also describe activities happening in the near future.

I'm playing tennis this afternoon.

We're having pizza for dinner tonight.

- 4 Make more conversations with a partner.
- these football boots? / John's / playing football later
 - these ballet shoes? / Mary's / going dancing tonight
 - this suitcase? / mine / going on holiday tomorrow
 - this coat? / Jane's / going for a walk soon
 - this plane ticket? / Jo's / flying to Rome this afternoon
 - all these glasses? / ours / having a party tonight

- 26 **T 11.5** Listen and check.

Check it

- 5 Correct the sentences.
- Alice is tall and she's got long, black hairs.
 - Who's boots are these?
 - I'm wearing a jeans.
 - Look at Roger. He stands next to Jeremy.
 - He's work in a bank. He's the manager.
 - What is drinking Suzie?
 - Whose that man in the garden?
 - Where you going tonight?
 - What you do after school today?

GRAMMAR SPOT

- 1 Complete the table.

Subject	Object	Adjective	Pronoun
I	me	my	mine
You	you	<u>your</u>	<u>yours</u>
He	<u>him</u>	his	<u>his</u>
She	<u>her</u>	<u>her</u>	hers
We	us	our	<u>ours</u>
They	them	<u>their</u>	<u>theirs</u>

- 2 *Whose ... ?* asks about possession.

Whose hat is this?

Whose is this hat?

Whose is it?

It's mine. = It's my hat.

- 3 Careful!

Who's your teacher?

Who's = Who is

▶▶ Grammar Reference 11.3 p134

LISTENING AND SPEAKING

Looking for that something

- 1 What makes you happy? Think of five things that make you happy. Write them down. Compare them with a partner.
- 2 What makes you happiest? Choose one thing only. Compare with the class.
- 27 3 **T 11.6** Close your books and listen to the song.
- 4 Read the song by an Irish band called Westlife.



Can you match these words from the song and their meanings?

joy	to love
to cherish	happiness
to deny	the sun comes up
solitary	to say no to something
the sun rises	alone, lonely

- 28 5 **T 11.6** Look at the words on the right. Choose the correct word to complete the lines. Listen again and check.

What do you think?

- In the song, what does 'flying without wings' mean?
- Did you find any of the things on your list in the song?



Everybody's looking for that something
One thing that makes it all complete
You find it in the strangest places
Places you never knew it could be

Some find it in the faces of their children
Some find it in their lover's eyes
Who can deny the joy it brings
When you find that special thing
You're flying without wings

Some find it sharing every morning
Some in their solitary lives
You find it in the words of others
A simple line can make you laugh or cry

You find it in the deepest friendship
The kind you cherish all your life
And when you know how much that means
You've found that special thing
You're flying without wings

So impossible as it may seem
You've got to fight for every dream
'Cause who's to know which one you let go
Would have made you complete

Well, for me it's waking up beside you
To watch the sun rise on your face
To know that I can say I love you
At any given time or place

It's little things that only I know
Those are the things that make you mine
And it's like flying without wings
'Cause you're my special thing
I'm flying without wings

You're the place my life begins
And you'll be where it ends
I'm flying without wings
And that's the joy you bring
I'm flying without wings

looking / finding

places / houses

parents / children
hair / eyes

special / interesting

breakfast / morning

dance / laugh

friendship / water

many / much

fight / sleep
say / know

her / you

like / love

mine / theirs

person / thing

begins / stops

take / bring

Flying without wings



Speaking

- 6 Read the questionnaire and answer the questions. Stand up. Ask students in the class the questions. Find people with the same answers as yours.

My favourite things

- 1 What's your favourite food?

- 2 What's your favourite drink?

- 3 What's your favourite colour?

- 4 What are your favourite clothes?

- 5 What are your favourite shoes?

- 6 Who's your favourite singer or band?

- 7 What are your favourite things to do at weekends?

- 8 Who's your favourite person?

- 9 Where's your favourite place?

- 10 Who's your favourite film star or actor?

- 7 Tell the class which people like the same things as you.

Johann and I both like blue.

Stella and I both like trainers.

VOCABULARY AND PRONUNCIATION

Words that rhyme

1 Match the words that rhyme.

red	kissed
green	dark
hat	mean
short	shoes
park	said
list	that
whose	bought

eyes	beer
those	pay
ours	wear
hair	knows
near	size
grey	flowers

2 Write two of the words on each line according to the sound.

Vowels

- /e/ red said
- /æ/ cat that
- /ɪ/ list six
- /i:/ green read
- /ɑ:/ car park
- /u:/ pool fool shoes
- /ɔ:/ slit fork

Diphthongs

- /aɪ/ eyes size
- /ɪə/ here beer
- /eɪ/ gray grey
- /eə/ hair where
- /əʊ/ know throws
- /aʊ/ our now

28 **T 11.7** Listen and check.

3 Can you add any more words to the lists? Practise saying the words in rhyming pairs.

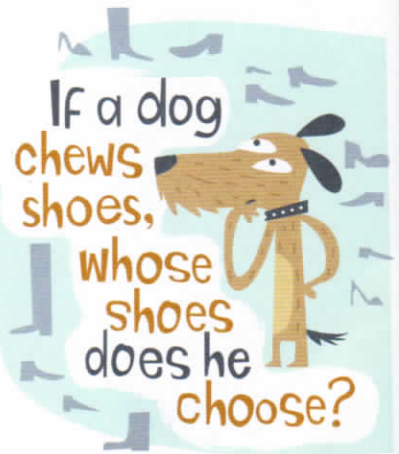
red said bed head ...

hat that cat ...

▶▶ **Phonetic symbols** on inside front cover

Tongue twisters

4 **T 11.8** Tongue twisters are sentences that are difficult to say. They are good pronunciation practice. Listen, then try saying these quickly to a partner.



I'm looking back
to see if she's
looking back
to see if I'm
looking back
to see if she's
looking back
at me!



5 Choose two tongue twisters and learn them. Say them to the class.

EVERYDAY ENGLISH

In a clothes shop

- 1 Read the lines of conversation in a clothes shop. Who says them, the customer or the shop assistant? Write C or SA.

- a ☐ Can I help you? SA
 b ☐ Oh yes. I like that one much better. Can I try it on? C
 c ☐ £39.99. How do you want to pay?
 d ☐ Yes, please. I'm looking for a shirt to go with my new jeans.
 e ☐ Blue.
 f ☐ Yes, of course. The changing rooms are over there. ... Is the size OK?
 g ☐ OK. I'll take the green. How much is it?
 h ☐ Can I pay by credit card?
 i ☐ What colour are you looking for?
 j ☐ No, it isn't the right blue.
 k ☐ No, it's a bit too big. Have you got a smaller size?
 l ☐ That's the last blue one we've got, I'm afraid. But we've got it in green.
 m ☐ Well, what about this one? It's a bit darker blue.
 n ☐ What about this one? Do you like this?
 o ☐ Credit card's fine. Thank you very much.

- 2 Can you match any lines with the photos?

Photo 1

Can I help you?

Yes, please. I'm looking for a shirt to go with my new jeans.

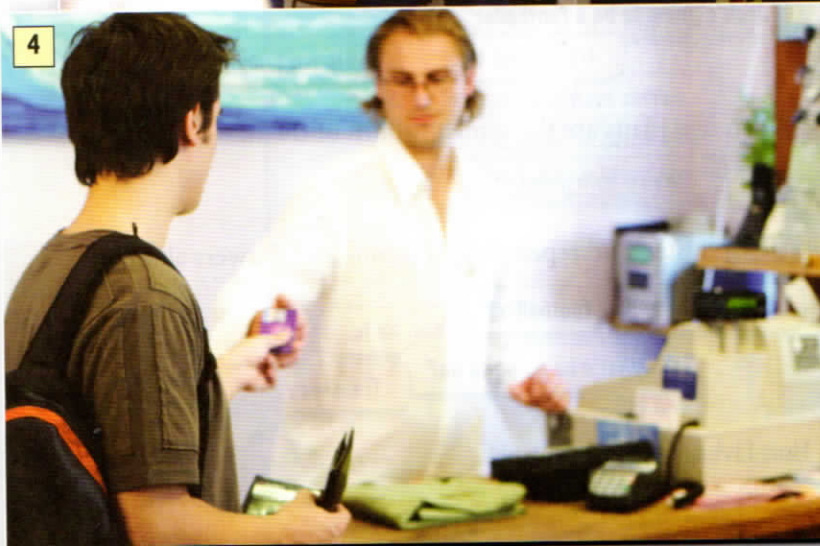
- 3 Work with a partner and put the all the lines in the correct order.

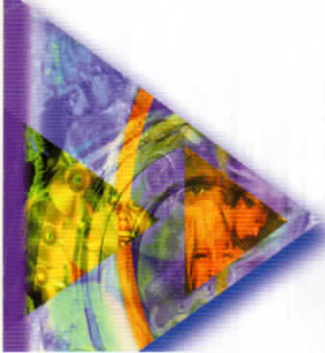
30 T 11.9 Listen and check.

- 4 Practise the conversation with your partner. Make more conversations in a clothes shop. Buy some different clothes.

►► **WRITING** Describing people p122

►► **SONG** Wonderful tonight
 Teacher's Book p149





12 Life's an adventure!

going to future • Infinitive of purpose • The weather • Making suggestions

STARTER



- 1 How many sentences can you make?
- 2 Make similar true sentences about you. Tell the class.

I'm going to Brazil
I went to Brazil

soon.
when I was a student.
next month.
in a year's time.
two years ago.
when I retire.

FUTURE PLANS

going to

- 1 Jack and his sports teacher, Danny Carrick, both have plans for the future. Read their future plans. Which do you think are Jack's? Which are Danny's? Write **J** or **D**.

- 1 ☒ **J** I'm going to be a footballer.
- 2 ☒ **J** I'm going to travel all over the world.
- 3 ☒ **J** I'm going to train very hard.
- 4 ☐ I'm going to try new things.
- 5 ☒ **J** I'm going to play for Manchester United.
- 6 ☒ **J** I'm not going to marry until I'm very old.
- 7 ☐ I'm not going to stay at home and watch TV.
- 8 ☐ I'm going to learn to scuba-dive. *impossible*
- 9 ☐ I'm going to write a book.
- 10 ☒ **J** I'm going to be famous.

- 32 **T 12.1** Listen and check. Were you correct?

- 2 Talk first about Jack, then about Danny. Use the ideas in exercise 1.

Jack's going to be a footballer.

He's going to ...

He isn't going to ...

Which two plans are the same for both of them?

They're both going to ...

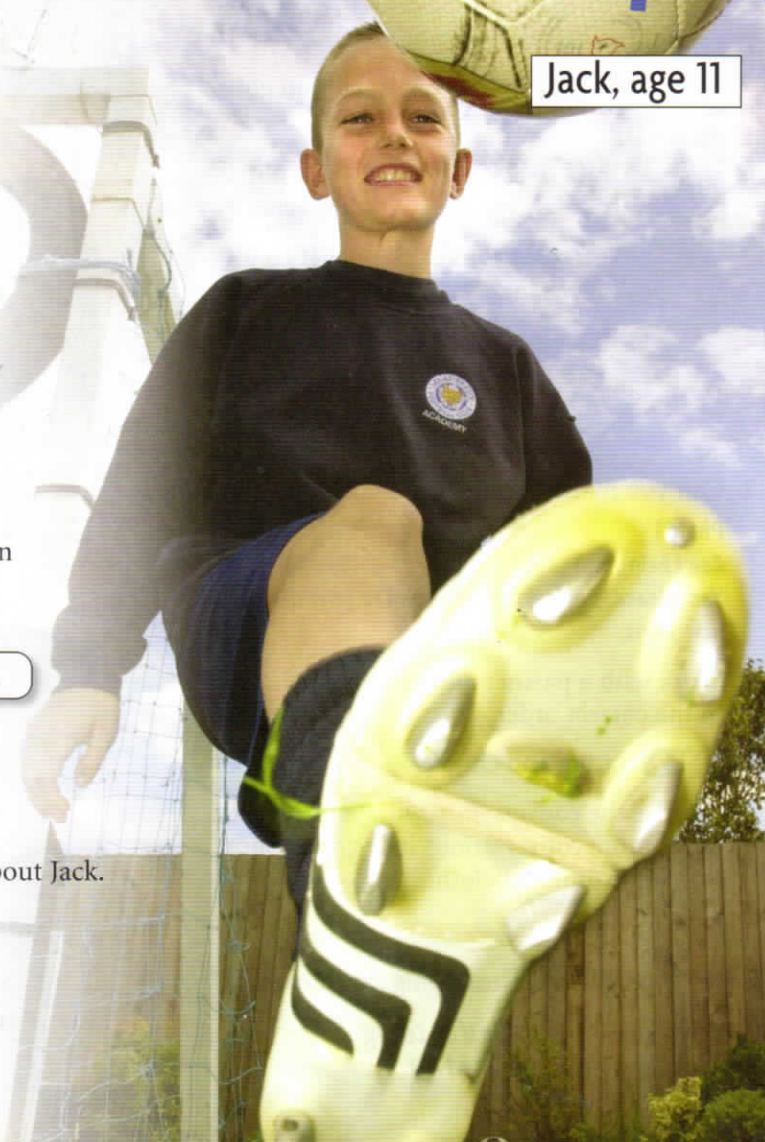
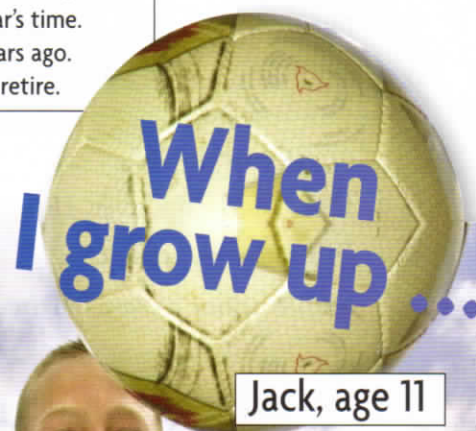
- 33 **T 12.2** Listen and repeat the questions and answers about Jack.

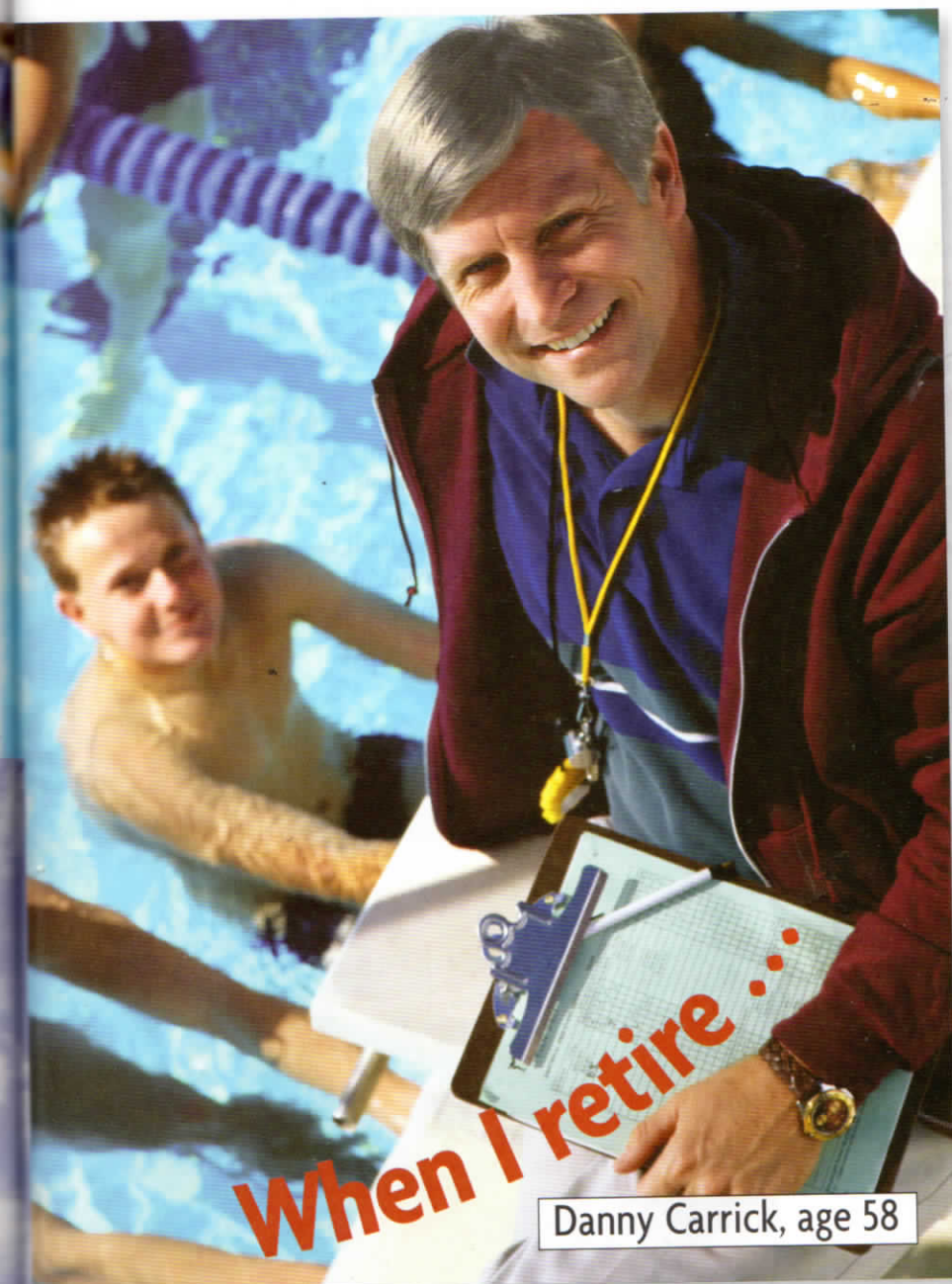
Is he going to be a footballer?

Yes, he is.

What's he going to do?

Train very hard.





When I retire ...

Danny Carrick, age 58

GRAMMAR SPOT

- 1 The verb *to be* + *going to* expresses future plans. Complete the table.

I		going to leave tomorrow.
You		
He/She		
We		
They		

What are the questions and the negatives?

- 2 Is there much difference between these two sentences?
I'm leaving tomorrow. I'm going to leave tomorrow.

► Grammar Reference 12.1 p135

PRACTICE

Questions about Jack

- 1 With a partner, make more questions about Jack. Then match them with an answer.

Questions

- Why/he/train very hard?
- How long/play football?
- When/marry?
- How many children/have?
- Who/teach to play?

Answers

- Until he's 35.
- Two.
- His sons.
- Not until he's very old – about 25!
- Because he wants to be a footballer.

- 3b 2 **T 12.3** Listen and check. Practise the questions and answers with your partner.

Questions about you

- 3 Are you going to do any of these things after the lesson? Ask and answer the questions with a partner.

- watch TV
- have a coffee
- catch a bus
- eat in a restaurant
- meet some friends
- cook a meal
- go shopping
- wash your hair
- do your homework

Are you going to watch TV?

Yes, I am./No, I'm not.

- 4 Tell the class some of the things you and your partner *are* or *are not* going to do.

We're both going to have coffee.

I'm going to catch a bus, but Anna isn't. She's going to walk home.

I'm going to sneeze!

! We also use *going to* when we can see *now* that something is sure to happen soon.

5 What is going to happen? Use these verbs.

have sneeze win jump be late kiss rain fall



1 It 's going to rain



2 I 'm going to sneeze



3 She is going to win



4 He 's going to jump



5 You 're going to be late



6 They 're going to kiss



7 They 're going to have a baby.



8 He 's going to fall

6 Put a sentence from exercise 5 into each gap.

- Take an umbrella. _____.
- Look at the time! _____ for the meeting.
- Anna's running very fast. _____.
- Look! Jack's on the wall! _____.
- Look at that man! _____.
- _____. It's due next month.
- There's my sister and her boyfriend! _____.
- 'Oh dear. _____. Aaattishooo!' 'Bless you!'

35 T 12.4 Listen and check.

I WANT TO HAVE AN ADVENTURE!

Infinitive of purpose

1 Match the places and activities. Can you find them in the photos?

Nepal	fly over the Grand Canyon	a
Brazil	climb Mount Everest	b
The Great Barrier Reef	take photographs of the lions	e
China	walk along the Great Wall	c
Hawaii	go scuba-diving	d
Alaska	visit the rainforest	a
the USA	watch whales	b
Kenya	go surfing	g

2 Danny Carrick is going to visit all these countries. He is telling his friend, Harold, about his plans. Read their conversation and complete the last sentence.

Danny First I'm going to Nepal.

Harold Why?

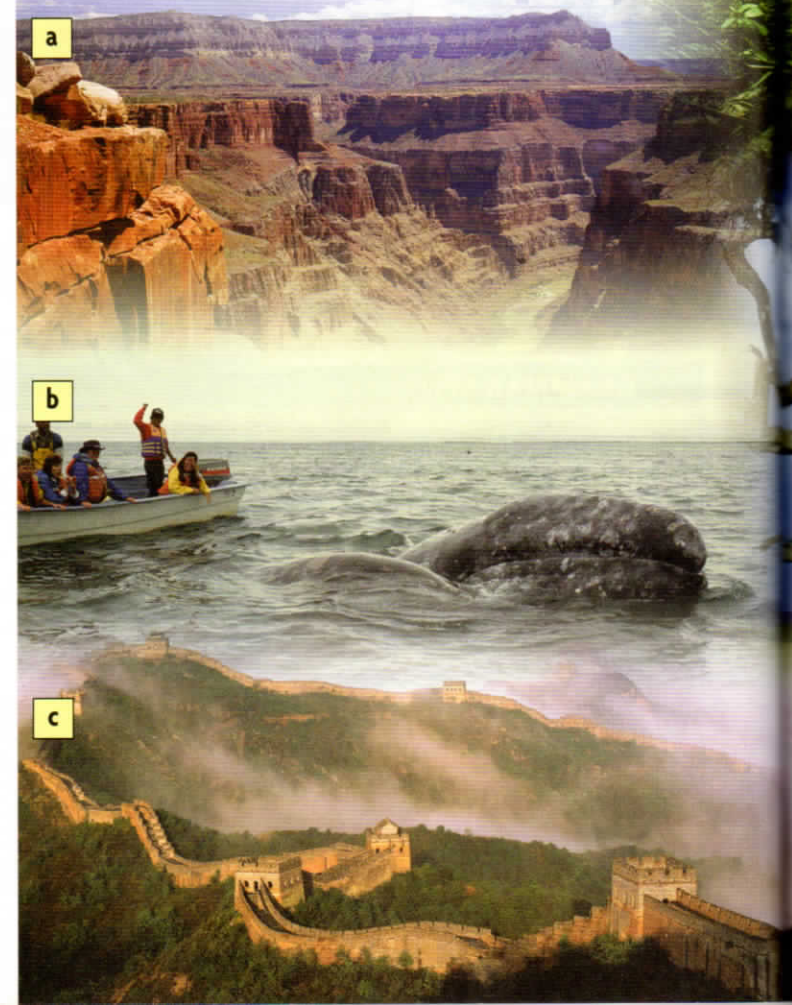
Danny To climb Mount Everest!

Harold Oh my goodness! Where are you going after that?

Danny Well, then I'm going to Kenya to ...

36 T 12.5 Listen and check. Practise the conversation with a partner.

3 Would you like to try any of these activities?



GRAMMAR SPOT

- 1 With the verbs *to go* and *to come*, we usually use the Present Continuous for future plans.

I'm **going** to Nepal tomorrow.

~~X~~ I'm **going to go** to Nepal soon.

She's **coming** this evening.

~~X~~ She's **going to come** this evening.

- 2 Do these sentences mean the same?

I'm going to Nepal **to climb** Mount Everest.

I'm going to Nepal **because I want to climb** Mount Everest.

The infinitive can tell us *why* something happens.

I'm going to America **to learn** English.

▶▶ Grammar Reference 12.2 p135

PRACTICE

Roleplay

- 1 Work with a partner. **Student A** is Harold, **Student B** is Danny. Ask and answer questions about the places.

Harold Why are you going to Nepal?

Danny To climb Mount Everest!

Harold Oh my goodness!

- 2 Talk about Danny Carrick's journey. Use *first*, *then*, *next*, *after that*.

First he's going to Nepal to climb Mount Everest.

Then he's ...

Why . . . ? and When . . . ?

- 3 Write down the names of some places you went to in the past. Ask and answer questions about the places with a partner.

Why did you go to England?

To learn English.

When did you go?

Two years ago.

Why did you go to Switzerland?

To visit my cousins.

When did you go?

Last year.

Tell the class about your partner.

- 4 Use your imagination! Write down the names of some places you are going to in the *future* and do the same.

Why are you going to Paris?

To go shopping.

When are you going?

In two weeks' time.

Check it

- 5 Tick (✓) the correct sentence.

- 1 ☐ Is going to rain.
☒ It's going to rain.
- 2 ☐ Do you wash your hair this evening?
☒ Are you going to wash your hair this evening?
- 3 ☒ She's going to have a baby.
☐ She's going to has a baby.
- 4 ☒ I'm going to the post office to buy some stamps.
☐ I'm going to the post office for buy some stamps.
- 5 ☒ I'm going home early this evening.
☐ I'm go home early this evening.
- 6 ☒ I opened the window to get some fresh air.
☐ I opened the window for to get some fresh air.



READING AND SPEAKING

Born free

- 1 Which of these sports do you think is the most dangerous? Put them in order 1–6. 1 is the *most* dangerous. Compare your ideas with a partner and then the class.

- | | | |
|--------------------------------------|-----------------------------------|--|
| <input type="checkbox"/> skiing | <input type="checkbox"/> football | <input type="checkbox"/> mountain-climbing |
| <input type="checkbox"/> windsurfing | <input type="checkbox"/> golf | <input type="checkbox"/> scuba-diving |

- 2 Match a verb with a noun or phrase.

jump	a medal
join	over a wall
win	underwater
swim	a record
break	oxygen
breathe	a class

- 3 Look at the photos of Tanya Streeter and David Belle. Do you know what the sport is? Work in two groups.

Group A Read about **Tanya**.

Group B Read about **David**.

Answer the questions about your person.
Check your answers with your group.

- Where did he/she grow up as a child?
 - What did he/she like doing there?
 - How did he/she become interested in the sport?
 - How does he/she feel when he/she does the sport?
 - How dangerous is the sport?
 - Does he/she teach the sport?
 - What did he/she do last year?
 - What are his/her future plans?
- 4 Work with a partner from the other group.
Compare Tanya and David, using your answers.

Speaking

- 5 **Group A** Make questions to ask David.

- Why/like the countryside?
- What/like doing at school?
- What sport/invent?
- What/do in Lisses?
- What/do next?

Group B Make questions to ask Tanya.

- What/like doing as a child?
- When/join a diving class?
- How long/can swim underwater?
- What record/break?
- What/do next?

- 6 Work with a partner from the other group.
Interview each other.



Free-diving

As a child, Tanya Streeter always loved swimming in the sea – she grew up in the Cayman Islands in the Caribbean. She could always dive the deepest for seashells. But she didn't know then that she could dive deeper than anyone else in the world.

Tanya discovered her diving abilities in 1997, when she joined a class in free-diving. Free-diving is a new sport. It's very dangerous, because you dive with no oxygen. There were only men in the class and no-one wanted to dive with her because she was a girl. But her class was surprised when they saw how long she could swim underwater. Her teachers immediately wanted to train her. A few months later, Tanya started breaking records. She can swim underwater for nearly six minutes with just one breath! Last year she broke the world free-diving record. She dived 121 metres with one breath.

She says: 'At the bottom of the sea I'm calm. I love the peace and quiet down there. Coming up again is very difficult. You can't think about the pain!

I'm not planning to break any more records for a while. I'm going to wait and see if anyone breaks my last record! In the future I'm going to teach free-diving and I'm going to continue working for sea-life conservation.'

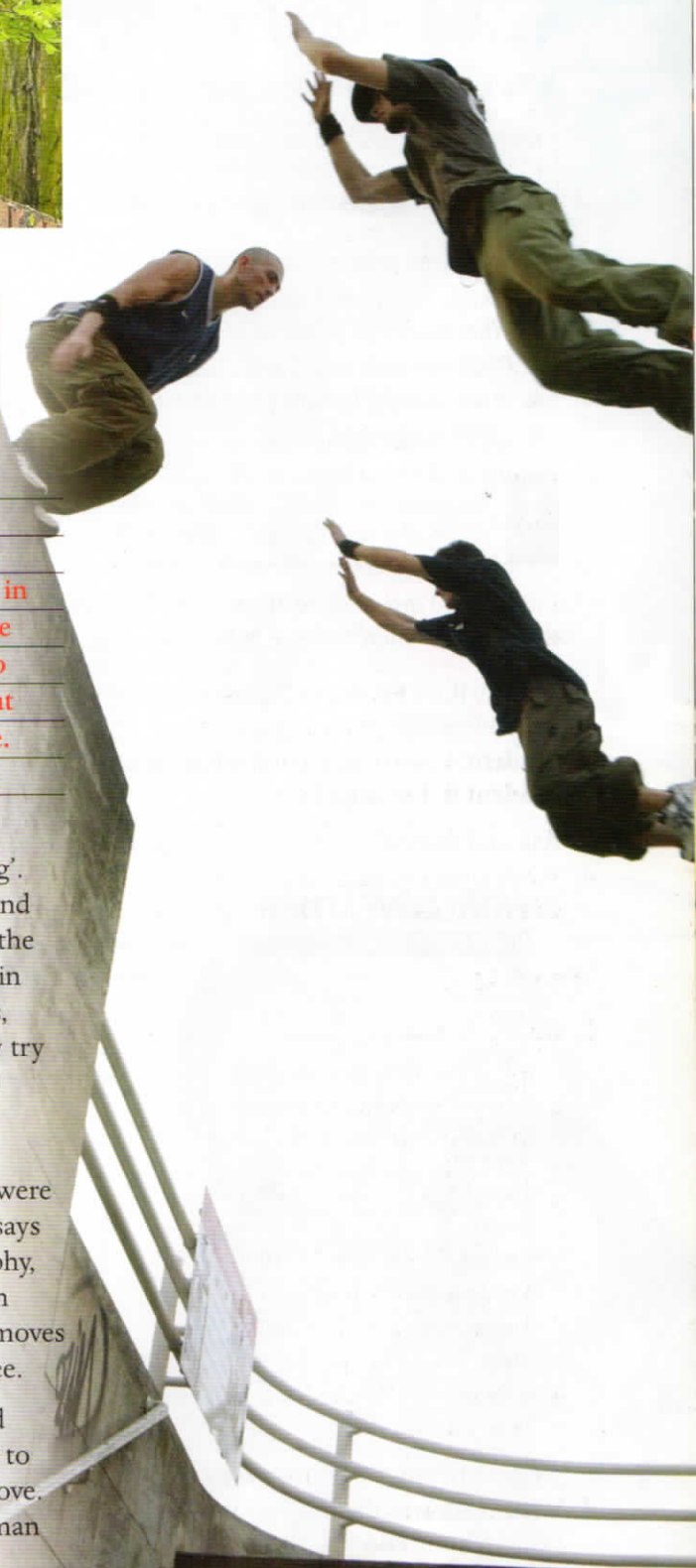


Free-running

David Belle grew up in the countryside, and he always loved the feeling of freedom there. He liked running, jumping, and climbing trees in the woods when he was a child. At the age of nine, he and his family went to live in Lisses, a town outside Paris. But he continued to jump and climb there. He loved doing gymnastics at school.

As a teenager in 1989, David invented the sport of *Le Parkour* or 'free-running'. The idea of *Le Parkour* is to find new and often dangerous ways to travel across the town. The runners or 'traceurs' work in groups. They run and jump over walls, roofs and buildings – everything! They try to move like cats. David and his friend Sebastian spent ten years in Lisses practising their moves and jumps and teaching other people. Last year they were on television for the first time. David says that *Le Parkour* is an art and a philosophy, not a sport. They are not trying to win medals. They just want to learn new moves and do them well. They like to feel free.

David says: 'We do it because we need to move. We are going to take our art to the world and show people how to move. And we are going to go where no human ever went before.'



VOCABULARY AND SPEAKING

The weather

1 Match the words and symbols.

sunny rainy windy snowy cloudy foggy



Which symbols can the following adjectives go with?

hot warm cold cool wet dry

37 2 T 12.6 Listen and complete the answers.

A What's the weather like today?

B It's windy and very cold!

A What was it like yesterday?

B Oh, it was cold and cloudy.

A What's it going to be like tomorrow?

B I think it's going to be .

! The question *What... like?* asks for a description.
What's the weather like? = Tell me about the weather.

Practise the questions and answers. Ask and answer about the weather where *you* are today, yesterday, and tomorrow.

3 Work with a partner. Find out about the weather round the world yesterday.

Student A Look at the information on this page.

Student B Go to p138.

Ask and answer questions to complete the information.

WORLD WEATHER

NOON YESTERDAY

		°C
Athens	S	18
Berlin	R	7
Bombay	R	31
Edinburgh	C	5
Geneva	C	12
Hong Kong	S	29
Lisbon	C	19
London	R	10
Los Angeles	Fg	21
Luxor	S	40
Milan	Fg	13
Moscow	Sn	-1
Oslo	Sn	2

What was the weather like in Athens?

It was sunny and warm. 18 degrees.

S = sunny
C = cloudy
Fg = foggy
R = rainy
Sn = snowy

4 Which city was the hottest? Which was the coldest?
Which month do you think it is? March

EVERYDAY ENGLISH

Making suggestions

- 1 Make a list of things you can do in good weather and things you can do in bad weather. Compare your list with a partner.

Good weather	Bad weather
go to the beach play tennis go walking climbing mountain working in the garden	watch TV playing cards reading play chess meet friends go to the cinema cutting (mowing) grass

- 2 **T 12.7** Read and listen to the beginning of two conversations between Marco and Emma. Complete Emma's suggestions.

A

Marco It's a lovely day! What shall we do?

Emma Let's play tennis!

B

Marco It's raining again! What shall we do?

Emma Let's stay at home and watch a DVD.

- ! 1 We use *shall* to ask for and make suggestions.
 What **shall** we do?
Shall we go swimming? = I suggest that we go swimming.
- 2 We use *Let's* to make a suggestion for everyone.
Let's go! = I suggest that we all go. (Let's = Let us)
Let's have a pizza!

- 3 Continue the two conversations in exercise 2 with these lines. Put them in the correct order.

- ☐ A 2 Well, let's go swimming.
☐ B 3 OK. Which film do you want to see?
☒ A 1 Oh no! It's too hot to play tennis.
☐ B 1 Oh no! We watched a DVD last night.
☐ A 3 OK. I'll get my swimming costume.
☐ B 2 Well, let's go to the cinema.

- 39 **T 12.8** Listen and check.
 Practise the conversations with your partner.

- 4 Have more conversations suggesting what to do when the weather is good or bad. Use your lists of activities in exercise 1 to help you.

►► **WRITING** Writing a postcard **p123**

