

# 9c | Never forget a face

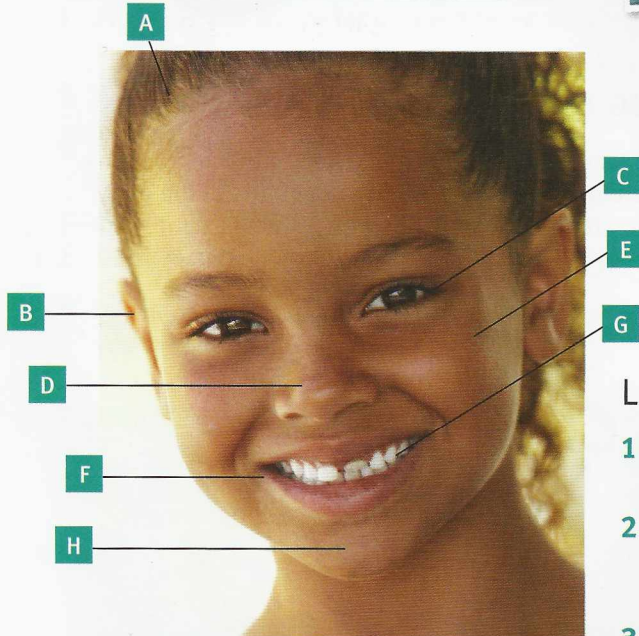
## SPEAKING

- 1 Work in pairs. Read the sentences. Are they true for you?
  - 1 I can remember what we learnt in our last English class.
  - 2 I can remember the teacher's first name and last name.
  - 3 I can remember the names of all the people in the class.
  - 4 I never forget a face.
- 2 Change the sentences in exercise 1 so that they are true for you.

## VOCABULARY: face

- 1 Match the parts of the picture A–H to the words in the box.

nose chin eye ear hair  
mouth cheek tooth/teeth



- 2 2.38 Listen and touch the parts of the face you hear. Say the words.



## LISTENING

- 1 Work in pairs. Look at pictures A and B. Describe the pictures with your partner. Do you see anything strange?
- 2 2.39 Listen to the interview from a television interview about memory and the human face. What is wrong with the pictures in exercise 1?
- 3 2.39 Listen again and answer the questions.
  - 1 Who doesn't have a very good memory: the woman or the man?
  - 2 Which is the more important for memory: the top of the face or the bottom of the face?
  - 3 What is strange about picture A?
  - 4 Whose face is in picture B?
  - 5 Whose hair is in picture B?
  - 6 What do famous people do?
- 4 Look at audioscript 2.39 on page 145 to check your answers.

## PRONUNCIATION: /h/

- 1 🎧 2.40 Listen to the words in the box. Tick (✓) the words that begin with a /h/ sound.

house hot hospital what whose hair  
happy have his has hamburgers who  
her hour

- 2 Complete the sentences with words from exercise 1.

- Helen and Harry work in a \_\_\_\_\_.
  - They \_\_\_\_\_ lunch together every day.
  - He has \_\_\_\_\_ and she has \_\_\_\_\_ soup.
  - Helen's \_\_\_\_\_ with Harry.
  - But Helen \_\_\_\_\_ a problem.
  - She hardly ever remembers \_\_\_\_\_ name.
- 3 🎧 2.41 Listen to the recording to check your answers.
- 4 🎧 2.41 Listen again and repeat.

GRAMMAR: *whose* & possessive pronouns

We use *whose* to ask about possession.

*Whose face is that? It's George Washington's face.*

We can replace the underlined words with a possessive pronoun.

*Whose face is that? It's his.*

*My memory isn't very good. How is your memory?*

*My memory isn't very good. How is yours?*

➤ SEE LANGUAGE REFERENCE PAGE 100

- 1 Rewrite the sentences using possessive pronouns.

- |                                   |                        |
|-----------------------------------|------------------------|
| 1 It's his face. <i>It's his.</i> | 5 Is this our room?    |
| 2 They're her children.           | 6 It isn't their flat. |
| 3 It's my money.                  | 7 Where's your book?   |
| 4 Here's your coffee.             | 8 That's his cat.      |

- 2 Underline the correct word.

- Whose face is that? It's *her's / hers*. It's the Mona Lisa's.
- I can remember his name but I can't remember *their / theirs*.
- She always forgets *her / hers* glasses.
- Who's / Whose* in the picture?
- Who's / Whose* face is in the picture?
- I brought my old photos today. Where are *yours / your*?

## SPEAKING

- 1 Work in pairs. You are going to test your memory. Look at the pictures for one minute. Turn to page 134.



## DID YOU KNOW?

- 1 Work in pairs. Read about coins and discuss the questions.

## FACES ON COINS

The design of coins and money can say a lot about that country's culture and history. Countries often put an animal, a symbol or a person's head on their money. Many English-speaking countries have the Queen of England's head on their coins (Australia, Belize, Bermuda, Canada, Fiji, Great Britain and New Zealand are some examples). The United States has pictures of different presidents' heads on their coins.



- Whose face is on the money of your country?
- Do you have other symbols or animals on your money?