

1

This is me



READING | 4-option multiple choice | A magazine interview

1 In pairs or as a group, add more words and phrases to the categories for describing people.

Hair and facial hair	<i>long, dark-haired, moustache</i>
Face and complexion	<i>blue eyes, pale skin, freckles</i>
Height and build	<i>tall, thin, muscular</i>
Appearance and personality	<i>friendly, serious, fashionable</i>

2 Which words and phrases in Exercise 1 can you use to describe yourself?

3 Read the text quickly and decide if the statements are T (True) or F (False).

- Forensic artists usually draw pictures of people they know very well. **T / F**
- Their pictures often help the police do their job. **T / F**
- They sometimes draw people from a long time ago. **T / F**
- Computer programs can help them get the picture right. **T / F**
- To a forensic artist, 'curly hair' and 'wavy hair' are exactly the same thing. **T / F**
- Forensic artists rarely draw faces. **T / F**

EXAM SKILL

Skimming

- Skimming is reading quickly to get the general meaning of a text.
- When you skim, move your eyes quickly over the text without going back. Focus on the general idea and don't worry about words you don't understand.

OPTIMISE YOUR EXAM

4-option multiple choice

- When you are not sure of an answer, cross out the answers that are definitely wrong.
- When you are left with two possible answers, read them again carefully and check the relevant part of the text. Then make your final choice.

What do they do all day?

This week: forensic artists

Karen Jacobs works as a forensic artist.

Karen, what is a 'forensic artist'? What do you do all day?

In simple words, I draw people! For example, the police contact me when a witness sees someone commit a crime. I listen to the description of the criminal and turn the description into a picture.

So, forensic artists help catch criminals?

In a way, yes! Do you know who Lois Gibson is? She's in the *Guinness Book of World Records* as the world's most successful forensic artist. Her pictures help catch lots of criminals – over 1,300 of them so far!

Do you only draw criminals?

No, I also draw historical figures. I do lots of work for TV programmes and museums. At the moment, I'm working on a TV documentary about ancient Egypt. We're making drawings and 3D models of the pharaohs. It's fascinating!

Do you use a pencil and paper?

Yes, but we also use computers. These days, technology is developing very quickly. It's really useful, and there are some great computer programs we can use. When a witness says that a person wears glasses, for example, we can bring up on screen different styles of glasses for the witness to choose from.

What skills do you need for your job?

Forensic artists do need good drawing skills, of course, but they also need good people skills. We often work with people who are upset, so we help them remember clearly and give us enough detail. Perhaps the witness says the criminal has curly hair. We try to find out exactly what they mean by 'curly': For example, is 'wavy' a better word? A forensic artist also needs to be an expert in different hairstyles!

What do you know about faces?

Faces obviously change as we get older. But this is interesting: the face of a shy person changes differently to the face of a lively, sociable person! And do you know which part of your face continues to grow all through your life? Your nose!



4 1.01 Read the text again. For each question, choose the correct answer.

- What does Karen Jacobs do regularly?
 - She helps Lois Gibson solve crimes.
 - She meets criminals and draws them.
 - She listens to police officers describing criminals.
 - She draws pictures of criminals and people from the past.
- Karen says she sometimes uses modern technology to
 - find pictures that match someone's description.
 - find pictures of real people online.
 - design different types of glasses.
 - have video calls with witnesses.
- Good people skills help a forensic artist to
 - draw more artistic pictures.
 - learn about different hairstyles.
 - communicate better with witnesses.
 - not get upset while they're working.
- What advice might a forensic artist give to someone interested in the job?

A Find out what criminals often look like, then make all your drawings look like that.

B Make sure you visit a library to read about the history of hairdressing.

C Try to be lively and sociable so that criminals are happy to tell you what they know.

D Learn about how faces change and find out how technology can help you.

5 Complete the sentences with highlighted words or phrases from the text.

- When you _____ something _____ on a computer screen, you make it appear.
- A _____ is someone who sees something happening, such as an accident or a crime.
- If someone is _____, they're very good at something.
- An _____ is a person who knows a lot about a subject.
- When you _____ something _____ something else, you make the first thing become something different.
- 'To _____' is an informal way of saying 'to become older'.
- If something is _____, it's extremely interesting.
- Someone who is _____ is sad, angry or annoyed.



THINK | RESEARCH | CULTURE | LEARN | ME

Choose a person you know and think about how their appearance might change in the future. Describe them as they might be in ten years' time.

Grammar in context

Find these verbs in the text on page 5 and match each one with a description.

- 1 I **draw** people! _____
 - 2 At the moment, I'm **working** on a TV documentary about ancient Egypt. _____
 - 3 Forensic artists **do need** good drawing skills, of course ... _____
 - 4 Perhaps the witness says the criminal **has** curly hair. _____
 - 5 These days, technology **is developing** very quickly. _____
- a) a situation or action happening at the moment
 - b) a changing situation
 - c) a stative verb
 - d) a habit, routine and permanent situation
 - e) the emphatic present simple



REMEMBER

- We use the present simple for general truths and facts, habits, routines and permanent situations.
- We use the present continuous for descriptions of pictures, actions happening now and temporary or changing situations.
- Stative verbs are not usually used in the present continuous. Common stative verbs include: *believe, hate, like, need, etc.*
- Some verbs can be stative or action verbs, depending on the meaning: *Sam has red hair.* (state)
Samia is having a haircut at the moment. (action)

► See Grammar reference, Unit 1, page 148

1 Look at the picture and choose the correct word or phrase.



This is a picture of my friend Emma. She (1) *lives / is living* near me and (2) *we're / we're being* in the same class at school. She (3) *has / is having* short, dark hair and (4) *usually wears / is usually wearing* glasses. (5) *Emma smiles / Emma's smiling* in the picture and that's not unusual. She (6) *always seems / is always seeming* happy and in a good mood. She's very friendly and sociable, but she (7) *doesn't speak / isn't speaking* much in class. At the moment, I think (8) *Emma shops / Emma's shopping* with her mum.

2 Look at the picture and put the verbs into the correct form. Use short forms where possible.



This is a picture of my friend Paulina. She (1) _____ (not / look) much like Emma – their hair (2) _____ (not / be) the same colour or length and Paulina (3) _____ (not / wear) glasses. Also, Paulina (4) _____ (not / smile) as much as Emma. She (5) _____ (often / seem) very serious, but in fact she (6) _____ (have [emphatic]) a great sense of humour and (7) _____ (often / tell) really funny jokes! In the picture, she (8) _____ (wear) a green top. Paulina (9) _____ (love) cycling, so she (10) _____ (almost always / arrive) at school wearing her cycling helmet. Paulina's in the same class as Emma and me, but she (11) _____ (not / live) near me. Right now, I imagine Paulina (12) _____ (watch) something on YouTube.

3 Look at the two pictures again and write questions using the words and phrases given.

Example: Which girl / wear / pink top
Which girl is wearing a pink top?

- 1 Who / have / long hair

- 2 Emma / smile / in the photo

- 3 either of them / seem / shy

- 4 Paulina / usually / ride / a bike to school

- 5 Your own question:

4 In pairs, ask and answer the questions in Exercise 3. Use your imagination where necessary.

Words connected with *personality*

1 1.02 Write a word from the box in each gap to complete the definitions. Listen and check.

creative | curious | dependable | friendly
generous | negative | polite | popular
serious | shy | unreliable

Someone who is ...

- 1 _____ is not enthusiastic about something.
- 2 _____ is imaginative, artistic and talented.
- 3 _____ wants to find out and learn about things.
- 4 _____ doesn't do what they say they will.
- 5 _____ is someone you can trust and rely on.
- 6 _____ is pleasant and helps other people.
- 7 _____ is liked by lots of people.
- 8 _____ gives a lot of their time to people.
- 9 _____ behaves in a very nice way.
- 10 _____ is very careful and doesn't laugh a lot.
- 11 _____ is nervous and embarrassed around people.

2 In pairs or as a group, discuss the difference in meaning between each pair of words in bold.

- 1 a **friendly** / **popular** person
- 2 a **generous** / **polite** person
- 3 a **serious** / **shy** person

Nouns with *-ity* / *-ness*

3 1.03 Find four adjectives in the box which do not make nouns ending in *-ity*. Write their nouns in each gap. Listen and check.

creative | curious | dependable
friendly | generous | negative
personal | polite | popular
reliable | serious | shy

- 1 _____, _____, _____
- 2 _____
- 3 _____
- 4 _____

SAY IT RIGHT

Resource centre: Unit 1

/ə/

4 Complete the words in the sentences.

- 1 I was surprised by my best friend's negativ____ when I told him I wanted to live abroad when I'm older.
- 2 I don't find it easy to talk to new people because of my shy____.
- 3 They're twins, but Susie's personal _____ is totally different from Annabel's.
- 4 My friend _____ with Corey is one of the most important relationships in my life.
- 5 Thanks to the genero _____ of your parents, we've bought some new equipment for the school's art room.
- 6 Just out of curio _____, why did you choose to get that hairstyle?

Collocations with adjectives

5 1.04 Match 1-6 to a-f to make collocations. Listen and check.

- | | |
|--------|------------|
| 1 big | a) awake |
| 2 fast | b) voice |
| 3 feel | c) time |
| 4 wide | d) asleep |
| 5 long | e) trouble |
| 6 deep | f) small |

6 Fill the gaps in the text with collocations from Exercise 5.

My best friend Leah's in (1) _____ again! The problem is she's so unreliable. She promised to babysit her neighbours' kids, but turned up half an hour late. Then, when Mr and Mrs Ghadie got home, the kids were (2) _____ and playing, and Leah was (3) _____ on the sofa! Mr Ghadie shouted at her in his (4) _____, and called her irresponsible. Leah said it made her (5) _____. I hope she's learnt her lesson, but I don't think they'll ask her to babysit again for a very (6) _____!



THINK | RESEARCH | CULTURE | LEARN | ME

Look at the adjectives in Exercise 1 again. Think about which three are the most important qualities in a friend for you.

- 1 In pairs or as a group, think of different situations where people introduce themselves or other people.

Example: *Meeting a new teacher for the first time*



EXAM SKILL

Understanding the situation

- When you're doing a listening task, it's important to understand the general situation. This helps you to understand the gist of what you're listening to.
- As you listen, ask yourself these key questions: Who's talking? Who are they talking to? Where are they? What's the general topic/situation?

- 2 1.05 Listen to people speaking in four different situations. Make notes to answer the questions for each situation.

Situation 1:

- 1 Who's talking? _____
- 2 Where are they? _____
- 3 What are they talking about? _____

Situation 2:

- 4 Where are the boy and the girl? _____

Situation 3:

- 5 Where would you hear someone say this? _____

Situation 4:

- 6 Where would you hear someone say this? _____

OPTIMISE YOUR EXAM

3-option multiple choice (pictures)

- Look at each picture before you listen and think of words and ideas you might hear. For example, in Exercise 3, picture 1A, you might hear *computer* or *internet*, etc.
- Remember that you will probably hear about the ideas in all three pictures. For example, in question 1, you'll hear something about computers, something about dancing and something about being a nurse. But Jared only wants to do one of those jobs.

- 3 1.06 Listen to longer extracts of the conversations. For each question, choose the correct answer.

- 1 What job does Jared want to do when he's older?



A



B



C

- 2 What does Samantha agree to?



A

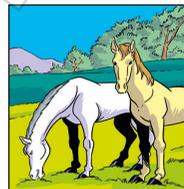


B



C

- 3 What does Robert have at the moment?



A

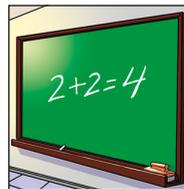


B



C

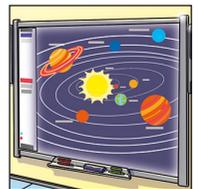
- 4 What is Josephine studying?



A



B



C

- 4 1.06 Listen again and check your answers.



THINK | RESEARCH | CULTURE | LEARN | ME

Do a class survey. Find out:

- what job each person wants to do when they're older.
- what job their parents/guardians do.
- what pets they have.
- if they like going to parties.
- if they like watching videos online.

Grammar in context

Look at these sentences from the audio in the listening lesson on page 8. Decide if the word or phrase in capitals can replace the word or phrase in bold. Write 'yes' or 'no'.

- Both my parents work.
(BOTH OF) _____
- I don't know **most** people here.
(MOST OF) _____
- You can win a lot of money on **every** question – if you're clever!
(EACH OF THE) _____
- Not **all of** you will know who Josephine is.
(NOT ALL) _____



REMEMBER

- We use quantifiers to talk about numbers and amounts.
- Common quantifiers include: *all, both, each, enough, every, little, lots of, many, most, much, some*, etc.
- After *each* and *every* (but NOT *each of the*), we can use a singular countable noun: *Every student in my class is 14 years old.*
- After some quantifiers, including *all (of the), both (of the), each of the, lots of (the), many (of the)*, and *most (of the)*, we can use a plural countable noun: *Many teenagers are shy.*
- After some quantifiers, including *little* and *much*, we can use an uncountable noun: *I haven't got much money on me.*
- Quantifiers with *of the* take a plural verb: *Most of the boys have short hair.* The exception is *each of the*, which takes a singular verb: *Each of the girls has long hair.*
- With some quantifiers, you need to use a different grammatical structure depending on the meaning. For example, *all* = generally (*All people breathe air.*), *all (of) + the* = specific (*All of the people in my class have a mobile phone.*).

► See Grammar reference, Unit 1, page 148

1 Choose the correct word or phrase to complete the sentences.

- Every **girl / girls** in our class **have / has** a sister or brother.
- Each of the **student / students** in our class **have / has** a social media profile.
- Sue's got an earring in **each / every** ear.
- Most / Most of** artists are very creative people.
- My cousins are visiting us at the moment! We're taking **both / both of** them to the zoo tomorrow.

2 Write sentences about the cartoon using the words and phrases.



Example: all of / man / look / very serious
All of the men look very serious.

- both / police officer / wear / uniform

- all / man / stand up

- most / man / tall

- woman / look carefully at / every / man

- woman / look carefully at / each of / man

- woman / talk to / both of / police officer

3 Write a word or phrase from the box in each gap.

all | all of | both | enough | every
of | others | some

When you see someone's face, do you know who that person is?

(1) _____ face is different. And (2) _____ us can recognise someone from their face. Well, no – not if you've got 'prosopagnosia', which is also called 'face blindness'.

Most (3) _____ the people with face blindness have a problem in a particular part of their brain. (4) _____ of them have it from birth, and (5) _____ develop it after an accident or illness. But they (6) _____ have the same disability: they can't tell who someone is by looking at their face. For example, a woman goes to meet her friend. There are two people waiting – and they (7) _____ look exactly the same to her!

There's no medical treatment for the condition, but there are things people with face blindness can do. These include trying to memorise everyone's voice, body language and body shape. That usually gives them (8) _____ information to work out who someone is.

1 SPEAKING | Questions



Flipped classroom

1 Watch the *Talk2Me* video and answer the questions.

- 1 What is Jamie's favourite drink?
- 2 How long have Angus and Jamie been friends?
- 3 Is Maddy's drink bigger than Jamie's?

2 Watch the video again. Underline the phrases in the *Phrase expert* box that you hear on the video.

PHRASE EXPERT

Yes, I've (studied English) for ... | My favourite (subject/sport) is definitely/probably ... | Well, (s)he's/it's ... | I don't have a lot of free time, but ... | I'd say I'm (friendly/quite tall)

3 In pairs or as a group, answer the questions.



- 1 How much personal information do you put on social media, such as Facebook?
- 2 How do you feel about answering personal questions about yourself?

EXAM SKILL

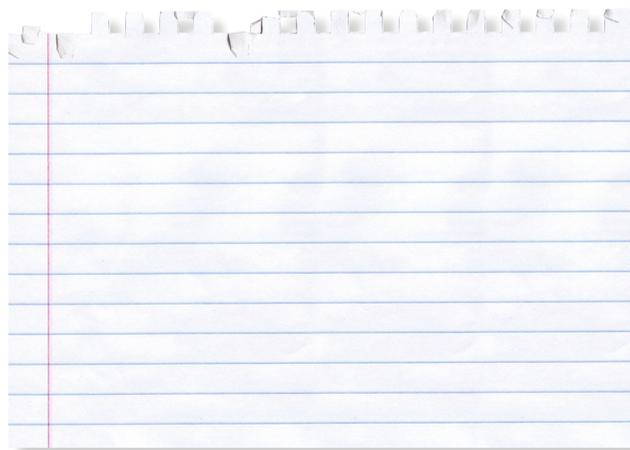
Talking about yourself

- Speaking exams often include personal questions, so you need to be able to talk about yourself and your life, family, friends, studies, etc.
- At the start of the speaking exam, the examiner will ask you about facts such as *What's your name?*, *How old are you?* and *Where do you live?* You can give short answers to these questions: *My name is Sam Lopez. / I'm 14. / I live in Moscow.*
- For other questions, you need to say more and give full answers. For example, if the question is *How would you describe your personality?*, don't just say *I'm friendly*. You have to give longer answers to show you can speak English well.

4 Listen to two students answering these questions. Tick the answers which give enough detail.

	Nisha	Alfie
1 What's your name?		
2 How old are you?		
3 Where do you live?		
4 Do you study English at school?		
5 Do you like it?		
6 What's your favourite school subject?		
7 What do you enjoy doing in your free time?		
8 Tell me about your best friend.		

5 Look at the questions in Exercise 4 and think about your answers. Make notes if necessary.



OPTIMISE YOUR EXAM

Questions

- Don't memorise long answers because you might not answer the examiner's questions correctly. However, it's fine to learn one or two sentences to talk about typical subjects.

6 In pairs or groups, use your notes in Exercise 5 to ask and answer the questions.

1 In pairs or as a group, ask and answer the questions.

- 1 What jobs do robots help us do?
- 2 Do you think machines or robots can be cleverer than a human? Do they have feelings?

REMEMBER

- Phrasal verbs consist of a main verb followed by a particle – an adverb (*look up*), or a preposition (*look into*), or both (*look up to*).
- The meaning of a phrasal verb is often different from the meaning of the individual words, e.g. you *look up into the sky*, but when you *look up a word in a dictionary*, the phrasal verb 'look up' means 'find' or 'try to find', not 'put your eyes up'.
- Think of each phrasal verb as one piece of vocabulary, e.g. you might write in your notebook: *look up = (try to) find*.
- Phrasal verbs with *turn* are often connected to a changing situation.
- Phrasal verbs with *look* are often connected to seeing something – literally or metaphorically.

2 Write the correct form of turn or look in each gap. Use the words in italics to help you. If you aren't sure, ask yourself if the action is connected to a changing situation or seeing something.

- 1 You can _____ *up* curious facts about body language/human personalities online.
- 2 _____ *off* the TV and do something creative!
- 3 If you _____ *over*, there's a brilliant short story on the next page.
- 4 As a babysitter, you're responsible for _____ *after* someone else's kids.
- 5 How do caterpillars _____ *into* butterflies?
- 6 _____ *on* the TV! *CSI: New York* is starting.
- 7 I'm really _____ *forward* to going to Nadine's party next week.
- 8 Scientists are _____ *into* what causes face blindness in the brain.

3 Quickly read the text in Exercise 5, ignoring the gaps and answer choices. Which question best summarises the main points of the text?

- a) Are machines and robots cleverer than humans?
- b) What do most people think about modern technology?
- c) Is it possible for machines and robots to think and feel?

4 Read the text again. Which gaps test your knowledge of phrasal verbs?

OPTIMISE YOUR EXAM

4-option multiple-choice cloze

- Before you look at the possible answers, quickly read the whole text to get a general idea of what it's about.
- Fill the gaps you're sure about first. Then go back to the gaps where you're not so sure.
- If you're not 100% sure, make a guess. Don't leave any gaps blank.

5 Choose the correct word to fill each gap.

Do computers have personalities?

Think about your computer, or your mobile phone. It is definitely 'clever' in some ways, but it doesn't feel sad when you (1) _____ it off. It doesn't (2) _____ forward to you using it. It can't feel any emotions when you start using it. In other words, it doesn't have a (3) _____.

Humans have 'consciousness'. This (4) _____ that we can think and feel, but what about computers? Scientists are looking into this, and (5) _____ think that technology can become 'conscious'. They say: 'Maybe the internet can already think. How would we know?' Others believe that only things that are alive can have consciousness.

In the future, if our computers (6) _____ into conscious machines, will they end up being more creative than humans? No one knows. But it makes you think, doesn't it?

- | | | | | |
|---|---------------|--------------|--------------|---------------|
| 1 | A make | B turn | C close | D change |
| 2 | A look | B see | C watch | D notice |
| 3 | A reliability | B negativity | C popularity | D personality |
| 4 | A believes | B recognises | C means | D seems |
| 5 | A all | B each | C both | D some |
| 6 | A come | B turn | C become | D improve |



1 In pairs or groups, answer the questions.

- 1 What's your family like?
- 2 How are some families different from others?

EXAM SKILL

Starting and ending an email

- It's important to start and end your email in the right way. This depends on who you are writing to. For example we can use *Hi ...* and *Can't wait to see you!* (informal) or *Dear ...* and *All the best,* (formal) at the beginning and end of an email.
- In your first paragraph, remember to thank the person for their email.

2 Read part of an email from Claire's English teacher and the notes Claire has made. Answer the questions.

From: Mr Jones
Subject: Class project

Dear Class,

I'd like each person in our class to do a project on their family.

What's your family like? Who do you live with?

Do you think it's better to have a large or small family?

How should we present our projects to the rest of the school? Don't forget to include some photos!

- 1 Which of these is a good first paragraph for Claire's email?
 - a) Thank you for your email. A school project on families sounds really interesting!
 - b) Thanks for your email. Interesting!
- 2 What information should Claire give in paragraph 2?
 - a) the people she lives with and what personalities they have
 - b) whether she likes her family or not
- 3 In paragraph 3, what does Claire need to decide?
- 4 In paragraph 4, should Claire give a fact or an opinion?

3 Choose the best option to complete Claire's reply. You can use your answers from Exercise 2 to help you.

From: Claire
Subject: RE: Class project

(1) **Hi / Dear** Mr Jones,

(2) **Thank you for your email. A school project on families sounds really interesting. / Thanks for your email. Interesting!**

I live with my parents, two brothers and a sister.

(3) **My brothers are really messy and noisy, but my sister is very cute! / I really like them.**

(4) **Personally / Definitely,** I think having a large family is great. It's often crazy, but it's never boring! We sometimes argue and fight, but we also have lots of fun together. I wouldn't want to have a small family.

I think we should organise an exhibition in the school hall. The other students could see it during break time and learn more about us and our families.

(5) **It's great to hear from you! / I look forward to starting this project.**

(6) **Speak soon! / All the best,**

Claire

4 Answer the questions.

- 1 Do you think Claire has a traditional family? Explain why / why not?
- 2 Why does Claire prefer to have a large family?
- 3 Why does Claire think an exhibition is a good idea?

OPTIMISE YOUR EXAM

An email

- Read the exam question carefully and take time to understand the notes.
- Use the notes when planning and writing your first draft. Add a few sentences to each note to develop the idea. Make sure you answer all four notes.
- Check your draft carefully thinking about grammar, punctuation, spelling and the information included in each paragraph.
- Correct any mistakes and write your final email.

5 Look at this writing task and answer the questions.

Read this email from your English teacher Mrs Fairfax and the notes you have made.

From: Mrs Fairfax
Subject: End-of-year project

Dear Class,

For our end-of-year project I'd like you to write about the important people in your lives and how you spend time with them.

What different groups of people do you often spend time with? Think about your family, close friends and members of a sports team or a club.

Which group do you like being with the most? Why?

It would be great to present your projects to the school. Would you prefer to prepare a poster or write an article on the school blog?

Reply soon!
Emma Fairfax

1 What is interesting in the first paragraph?

2 What do you have to explain to Mrs Fairfax?

Explain

Say which you prefer

Interesting! (points to the first paragraph)

Tell Mrs Fairfax (points to the second paragraph)

Write your **email** to Mrs Fairfax using **all the notes**.

6 Plan Make a paragraph plan.

Part	Purpose	Useful phrases	My notes
First line	greet the person you are writing to	<i>Dear ...</i>	
Paragraph 1	thank the other person for their email and write about the first note on the email	<i>Thanks for ...</i> <i>The project sounds ...</i>	
Paragraph 2	write about the second note on the email	<i>I belong to many groups ..., but ..., I think the group I feel most part of is ...</i>	
Paragraph 3	write about the third note on the email	<i>I love ... most because ..., I love being part of all of them, but ...</i>	
Paragraph 4	write about the fourth note on the email	<i>I think ... is a good idea because ...</i> <i>I would prefer to ... because ...</i>	
Closing expression & your name	say goodbye first name	<i>All the best,</i> <i>Best wishes,</i>	

7 Write Write your email to Mrs Fairfax in an appropriate style. Use all the notes. Write about 100 words.

8 Check Before you hand in your email, complete this checklist.

Checklist

I've started and ended my email the right way.

I've written about 100 words.

I've written about all four notes in the exam task and developed them further.

I've checked my spelling, grammar and punctuation.