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A1



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1

Hi!

Vocabulary: Cardinal numbers, Countries, Nationalities, Jobs, Abilities, Subjects, Colours
Grammar: the verb *to be*; subject pronouns; *a/an*; the verb *can*

Everyday English: Introduce yourself/others, Give personal information
Writing: A short text about a friend, Your social media profile

Reading

1 Look at the social media profiles. How old is each person? What is their dream job?

Listen and read to find out.

VIDEO



Peter Smith

- Age: 16
- Country: the UK

I'm good at singing. Music is my favourite subject at school. My favourite artist is Bruno Mars. He is an American singer and he can sing really well. My dream job is to become a singer. It's an amazing job.



Maria Álvarez

- Age: 18
- Country: Argentina

I'm really interested in Art and ICT. I can draw beautiful pictures. I can design great outfits on my computer as well. My dream job is to become a fashion designer. It's a great job!



Ju Luó

- Age: 19
- Country: Thailand

I'm crazy about English Literature. My favourite writers are Margaret Atwood, John Steinbeck and Charles Dickens. I can write good stories. My dream job is to become a writer.



Janusz Florek

- Age: 20
- Country: Poland

At my college, all of the subjects are interesting, but my favourite one is Art. I'm mad about photography. I can take really good snapshots with my camera. My dream job is to become a photographer.

2 Read the sentences. Replace the words in bold with words from the text.

- Peter is good at **it**.
- Maria is interested in **them**.
- She's** interested in English Literature.
- Janusz can take **these** with his camera.

Check these words

good at, become, amazing, interested in, draw, design, outfit, crazy about, mad about, snapshot

Speaking

3 a) Ask and answer questions, as in the example.

- A: *What is Peter's surname?* B: *He's from the UK.*
 B: *Smith.* A: *What is his dream job?*
 A: *How old is he?* B: *His dream job is to become a singer.*
 B: *He's 16 years old.*
 A: *Where is he from?*

b) Read the texts again. Copy and complete the table. Make sentences, as in the example.

First name	Surname	Age	Country	Dream Job
Peter	<i>Smith</i>	<i>16</i>	<i>the UK</i>	<i>singer</i>
Maria	<i>Álvarez</i>			
Ju				
Janusz				

... is ... years old. He/She is from ... His/Her dream job is to become ...

Vocabulary
Cardinal numbers

4 a) Listen and learn.

one (1)	eleven (11)	thirty (30)
two (2)	twelve (12)	forty (40)
three (3)	thirteen (13)	fifty (50)
four (4)	fourteen (14)	sixty (60)
five (5)	fifteen (15)	seventy (70)
six (6)	sixteen (16)	eighty (80)
seven (7)	seventeen (17)	ninety (90)
eight (8)	eighteen (18)	a hundred (100)
nine (9)	nineteen (19)	a hundred and one (101)
ten (10)	twenty (20)	a thousand (1000)
	twenty-one (21)	

b) Listen and circle the numbers you hear. Write them in your notebook.

47 5 **67** 3 **13** 28 **96** 56 **100** 64 **89** 34

forty-seven

Countries/Nationalities

5 Fill in the gaps with words from the list. Write in your notebook. Then make sentences, as in the example.

- Brazil • Mexican • Argentina
- Japanese • Greek • Spain • Finland
- American • Canada • Turkey

Name	Nationality	Capital	Country
Paolo	Brazilian	Brasilia	1) <i>Brazil</i>
Pablo	Spanish	Madrid	2)
Jason	Canadian	Ottawa	3)
Ito	4)	Tokyo	Japan
Tomás	Argentinian	Buenos Aires	5)
Mike	6)	Washington DC	the USA
Costas	7)	Athens	Greece
Hans	Finnish	Helsinki	8)
Rico	9)	Mexico City	Mexico
Ali	Turkish	Ankara	10)

Paolo is Brazilian. He's from Brasilia, Brazil.

Writing

6 Copy and complete the table in Ex. 3b with information about your friend. Use your notes to write a paragraph about him/her (50 words). Add a photo.

Grammar in Use

Tony's Profile



Tony is from London, the UK. He's 18 years old. Tony is good at drawing, but he isn't good at singing. His dream job is to become an architect. He can play football well, but he can't play tennis.

1 Read the table. Find examples in Tony's profile.

The verb to be

Affirmative		Negative	
Long form	Short form	Long form	Short form
I am	I'm	I am not	I'm not
you are	you're	you are not	you aren't
he is	he's	he is not	he isn't
she is	she's	she is not	she isn't
it is	it's	it is not	it isn't
we are	we're	we are not	we aren't
you are	you're	you are not	you aren't
they are	they're	they are not	they aren't
Interrogative	Short answers		
Am I?	Yes, I am. / No, I'm not.		
Are you?	Yes, you are. / No, you aren't.		
Is he?	Yes, he is. / No, he isn't.		
Is she?	Yes, she is. / No, she isn't.		
Is it?	Yes, it is. / No, it isn't.		
Are we?	Yes, we are. / No, we aren't.		
Are you?	Yes, you are. / No, you aren't.		
Are they?	Yes, they are. / No, they aren't.		

2 Fill in: *is, are, 's, 're, 'm, aren't or isn't*.

- A: *Is* he from Mexico?
B: No, he He from Japan.
- A: they Spanish?
B: No, they They Canadian.
- A: What your favourite school subject?
B: My favourite school subject Music.
- A: Paolo from Brazil?
B: Yes, he He from Brasilia.
- A: How old you?
B: I 23.
- A: she from Italy?
B: Yes, she She from Milan.

3 a) Complete the gaps with the correct form of the verb *to be*.

Hi! My name 1) *is* Andrea and I 2) from the UK. I 3) 25 years old. This 4) my friend Monica. She 5) from Poland. She 6) 28 years old. We 7) photographers. I 8) good at drawing, and Monica 9) good at singing. In this photo, we 10) at a café. Be our e-friend.

b) Correct the sentences. Write in your notebook.

- Andrea is from Poland.
Andrea isn't from Poland. She's from the UK.
 - Monica is 25 years old.
 - Andrea and Monica are American.
 - Andrea is a good singer.
- 4 **SPEAKING** Pretend you are from one of the countries below. Your partner tries to guess where you are from.
- Australia • India • Peru • France • Germany
 - Bahrain • Portugal • Brazil • Italy • Egypt
- A: *Are you from Italy?* A: *Are you from France?*
B: *No, I'm not.* B: *Yes, I am.*

5 Read the theory box. Then fill in the correct subject pronoun.

Subject pronouns

Singular	I/You/He/She/It
Plural	We/You/They
Subject pronouns go before the main verb. <i>John is from Peru. He is Peruvian.</i>	

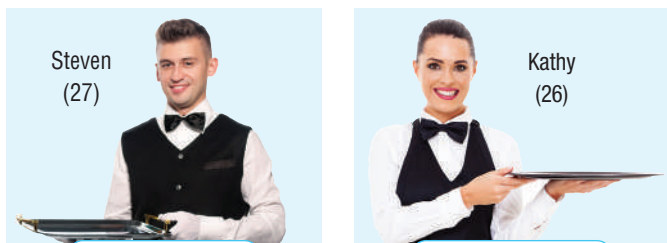
- Mary is from the UK. is British.
- Tom and I are 18 years old. are Canadian.
- Sue and Molly are students. are from the USA.
- I am interested in Art. is my favourite subject.
- Mark is 28 years old. is a photographer.
- You and Anna are from Canada. are Canadians.

6 Read the theory. Find one example in Tony's profile on p. 6.

a/an

- We use **a/an** before singular nouns when we talk generally about them. We also use **a/an** before names of jobs. **a book, an actor**
- We use **a** before consonant sounds (b, c, d, f, etc). **He's a teacher.** We use **an** before vowel sounds (a, e, i, o, u). **She's an actress.**

7 a) Use a/an and the words: artist, astronaut, doctor, engineer, pilot, police officer, vet, waiter, waitress, actress/actor, secretary to label the pictures.



1 a waiter

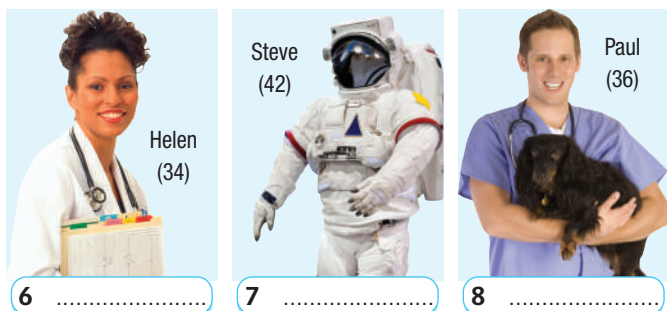
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3

4

5



6

7

8



9

10

11

b) **SPEAKING** Ask and answer questions about the people in Ex. 7a.

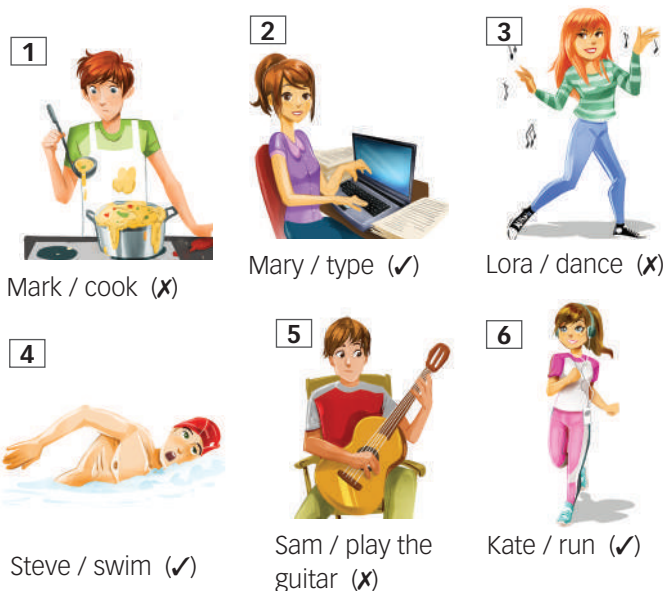
- A: **What's his name?** A: **What's his job?**
 B: **Steven.** B: **He's a waiter.**
 A: **How old is he?**
 B: **Twenty-seven.**

8 Read the table. Find examples in Tony's profile on p. 6.

The verb can

Affirmative	I/You/He/She/It/We/You/They can .
Interrogative	Can I/you/he/she/it/we/you/they?
Negative	I/You/He/She/It/We/You/They cannot/can't .

9 Say what each person can/can't do.



1 Mark can't cook.

10 **SPEAKING** In groups, ask and answer questions to find out what your friends can or can't do. Use the phrases in the table.

very well/fast	95%
quite well/fast	70%
not very well/fast	40%
no	0%

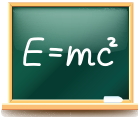
- A: **Can you cook?**
 B: **Yes, I can cook very well. Can you type?**
 A: **No, I can't. Can you type?**
 C: **Yes, I can type quite well. Can you ... ? etc**

Skills in Action

Vocabulary

School/College subjects

1 a) Listen and learn.



Maths



Computer Science



Physics



Geography



English Language



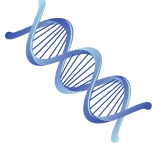
Music



History



Art



Biology



Chemistry



Literature



Drama

b) Which subjects are/aren't you good at? What about your best friend? Tell your partner.

I'm good at Maths. I'm not very good at History. My best friend is good at Physics. She isn't very good at Music. etc

Listening

Study Skills

Multiple choice

First, read the questions and all the possible answers so that you know what you are about to listen to. While you listen, try not to get distracted as all options are mentioned.

2 a) Look at the questions and answers. What is the dialogue about?

- Where is Elsa from?
A Sweden B Mexico C Spain
- How old is Carlos?
A 21 B 20 C 18
- What year is Elsa in?
A 2 B 3 C 1
- What is Diego's favourite subject?
A English B Geography C Art
- What is Carlos's favourite subject?
A Chemistry B Biology C English

b) Listen and choose the correct answers.

Everyday English

Greetings, Introductions & Personal questions

3 a) Complete the dialogue.

Ann: Nice party!
Steve: Yes, it's great.
Ann: I'm Ann, by the way. **1)** is your name?
Steve: I'm Steve, Steve Blair. Nice to meet you.
Ann: Nice to meet you, too. **2)** are you from?
Steve: I'm from Glasgow, Scotland.
Ann: Oh, are you a student there?
Steve: I'm a doctor. **3)** about you?
Ann: I'm from Birmingham and I'm a student. I study Biology.
Steve: Really? Biology is my favourite. **4)** old are you?
Ann: I'm twenty-one. And you?
Steve: Well, I'm thirty.

b) Listen and check.

4 Act out a similar dialogue. Use phrases from the Language box.

Greet people	Respond
<ul style="list-style-type: none"> Hi!/Hello! How are you? How's everything? Bye! • See you! 	<ul style="list-style-type: none"> Fine. • Great. • So-so. Not bad. • I'm OK. See you!
Introduce yourself/others	Respond
<ul style="list-style-type: none"> Hi! I'm Hello! My name's This is 	<ul style="list-style-type: none"> Nice to meet you! Oh, hi! I'm Pleased to meet you.
Personal questions	
<ul style="list-style-type: none"> What's your name? • How old are you? Where are you from? • What's your job? 	

Intonation in *wh*-questions

5 Read the theory.

Listen and repeat.

Intonation goes down at the end of *wh*- questions.
What's your name? ↘

- Where are you from?
- What's his name?
- When is your birthday?
- What about you?

Reading & Writing

6 Read the texts. Copy and complete the table for each person in your notebook.



Michael Stephenson

About me:
My name's Michael. I'm 18 years old and I'm a college student from Los Angeles in the USA. My favourite subjects are Maths and Physics. I can swim and run very fast but I can't play the guitar. My favourite singer is Eminem.



Mumba Akua

About me:
I'm Mumba and I'm from Nairobi in Kenya. I'm 22 years old and I'm a college student. I'm crazy about Drama and Literature. My favourite writers are Oscar Wilde and F. Scott Fitzgerald. I can write really good stories and cook very well. I'm crazy about Sia. She's a great singer.

Name	
Age	
Where from	
Favourite subjects	
Abilities	
Favourite singer	

Writing Tip

Capital letters

In English we use capital letters to start a sentence. (*He's from Italy.*) We also use capital letters with:

- names (*Paul Smith*). • nationalities (*Mexican*). • months (*June*).
- school subjects (*Art*). • days of the week • the personal
- countries (*Mexico*). (*Monday*). pronoun *I*.

7 Read the *Writing Tip* box. Rewrite the sentences. Use capital letters.

- 1 i am from france.
- 2 you are interested in maths.
- 3 jenny can dance very well.
- 4 they are british.
- 5 my favourite sportsman is michael phelps. he's american.
.....

Writing Tip

Linking ideas

- We use **and** to link similar ideas.
*I'm 25 years old **and** I'm from Vietnam.*
- We use **but** to link opposing ideas.
*I can cook very well **but** I can't dance well.*

8 Read the *Writing Tip* box. Use *and* or *but* to join the sentences.

- 1 Dan is 16 years old. He is good at Maths.
.....
- 2 Mary can draw. She can't sing.
.....
- 3 I am good at Music. I can play the piano very well.
.....
- 4 I am interested in Drama. I can sing well.
.....
- 5 Jenny can swim really fast. She can't cook very well.
.....

Writing (an 'About me' profile)

9 Copy the table in Ex. 6 into your notebook and complete it with information about yourself.

10 You want to create your social media profile. Use your notes in Ex. 9 to write the 'About me' text for it (50-60 words).

VALUES

Unity

All for one and one for all.
Alexandre Dumas

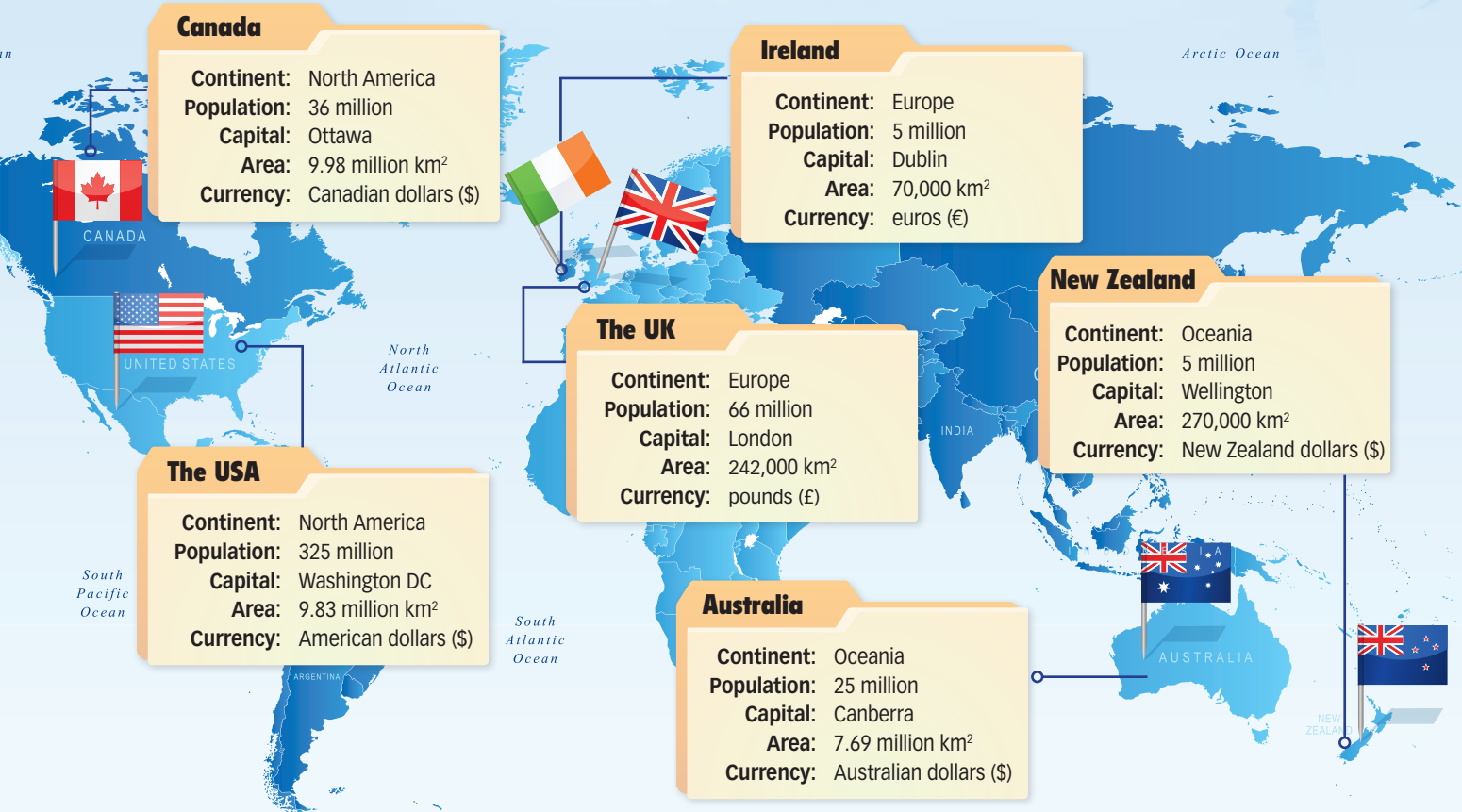


Culture



Countries of the English-speaking world

Over 840 million people speak English as a first or second language. It is an official language in 67 countries. And in these six countries most people are native speakers of English.



Check these words

official language, native speaker, continent, population, capital, currency

Listening & Reading

- Look at the map and the fact files. What is the official language in these countries?
 Listen and read the text to find out.
- Read again and correct the sentences.
 - Australia and New Zealand are in North America.
 - Wellington is in Australia.
 - Ireland's currency is pounds.
 - Canada and the UK are nearly the same size.
 - The population of New Zealand is the same as the UK.

Speaking & Writing



3 Use the colour guide and say what colours are on each country's flag.

The UK's flag is red, white and blue.

- Write a similar fact file about your country.



Vocabulary

1 Write the numbers.

- | | | | | | |
|---|----|-------|----|-----|-------|
| 1 | 5 | ..... | 6 | 3 | ..... |
| 2 | 15 | ..... | 7 | 38 | ..... |
| 3 | 12 | ..... | 8 | 105 | ..... |
| 4 | 20 | ..... | 9 | 16 | ..... |
| 5 | 73 | ..... | 10 | 82 | ..... |
- (10 x 1 = 10)

2 Write the nationalities.

- | | | | | | |
|---|----------|-------|---|----------|-------|
| 1 | the UK – | ..... | 4 | Turkey – | ..... |
| 2 | Japan – | ..... | 5 | Spain – | ..... |
| 3 | Canada – | ..... |  |  |  |
- (5 x 2 = 10)

3 Write each person's job.

- 1 Terry can take good snapshots.
 - 2 Anna can write interesting stories.
 - 3 Jacob can design outfits.
 - 4 Samantha can draw beautiful pictures.
 - 5 Andrew can sing well.
- (5 x 2 = 10)

Grammar

4 Fill in the correct form of the verb *to be*.

- 1 A: you a teacher?
B: No, I I a doctor.
 - 2 A: Mark from the USA?
B: Yes, he He American.
 - 3 A: Steve and Luke pilots?
B: No, they They actors.
 - 4 A: you from Italy?
B: Yes, we We from Milan.
 - 5 A: Julia from Germany?
B: No, she She from Russia.
- (5 x 4 = 20)

5 Fill in: *a* or *an*.

I'm William and my best friend is Ben. He's **1** student at college and I'm **2** actor. My sister's **3** artist. Ben's dream is to become **4** vet. It's **5** amazing job.

(5 x 2 = 10)

6 Use *can* or *can't* to fill in the gaps.

- 1 "..... you cook?" "Yes," "
- 2 "..... we run fast?" "No," "
- 3 "..... Alison swim?" "Yes," "
- 4 "..... they dance?" "Yes," "
- 5 "..... he type fast?" "No," "

(5 x 2 = 10)

7 Complete the gaps with the correct form of the verb *to be* or the verb *can*.

I **1** Kevin and this **2** my friend Alex. We **3** best friends. Alex and I **4** both seventeen years old. My favourite subject **5** Music. I **6** play the guitar, but I **7** sing very well. Alex **8** really good at Art. He **9** draw amazing pictures. He **10** also take really good snapshots with his camera.

(10 x 2 = 20)

Everyday English

8 Match the sentences.

- | | |
|--|-----------------------|
| 1 <input type="checkbox"/> What's your name? | A I'm twenty. |
| 2 <input type="checkbox"/> How old are you? | B Not bad. |
| 3 <input type="checkbox"/> Hello! My name's Steve. | C She is from Mexico. |
| 4 <input type="checkbox"/> How are you? | D I'm Brenda. |
| 5 <input type="checkbox"/> Where is she from? | E Nice to meet you! |

(5 x 2 = 10)

Total 100

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Lexical Competence

- Talk about
- cardinal numbers
 - countries & nationalities
 - jobs
 - abilities
 - colours

Reading Competence

- read for specific information (identify reference in a text; complete a table)

Listening Competence

- identify key information (multiple choice)

Speaking Competence

- greet & introduce myself/others
- give personal information

Writing Competence

- write a short text about my friend
- write an 'About me' page

Values: National pride

VIDEO

India

Egypt

Nigeria

Uruguay

Myanmar

Fiji

Every country in the world has got a flag. The different shapes and colours on a flag are symbols of the values the people from each country have. Flags are also national symbols.

Colours

Red is for life, courage and strength. You can see red on the flags of Egypt, Poland and Vietnam.

Blue is for water, sky, wisdom and honesty. You can see blue on the flags of Kazakhstan, Fiji and Thailand.

Green is for nature, peace and harmony. You can see green on the flags of Mexico, Brazil and Nigeria.

Symbols

The **Sun** is a symbol of energy. Countries like Uruguay, Namibia and Argentina have got it on their flags.

Stars are a symbol of power. Myanmar, Cuba and Chile have all got stars on their flags.

Stripes are a symbol of freedom. Many countries, like France, Poland and India, have got stripes on their flags.

- 1 Look at the flags. Why are the colours and symbols on them important?
🎧 Listen and read to find out.
- 2 Read again and complete the table in your notebook. Choose two flags and explain what the colours and symbols on them mean.

colours	meaning	symbols	meaning
red		the Sun	
blue		stars	
green		stripes	

- 3 **ICT** 🗨️ Collect information about the meaning of more colours and more symbols on flags. Prepare a poster. Tell the class.
- 4 **THINK** 🗨️ Imagine your team takes part in a sports competition. You need to create your own flag. Decide on: *colours, symbols, meanings*. Use the information in Ex. 2 to design your flag.
- 5 You are your team's representative. Present your team's flag to the audience. Explain its meaning. The class votes for the best idea.

Public Speaking Skills


Study Skills

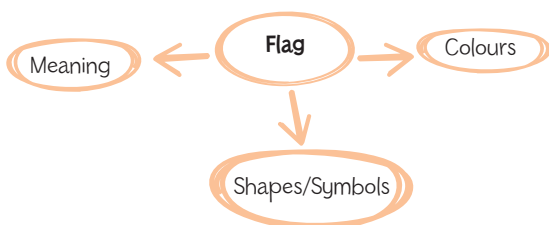
Preparing your presentation: steps to follow

- A Brainstorm for ideas.** Collect information and create a spidergram with notes.
- B Find appropriate visuals.**
- C Prepare your presentation.** Use your notes to write your text.
- D Practise your presentation** in front of a mirror.
- E Give your presentation.** Speak clearly. Use short sentences. Look at the audience. Use appropriate body language and gestures. Smile. Don't cross your arms, put your hands in your pockets or look at your notes all the time.

1 a) Read the task.

Imagine you celebrate Flag Day at a local event. You are the school's representative. Present your country's flag to the audience.

- b)  **Listen and read the model. Then copy and complete the spidergram in your notebook.**



2 Read the theory. Which opening technique can you read in the model?

Opening techniques in public speaking

To start a presentation, we can:

- **Use humour/a riddle:** "I am red with a yellow star and I am a symbol of my country. What am I? ... It's the flag of my country, Vietnam."
- **Address the audience directly:** "Can you guess the meaning of the colour on this flag?"
- **Ask a rhetorical question:** "Aren't we proud of our country's flag?"
- **Make a statement:** "One thing I'm proud of is my country's flag."

3 Copy the spidergram in Ex. 1b and complete it with information about the flag of your country. Use your notes and the model to prepare and give your presentation.

Hello, I'm Lien Dao.

You can see it on public buildings during national celebrations in Vietnam. What is it? ... That's right! It's the flag of Vietnam. I'm from Vietnam and one of the things I'm proud of is my country's flag.

Vietnam's flag is red and has got a yellow star on it. The red is for life and the yellow is for the people of Vietnam. The five points on the star are for the soldiers, traders, students, farmers and workers of Vietnam.

The flag is our country's national symbol and it has a special meaning for us – just like the flags of other countries have a special meaning to their people. Thank you for listening.



Living in the World Today

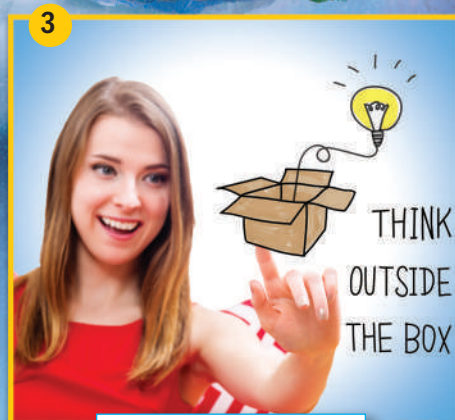
We are all citizens of the world.
So, it is important that we all know how to live in it!
To be a good citizen of the world, it is a good idea to ...



1 help other people.



2 be polite and not to be a bully.



3 be creative.



4 listen to everyone's opinion.



5 care for nature.



6 keep learning about the world around you.

Listening & Reading

- 1 Look at the leaflet. How can we be good citizens of the world today?
🎧 Listen and read to find out.

- 2 Match the examples (A-F) to the tips (1-6) on how to be a good citizen.

We can ...

- | | |
|--|---|
| A <input type="checkbox"/> make new friends. | D <input type="checkbox"/> help plant trees. |
| B <input type="checkbox"/> care for a grandparent. | E <input type="checkbox"/> try to come up with new ideas. |
| C <input type="checkbox"/> read lots of books. | F <input type="checkbox"/> ask others what they think. |

Speaking & Writing

- 3 **THINK** What else do you think you can do to be a good citizen?

- 4 **PROJECT** Find photos which show what makes someone a good citizen. Design your own poster about how to be a good citizen of the world.

Jenny Dooley

Workbook

New

ENTERPRISE



Express Publishing

1a

Vocabulary Cardinal numbers

1 ★ Match the numbers to the words.

30	seven
11	fifty
7	twenty-five
25	eleven
50	sixty-eight
68	thirty

2 ★★ Circle the correct number.

- | | |
|---------------|---------|
| 1 thirteen | 13 / 30 |
| 2 fifty-four | 47 / 54 |
| 3 ninety-two | 29 / 92 |
| 4 sixteen | 16 / 61 |
| 5 twenty-nine | 20 / 29 |

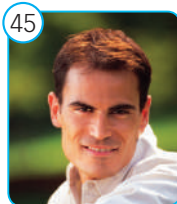
3 ★★★ Complete the sentences.



1 He's *twenty* years old.



2 She's



3



4



5



6

Nationalities

4 ★ Match the countries to the nationalities.

- | | |
|--------|-----------|
| Brazil | Greek |
| Spain | Turkish |
| Greece | Brazilian |
| Turkey | Polish |
| Poland | Spanish |

5 ★★ Complete the sentences with the nationalities of the countries in brackets.

- A: What nationality are you?
B: I'm *Mexican*. (Mexico)
- A: What nationality is she?
B: She's (Japan)
- A: What nationality are they?
B: They're (the USA)
- A: What nationality is he?
B: He's (Finland)
- A: What nationality are you?
B: I'm (Argentina)

6 ★★★ Look at the pictures, read the sentences and write the ages and the nationalities.

<p>1</p> <p>NAME: Laura AGE: 52 CITY: London, UK</p>	<p>2</p> <p>NAME: Costas AGE: 25 CITY: Athens, Greece</p>
<p>3</p> <p>NAME: Emma AGE: 45 CITY: Canada</p>	<p>4</p> <p>NAME: Paolo AGE: 29 CITY: Brasilia, Brazil</p>

- Laura is *fifty-two* years old. She is *British*.
- Costas is years old. He is
- Emma is years old. She is
- Paolo is years old. He is

Grammar

The verb to be – Subject pronouns – a/an

1 ★ Underline the correct form of the verb to be.

- 1 I'm from Thailand. I'm **not/Isn't** from the UK.
- 2 They **isn't/aren't** from Canada.
- 3 **Are/Is** they from Argentina?
- 4 **Is/Are** he from Poland?
- 5 They're/'s 20 years old.

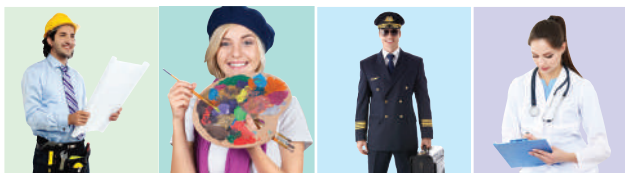
2 ★★ Fill in: am/'m, is/'s, are/'re, aren't or isn't.

- 1 A: Is Ann from Poland?
B: No, she She from Spain.
- 2 A: What your favourite sport?
B: My favourite sport football.
- 3 A: they from Finland?
B: No, they They British.
- 4 A: Bob ten years old?
B: No, he He thirteen.
- 5 A: How old you?
B: I forty-four.

3 ★★★ Write questions for the answers.

- 1 A: *Are you fifteen years old?*
B: No, I'm not fifteen. I'm seventeen.
- 2 A: ?
B: Yes, we are. We are from Spain.
- 3 A: ?
B: No, she isn't an actress. She's a waitress.
- 4 A: ?
B: Yes, they are. They're from Madrid.
- 5 A: ?
B: No, he isn't a doctor. He's a police officer.

4 ★ Fill in a or an.



- 1 He's
engineer.
- 2 She's
artist.
- 3 He's
pilot.
- 4 She's
doctor.

5 ★★ Complete the sentences.

- 1 John's an actor. is from the UK.
- 2 Ann and I are 25 years old. are from Finland.
- 3 Paula isn't Italian. is Spanish.
- 4 Bob and Steve are from New York. are 30 years old.
- 5 am a student at St Andrew's School.

The verb can

6 ★ Underline the correct item.

- 1 I **can't/can** speak Polish. My parents are from Poland.
- 2 Tina **can/can't** cook. She's only 4 years old!
- 3 **Can/Can't** you play the guitar?
- 4 Jack **can/can't** talk. He's only 1 year old!
- 5 We are mad about music, and we **can't/can** dance quite well.

7 ★★ Look at the table and fill in can or can't.

	Ben	Daniel	Kate
draw	✓	✗	✗
swim	✓	✗	✓
cook	✗	✓	✓
sing	✗	✓	✓
speak English	✓	✓	✓
use a computer	✓	✗	✗

- 1 Kate *can't* draw, but she swim.
- 2 Daniel sing very well, but he draw.
- 3 Ben cook, but he draw.
- 4 Ben, Daniel and Kate speak English.
- 5 Kate and Daniel cook, but they use a computer.

8 ★★★ Complete the blog.

Hi! My name **1** is Kathy and I'm from London. I **2** twenty-five years old. I'm **3** secretary and I **4** type quite fast. My best friend **5** Paul. **6** from the USA. Paul is 26 years old and he's **7** teacher. Laura and Mark **8** my friends, too. Laura's 23 and Mark's 22. Laura is **9** actress. She **10** dance really well, but she **11** play the guitar. **12** are all very good friends.

Vocabulary

School/College subjects

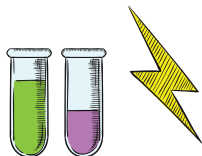
1 ★ Write the name of the correct school/college subject.



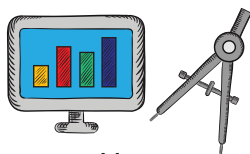
G _ _ _ _ _



E _ _ _ _
L _ _ _ _



C _ _ _ _ _



M _ _ _ _



P _ _ _ _ _



H _ _ _ _ _

Which subject are you good at?

2 ★★ Read John's timetable and complete.

Timetable		
	Monday	Tuesday
8:30 – 9:30	Maths	English Language
9:30 – 10:30	Physics	History
10:30 – 11:30	Chemistry	Literature
BREAK		
11:45 – 12:30	Biology	Computer Science
12:30 – 1:15	Geography	Maths
LUNCH		
1:45 – 2:15	Drama	Art
2:15 – 3:00	Music	PE

- The lesson is at 10:30 on Mondays.
- John's lessons are on Mondays and Tuesdays.
- The lesson is at 11:45 on Tuesdays.
- The class starts at 2:15 on Mondays and the class at 1:45 on Tuesdays.
- is at 8:30 on Tuesdays.

Everyday English

Greetings, Introductions & Personal questions

3 ★ Read the short dialogues and fill in the gaps.

- Nice to meet you, too!
- Not bad.
- I'm OK.

A: Hi, Tracy. How are you?

B: **1)**
How's everything?

A: **2)**

A: Hello, John. John, this is Cindy. She's my friend from Canada.

B: Pleased to meet you.

C: **3)**

4 ★★ Choose the correct answer.

1 A: What's your name?

- B: **a** I'm from Scotland. **b** I'm Bob Rogers.

2 A: How old are you?

- B: **a** I'm sixteen. **b** I'm fine.

3 A: Where are you from?

- B: **a** I'm from Ottawa. **b** I'm a doctor.

4 A: What's your job?

- B: **a** I'm twenty. **b** I'm an actress.

5 A: Nice to meet you.

- B: **a** So-so.
b Pleased to meet you, too.

5 ★★★ Read the dialogue and fill in the missing questions.

John: Hello. I'm John Taylor.

1)

Beth: My name is Beth White.

John: **2)**

Beth: I'm nineteen years old.

John: **3)**

Beth: I'm from Manchester, England. Are you from Manchester too?

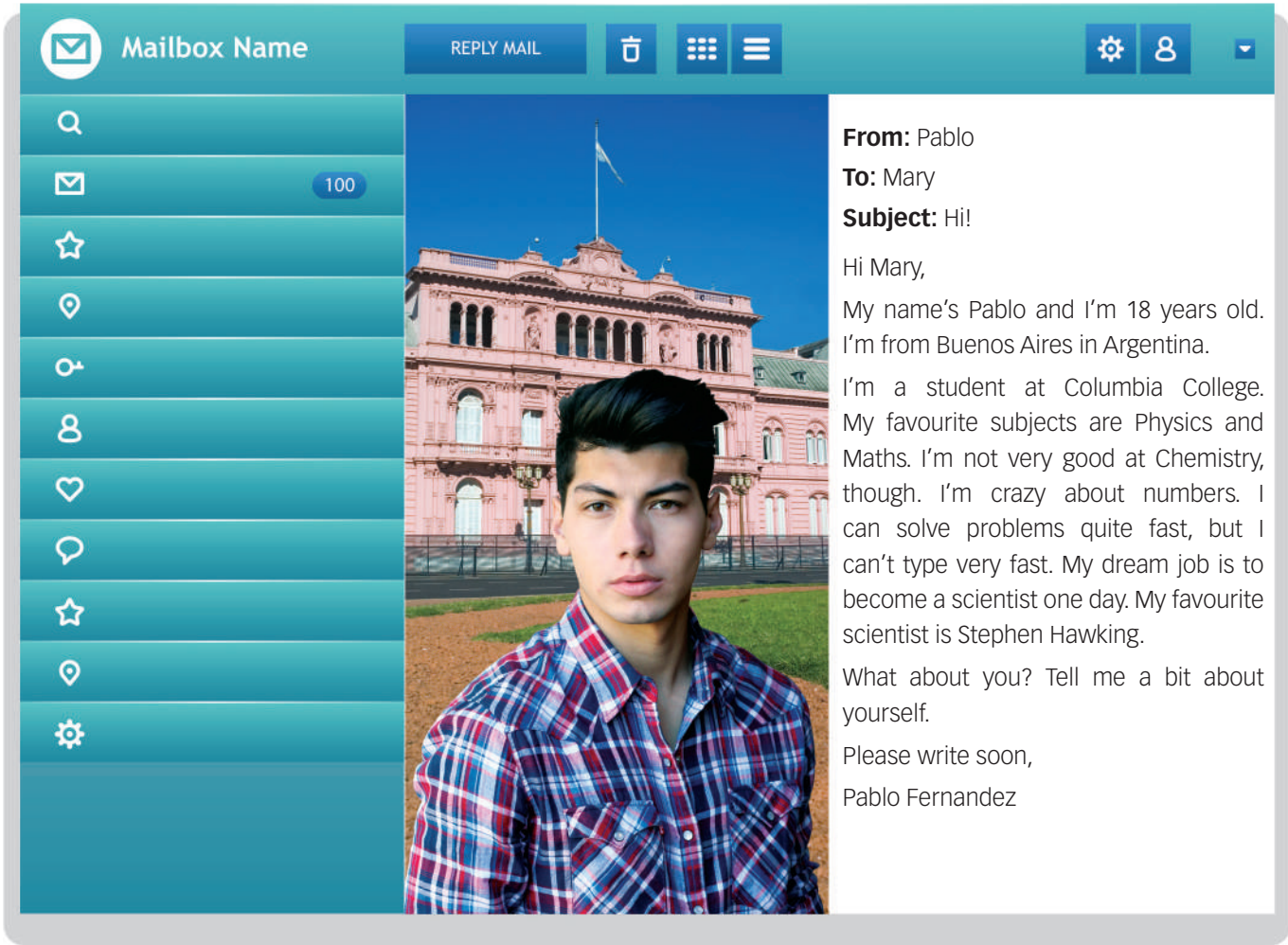
John: No, I'm not. I'm from Swansea.

Beth: **4)**

John: I'm a vet.

Beth: **5)**

John: I'm thirty years old.



Reading

6 ★ Read the email and complete the sentences.

- 1 Pablo's from
- 2 He is years old.
- 3 His favourite subjects are
- 4 Pablo can't

7 ★★ Read the email and replace the words in bold with words from the text.

- 1 Pablo isn't good at **it**
- 2 He's good at solving **them**
- 3 Pablo's dream is to become **this**
- 4 **This** is his surname.

8 ★★★ Read the email and correct the sentences.

- 1 Buenos Aires is in Brazil.
- 2 Pablo is a teacher at Columbia College.
- 3 Pablo is good at Chemistry.
- 4 Stephen Hawking is his favourite teacher.



Reading

1 ★ Read the text and match the pictures (A-D) to the names in bold.



X-Men: THE NEW MUTANTS

These are a group of teenagers with perfectly normal lives – but they're also mutants with special powers! With these, they can become X-Men one day. In this story, though, they are prisoners in a dark scary building. Can they use their powers to escape? ...

Wolfsbane is from Scotland. Her hair is red and her eyes are green. She can turn into a wolf with red fur. Then she is very strong and fierce. She can see in the dark, too!

Cannonball is from Kentucky in the USA. He's tall and blonde. He's also a bit shy. He can shoot his body through the air like a rocket and go very fast. His enemies can't touch him when he is in the air.

Sunspot is a Brazilian mutant. He's got curly dark brown hair and brown eyes. He is very powerful. He can store the energy from the Sun in his body. His clothes are mainly black to absorb the heat of the Sun.

Mirage is a beautiful Native American girl with a very strange power. She can understand people's fears and turn them into dreams! She has also got a bow and arrow to fight with.

Can the New Mutants defeat their enemies and escape to freedom? Watch this exciting film to find out!

2 ★★ Read the text and replace the words in bold with words from the text.

- 1 Wolfsbane can become **this**
- 2 Cannonball is from **there**
- 3 Sunspot's black clothes can absorb the heat of **it**.
.....
- 4 Mirage can understand **these**

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

- 1 All four mutants have special powers.
- 2 Wolfsbane turns into a grey wolf.
- 3 Cannonball is American.
- 4 Sunspot's hair is straight.
- 5 Mirage is good-looking.



Everyday English

4 ★ Match sentences 1-8 to sentences a-h.

- | | |
|---|--|
| 1 <input type="checkbox"/> Who's he? | i She's tall and slim with long dark hair. |
| 2 <input type="checkbox"/> Where's the desk? | j She's very shy. |
| 3 <input type="checkbox"/> What's his job? | k He's Steven Murphy. |
| 4 <input type="checkbox"/> What does Monica look like? | l It's next to the wardrobe. |
| 5 <input type="checkbox"/> What's his address? | m No, there isn't. |
| 6 <input type="checkbox"/> Has Mark got a brother? | n He's a vet. |
| 7 <input type="checkbox"/> What's Ann like? | o 96, Evans Street. |
| 8 <input type="checkbox"/> Is there an attic in your house? | p No, he hasn't. |

5 ★★ Choose the correct response.

- | | | |
|---------------------------|----------------------------------|-------------------------------------|
| 1 Can you cook? | a Yes, I'm a good cook. | b Yes, I am. |
| 2 Hello! My name's Gemma. | a Not bad. | b Nice to meet you! |
| 3 Where is he from? | a He is from Germany. | b He's an actor. |
| 4 What is he like? | a He's funny. | b He's short and thin. |
| 5 How much is the rent? | a On the second. | b It's £750 per month. |
| 6 How can I help you? | a That's great. | b I'm interested in renting a flat. |
| 7 Who is Simon? | a He's tall and slim. | b He's the one with the red beard. |
| 8 Can I see it? | a Yes, I can take you there now. | b It's got three bedrooms. |

6 a) ★★★ Use the sentences A-D to complete the dialogue.



- | | |
|--------------------|--------------------|
| A What's she like? | C What's her name? |
| B How old is she? | D Who is she? |

Amy: Hey, look at that girl over there.
Jane: Which one?
Amy: The one with the long curly red hair.
1)
Jane: She's my sister.
Amy: **2)**
Jane: Anna.
Amy: **3)**
Jane: She's 19.
Amy: **4)**
Jane: She's really funny and clever. Come on, let's go and talk to her.

b) ★★★ Which of the girls in the picture is the dialogue about?

.....



Skills Practice (Units 1-3)

SAMPLE PAGE FROM WORKBOOK

Listening

7 ★ Listen and choose the correct answers.

- Where is Ana from?
A **France** B **Italy** C **Spain**
- How old is Jean?
A **18** B **19** C **20**
- What year is Dino in?
A **Year 1** B **Year 2** C **Year 3**
- What is Ana's subject?
A **Biology** B **History** C **Maths**
- What is Jean's subject?
A **History** B **Art** C **Maths**

8 ★★ Listen and fill in the gaps.

9 ★★★ Listen to Molly talking to a friend. Match the people to their relationship with Molly.



People

Relationship

- | | |
|----------|-------------------|
| 1 Arthur | F sister |
| 2 Maggie | G cousin |
| 3 Rose | H brother |
| 4 Andrew | I dad |
| 5 Jackie | J mum |
| | K granddad |
| | L aunt |
| | M uncle |



Type of house: 1)

Address: 2) Avenue, Pooltown

Downstairs: large kitchen, big living room, small 3), dining room and study

Upstairs: two bathrooms and three 4)

Outside: a small front garden, large back garden and a spacious 5)

Call: 01253 854369



Writing

10 ★ Complete the fact file. Use the phrases in the list.

- British • Emilia Clarke • actress
- short, slim, long dark hair, green eyes
- Daenerys Targaryen, *Game of Thrones*
- outgoing, hard-working, kind



Name	
Nationality	
Appearance	
Character	
Job	
Famous role	

11 ★★ Use the information in the fact file to write a short article about Emilia Clarke.

All about Emilia

Emilia Clarke is

She is

.....

She has got

.....

She is

.....

She is a(n)

.....

She is famous for the role of

.....

.....

12 ★★★ Read the advert and then complete the email.

House in Chorley, Lancashire



This unique house has got a kitchen, a living room and a dining room downstairs. The spacious kitchen has got a cooker, a fridge and some beautiful cupboards. There's also space for a large table and chairs. Upstairs, there's a bathroom and two big bedrooms. There is a carpet and a large wardrobe in each one. Outside, there is a small garden at the back of the house and a big garage next to it.

Call Blofeld Estate Agents on 0125 6589741 today!

REPLY MAIL
✉
🗑
⚙
👤
☰

From: Kimberly

To: Gemma

Subject: My new house

Hi Gemma,

How are you? My new house is very nice! It's in a quiet street near a park. Next to the house there is a **1)** There is a **2)** at the back. Downstairs, there's **3)** The kitchen is **4)** with **5)** Upstairs, there is **6)** In the bedrooms, there's **7)** and **8)**

I can't wait for you to come and see it. How about next weekend? Let me know.

Kimberly



Revision (Units 1-3)

SAMPLE PAGE FROM WORKBOOK

Vocabulary

- 1 We've got six on our sofa.
A pillows B cushions C curtains
- 2 Language is my favourite subject.
A Literature B English C Physics
- 3 Adam has got hair.
A bald B fair C tall
- 4 She isn't hard-working. She is !
A lazy B shy C serious
- 5 Daniel is good Maths.
A about B in C at
- 6 There's a double in the room.
A bed B armchair C bath
- 7 She has got lips.
A full B plump C slim
- 8 Rachel is good with animals. She's a
A vet B doctor C waitress
- 9 They're crazy computer games.
A in B at C about
- 10 My bedroom is on the floor.
A ground B basement C attic
- 11 Stop shouting! You're so !
A silly B noisy C outgoing
- 12 We're We're from London.
A Britain B the UK C British
- 13 is my favourite subject. I can play the guitar very well.
A Art B Music C Drama
- 14 There are two bedside in the bedroom.
A cupboards B cabinets C desks
- 15 He's He's at work 12 hours a day.
A clever B quiet C hard-working
- 16 You can wash the plates in the
A washbasin B sink C bath
- 17 Their house is semi-..... .
A terraced B flat C detached
- 18 I'm interested in the Internet, so is my favourite subject.
A History B Computer Science C Physics
- 19 My mum's sister is my
A aunt B neice C cousin
- 20 She's from New York. She's
A America B American C USA
- 21 Trevor is 45. He's
A young B old C middle-aged
- 22 She's got big blue
A hair B eyes C mouth
- 23 Laura is very She's a nice person.
A impolite B kind C proud
- 24 There is a in the kitchen.
A cooker B washbasin C sofa
- 25 His dream job is to become a officer.
A pilot B police C vet



Grammar

- 1 Lisa brown eyes.
A have got B 've got C has got
- 2 Look at !
A we B us C our
- 3 you from Sweden?
A Is B Am C Are
- 4 Cassie and Claire are my friends.
..... are from the USA.
A They B Their C Them
- 5 Whose bag is this? It's
A Mikes' B Mike's C Mikes
- 6 Are there chairs in the dining room?
A any B the C some
- 7 Please give me book over there.
A that B these C those
- 8 There is a coffee table to the sofa.
A next B under C between
- 9 Tom's new flat is on the floor.
A four B fourth C fourteen
- 10 Where's Colin? Is this book?
A his B he C him
- 11 you got a sister?
A Are B Can C Have
- 12 Paul's dream job is to become actor.
A the B an C a
- 13 I rollerskate, but I can ride a bike.
A can't B can C hasn't
- 14 Lucy's a great artist. This painting is
A her B she C hers
- 15 There are two at the bus station.
A busses B bus's C buses
- 16 They Canadian. They're from the USA.
A aren't B isn't C haven't
- 17 a towel in the bathroom?
A There is B Are there C Is there
- 18 There are flowers the vase.
A under B opposite C in
- 19 They got a car.
A haven't B aren't C can't
- 20 Rachel mad about dancing.
A are B is C am
- 21 That phone is my brother's, but this tablet is
A my B me C mine
- 22 We a new car.
A 've got B 's got C hasn't got
- 23 Are there cushions on the sofa?
A a B any C some
- 24 Bella 21 years old?
A Are B Has C Is
- 25 Are these the shoes?
A childrens B children's C childrens



CONTENTS



Lifestyles
(pp. 4-11)

Grammar	Vocabulary	Reading	Listening	Speaking	Writing	Culture
<ul style="list-style-type: none"> present simple – present continuous – stative verbs adverbs of frequency <i>so/neither/nor</i> 	<ul style="list-style-type: none"> daily routines free-time activities appearance character 	<i>Night and Day around the Milky Way</i> (multiple choice)	a dialogue (matching)	<ul style="list-style-type: none"> agree-disagree an interview describe people introduce people pronunciation: homophones 	<ul style="list-style-type: none"> a text comparing routines an email giving news a blog entry about your favourite person writing tip: join sentences	<i>Teen Life in Ireland</i>



Shop till you drop
(pp. 12-19)

<ul style="list-style-type: none"> past simple <i>used to</i> order of adjectives comparisons 	<ul style="list-style-type: none"> shops & services clothes: patterns & materials 	<i>Harrods</i> (matching headings to paragraphs)	dialogues (multiple choice based on visual prompts)	<ul style="list-style-type: none"> ask for things describe objects compare places describe lost property pronunciation: silent letters 	<ul style="list-style-type: none"> an email about a weekend break writing tip: descriptive language (adjectives)	<i>Borough Market – 1000 years of shopping</i>
---	---	--	---	--	--	--



Survival stories
(pp. 20-27)

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Values A – Diversity (p. 28)
Public Speaking Skills A – present your country & its people (p. 29)



Planning ahead
(pp. 30-37)

<ul style="list-style-type: none"> <i>will – going to</i> present simple/continuous (future meaning) conditionals type 1 prepositions 	<ul style="list-style-type: none"> jobs <i>make/do</i> job qualities 	<i>Jobs Forum</i> (multiple matching)	an interview (multiple choice)	<ul style="list-style-type: none"> talk about future plans a job interview pronunciation: 'll 	<ul style="list-style-type: none"> a forum entry about your future job a CV an email applying for a job writing tip: formal style	<i>Part-time American Student Jobs</i>
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Food, glorious food!
(pp. 38-45)

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Health
(pp. 46-53)

<ul style="list-style-type: none"> present perfect present perfect-past simple present perfect continuous prepositions 	<ul style="list-style-type: none"> illnesses & remedies parts of the body & injuries verbs of the senses + <i>like</i> 	<i>An apple a day...</i> (multiple choice)	a dialogue (multiple matching)	<ul style="list-style-type: none"> at the doctor's pronunciation: /ɪd/ 	<ul style="list-style-type: none"> a forum post giving advice an email about a health issue writing tip: proofreading	<i>The Royal Flying Doctor Service of Australia</i>
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Values B – Volunteering (p. 54)
Public Speaking Skills B – present a famous person (p. 55)

7

Stick to the rules!

(pp. 56-63)

Grammar

- the imperative
- modals (*have/need to, must, may, might, could, can, should, be allowed to*)
- past modals (*had, could, was able to*)
- prepositions

Vocabulary

- rules & regulations
- chores

Reading

Welcome to Green Forest Campsite (multiple choice)

Listening

a dialogue (multiple matching)

Speaking

- ask for – give/refuse permission
- ask about/ explain rules
- pronunciation:** *can/can't*

Writing

- a leaflet with rules
 - an advert about a flat to rent
- writing tip:** group information

Culture

The Greatest Race in the Land Down Under

8

Landmarks

(pp. 64-71)

- the passive
- prepositions

- geographical features
- man-made landmarks & materials

A Hidden World of Wonders (complete statements)

- a recorded message (gap fill)
- a radio programme (gap fill)

- present a landmark
- ask for information
- intonation:** in passive questions

- a blog entry about a visit to a place
 - an article about a landmark
- writing tip:** writing titles; using tenses

Man-made landmarks in the UK

9

Live and let live

(pp. 72-79)

- past perfect
- conditionals type 2
- reflexive pronouns

- endangered animals
- similes with animals
- parts of the body (animals)
- green activities

NoDodos (answer questions)

dialogues (multiple choice based on visual prompts)

- make suggestions/ (dis)agree
- intonation:** identify feelings

- a tweet about an endangered animal
 - an article providing solutions to problems
- writing tip:** supporting points

Footprints Eco Festival

Values C – Good citizenship (p. 80)

Public Speaking Skills C – present how to save electricity (p. 81)

10

Holiday time

(pp. 82-89)

- (to)-infinitive
- ing form
- relatives – defining relative clauses
- the/-*
- prepositions

- types of holidays
- weather
- hotel services & facilities

Top Travellers (T/F/DS sentences)

- a weather forecast (gap fill)
- a dialogue (multiple choice)

- compare holidays
- check in at a hotel
- describe location
- pronunciation:** rhyming words

- a weather forecast
 - a quiz
 - a hotel review
- writing tip:** informal style – using opposites

Discover Scotland

11

Join in the Fun!

(pp. 90-97)

- reported speech (statements/ questions)
- prepositions

- festival activities
- types of entertainment
- adjectives

Two Festivals for the Price of One! (multiple choice)

an advert (gap fill)

- present festivals
- describe an event
- pronunciation:** stressed syllables

- notes for a presentation
 - an email describing an event you attended
- writing tip:** adverbs with gradable/non – gradable adjectives

Tjungu Festival

12

Going online!

(pp. 98-105)

- reported speech (orders)
- question tags
- exclamations (*so, such, how, what*)
- prepositions

- computer parts
- using a smartphone

Better safe than sorry! (headings, complete sentences)

- a dialogue (matching)
- a dialogue (multiple choice)

- give instructions
- intonation:** in exclamations

- an information leaflet
 - a for-and-against essay
- writing tip:** topic sentences

Museums in San Francisco

Values D – Cooperation (p. 106)

Public Speaking Skills D – present a new piece of technology (p. 107)

CLIL (pp. 108-111)

Word List (pp. 112-122)

Pronunciation (p. 123)

Rules of Punctuation (p. 124)

American English – British English Guide (p. 125)

Irregular Verbs (p. 126)

2

Vocabulary: shops and services, clothes, patterns and materials

Grammar: past simple – *used to*, order of adjectives, comparisons

Everyday English: asking for things in a shop, describing lost property

Writing: an email

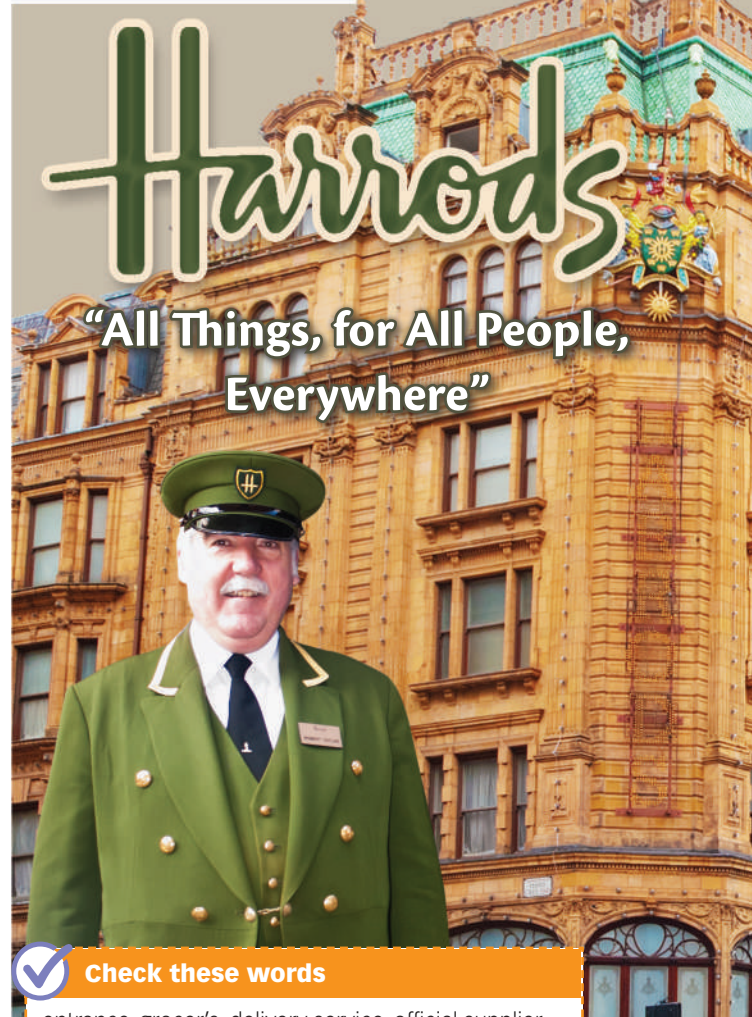
Shop till you drop

Vocabulary

Shops & Services

1 Choose words from the list to label the pictures.

- antique shop • baker's • bank • bookshop
- butcher's • chemist's • department store
- florist's • greengrocer's • hair & beauty salon
- jeweller's • newsagent's • post office
- supermarket • travel agent's



Check these words
 entrance, grocer's, delivery service, official supplier, fire brigade, the sales, blanket, opportunity

3 Use the items and the phrases in the language box to act out dialogues, as in the example.

- caviar • green apples • sausages • milk • sugar
- flour • a loaf of bread

Asking for things	
• Can/Could I have ..., please?	• Do you have ...?
• Do you happen to have any ...?	• I'd like ..., please.
Responding	
• Yes, of course./Yes, we do. It's in Aisle 2.	
• Certainly. How much/many would you like?	
• I'm afraid we haven't got any left, but how about ...?	
• Sorry, no, but we've got these ...	

- A: *Do you have any caviar?*
 B: *Yes we do. It's in Aisle 2.*
 A: *Thank you.*

2 a) In which of the shops in Ex. 1 can you buy these things: *apples? a plane ticket? old clocks? a book? a comb? a pair of trousers? a diamond ring? flowers? an armchair? grapes? a bottle of perfume? lamb chops? a leather suitcase? stamps? a woollen skirt? a leather jacket? a bouquet of roses? a magazine? sugar? a gold necklace? a loaf of bread? medicine?* What else can you buy in each place?

You can buy apples at a greengrocer's.

b) In which of the shops can you: *book tickets? post a letter? have a haircut? send flowers?*



A

“Enter a Different World,” it says in the entrance of Harrods in Knightsbridge, London, and visitors do just that. Harrods is not the oldest, but it’s probably the most famous department store in the world.

B

In the beginning, Harrods was just a small grocer’s. Charles Henry Harrod opened it in 1849. His son **took over** and added fruit, flowers, sweets and a delivery service. It became an official supplier to the Royal Family. It is now more than just a shop. It is a London landmark, a must-see UK tourist attraction.

C

35,000 people visit Harrods every day. **In addition to** its 300 departments, selling everything from clothes to caviar, there are twenty-six restaurants and cafés, a bank, a travel agent’s and the biggest hair and beauty salon in Europe. It **employs** over 4,000 staff, including the famous doormen (known as

‘Green Men’), security guards dressed as **ordinary** shoppers, doctors and nurses – even its own fire brigade!

D

The busiest month for Harrods is December, with 100,000 Christmas shoppers per day. But the busiest day of all is Boxing Day, the first day of the January sales, with over 300,000 **customers!** A lot of people sleep outside all night to be first in when the doors open. Harrods makes things easier for them by **handing out** food, hot drinks and blankets!

E

“All things, for all people, everywhere” is the store’s motto, because there’s nothing you can’t find there. There even used to be a pet department where you could buy lions and alligators! But today most people come to look around and buy something small so they can get one of the famous green bags. So if you’re in London, don’t **miss** the opportunity to visit this historic department store!

Listening & Reading

4 Guess which statements are true about Harrods, the famous London department store.

Listen and check.

- 1 Harrods is the oldest department store in the world.
- 2 Harrods started as a grocer’s in 1849.
- 3 300,000 people visit Harrods every day.
- 4 The largest hair and beauty salon in the world is in Harrods.
- 5 There is no pet department in Harrods now.

5 Read the article and fill in the headings. Then, explain the words in bold.

History of the Store	The Sales
Location & Reputation	Recommendation
Departments & Services	

6 Why is Harrods a popular tourist attraction? Give three reasons.

7 Fill in the words from the list, then make sentences using the completed phrases.

- delivery • fire • hot • January • security • tourist

- | | |
|-----------------|--------------------|
| 1 guard | 4 attraction |
| 2 service | 5 brigade |
| 3 drink | 6 sales |

Speaking & Writing

8 Look at the headings in Ex. 5. Use them to present Harrods to the class.

9 In groups, design your own department store. Think about: name – location – motto – products – opening hours. Present your store to the class.

Grammar in Use

Shopping in Ancient Athens

Ancient Athenians didn't use to have supermarkets or department stores. They had the agora – a large open market where people bought and sold things. The agora was usually the most crowded and noisiest place in the city. Traders shouted out their prices while buyers tried to get things for a lower price. There was a great variety of things to choose from. Traders selling similar goods had their shops together in a specific area in the agora. But people didn't go to the agora just to shop. It was full of life! In Athens, the agora was famous for its philosophers. Socrates, for example, used to go there and talk to people. Imagine going shopping and hearing someone say: 'I know one thing, and that is that I know nothing!'



1 Read the theory. Find examples in the article.

Past simple – used to

- We use the **past simple** or **used to** to describe past habits and states which don't happen/exist anymore.
I worked/used to work as a cleaner. (past habit)
I didn't have/didn't use to have long hair. (state)
- We use the **past simple** for an action which happened at a specific time in the past. *We went to the beach last Sunday. What did you do last Sunday?*
(NOT: *We used to go to the beach last Sunday.*)

What are the spelling rules for regular verbs in the past simple?

2 Match the present simple forms to the past simple forms. Which verb forms are irregular?

- | | |
|-----------------------------------|-------------|
| 1 <input type="checkbox"/> be | a was/were |
| 2 <input type="checkbox"/> live | b sang |
| 3 <input type="checkbox"/> sing | c lived |
| 4 <input type="checkbox"/> go | d bought |
| 5 <input type="checkbox"/> learn | e went |
| 6 <input type="checkbox"/> travel | f wrote |
| 7 <input type="checkbox"/> start | g started |
| 8 <input type="checkbox"/> eat | h had |
| 9 <input type="checkbox"/> have | i learnt |
| 10 <input type="checkbox"/> enjoy | j enjoyed |
| 11 <input type="checkbox"/> buy | k ate |
| 12 <input type="checkbox"/> write | l travelled |

3 Complete the dialogues with the correct past simple form of the verbs in brackets.

- 1 A: (you/get) the bus to the mall?
B: No, I (travel) by train. Ann (come) with me. We (have) a great time and (buy) lots of things.

- 2 A: (you/go) to the baker's?
B: No, I didn't. I (get) the tickets from the travel agent's and then I (meet) Sue for coffee, but I (forget) about the baker's!

- 3 A: (the high street/be) different when you (be) a kid?
B: Oh, yes! In fact, my grandfather (own) a butcher's there.

4 Ask and answer questions. Use the ideas below. You can use your own ideas as well.

- | | |
|---------------|--------------------|
| watch TV | last Monday? |
| upload videos | last night? |
| go shopping | last weekend? |
| text a friend | yesterday? |
| eat pizza | yesterday morning? |

A: *Did you watch TV last Monday?*

B: *No, I didn't. I went shopping.*

5 a) Complete the gaps with the correct form of used to and the verbs from the list.

- be • not/buy • grow • go • not/drive
- cost • not/be



When I was a girl, bread **1**) 8½p. There **2**) any big super markets. There **3**) a butcher's, a baker's, a grocer's and a greengrocer's on the high street. We **4**) to the shops – we **5**) on foot. And we **6**) many vegetables – my dad **7**) most of them in the garden.

b) What did/didn't your grandparents use to do when they were young?

- 6 Read the theory. Find examples of opinion and fact adjectives in the article on p. 14, then number the adjectives in the correct order.

Order of adjectives

- **Opinion adjectives** (*beautiful, expensive, etc*) describe what we think of someone or something. **Fact adjectives** (*short, red, etc*) describe what someone or something really is. Opinion adjectives go before fact adjectives. *She's wearing a beautiful red dress.*
- When there are **two or more fact adjectives** in a sentence, they usually go in this order:
size: small, big, etc
age: old, new, etc
weight: heavy, light, etc
shape: triangular \triangle , round \bigcirc , rectangular \square , square \square , etc
colour: dark/light blue, yellow, pink, red, etc
origin: Australian, Spanish, etc
material: cotton, silk, plastic, etc
She bought a beautiful, blue, cotton shirt.

- 1 a **brown** (2) **wooden** (3) **beautiful** (1) box
- 2 a **cotton** (.....) **large** (.....) **grey** (.....) shirt
- 3 a **heavy** (.....) **metal** (.....) **black** (.....) saucepan
- 4 a **silk** (.....) **blue** (.....) **Japanese** (.....) scarf

- 7 **SPEAKING** Describe the objects, as in the example.

It's a rectangular grey suitcase with stickers on it.



- 8 a) Read the theory.

Comparisons

We use the **comparative** to compare two people, things, objects, places etc. We use the **superlative** to compare more than two people, things, objects, places etc. We use **than** in the comparative. We use **the ... of/in** in the superlative.

as ... as: for two people, animals, things that are the same
His car is as fast as yours.

not so/as ... as: for two people, animals, things that aren't the same
Her car isn't so/as fast as yours.

- b) Complete the table, then say how we form the comparative and superlative forms of adjectives. Find examples in the text on p. 14.

Adjective	Comparative	Superlative
big		the biggest
short	shorter than	
dry		the driest
large		the largest
expensive	more expensive than	

Irregular forms:

bad – worse – the worst, good – better – the best,
 little – less – the least, much/many – more – the most

- 9 Put the adjectives in brackets into the correct form.

- 1 The (**large**) mall in the world is in Dubai.
- 2 Supermarkets these days sell (**many**) products than they used to.
- 3 Colchester is the (**old**) market town in England.
- 4 High street shopping is not as (**convenient**) as shopping in a mall.
- 5 Corner shops have (**little**) product variety than supermarkets.
- 6 The (**cheap**) way to travel long distances is usually by coach.
- 7 The service in a small shop is often (**good**) than in a big one.
- 8 The (**bad**) shopping experience for most people is when shops are crowded.
- 9 This leather coat is not as (**warm**) as the woollen one, but it's (**light**).
- 10 People say that Harrods is one of the (**beautiful**) buildings in London.

- 10 **SPEAKING** Compare the three markets, as in the example.

	Green Market	Holland Market	Hillside Market
expensive	✓✓✓	✓✓	✓
convenient	✓	✓✓✓	✓✓
crowded	✓✓	✓	✓✓✓
large	✓	✓✓	✓✓✓

Holland Market is more expensive than Hillside Market, but Green Market is the most expensive of all.

Skills in Action

Vocabulary

Clothes – Patterns & Materials



- 1 Listen and learn. List the words in bold under the headings: *materials* – *patterns*.

- 2 Choose one of your classmates. Describe what he/she is wearing. Make three mistakes. Your partner corrects your mistakes.

Listening

- 3 Look at the pictures. What can you see?
 Now listen and tick (✓) the correct answer (A, B or C).

- 1 What did Anna buy yesterday?



A



B



C

- 2 What did Mary give Sue as a present?



A



B



C

- 3 What did Kate buy from the market?



A



B



C

Everyday English

Describing lost property

- 4 a) Read the first exchange. What seems to be the problem?
 b) Which of these objects were in the bag?
 Listen and read to find out.



A: Welcome to Hadley's Department Store. How can I help you?

B: I was shopping here yesterday, and I think I left my bag in your fitting rooms.

A: What does it look like?

B: It's a blue denim handbag with brown leather handles.

A: What's it got in it?

B: My purse, a pair of plain red woollen gloves and my yellow sunglasses.

A: Where and when did you lose it exactly?

B: It was in the first fitting room near the entrance. It was just before closing time.

A: I think you're in luck. Is this it?

B: Oh, yes! Thank you very much!

- 5 Use the prompts to act out similar dialogues. Record yourselves.

wallet: money, photos, driving licence

rucksack: notebooks, wallet, scarf, four books

Pronunciation: *silent letters*

- 6 Listen and underline the silent letters. Listen again and repeat.

• know • talk • listen • autumn • write • design
 • comb • honest

Reading & Writing

7 Read the email. Which paragraph (a-c) contains ...

- 1 a recommendation & invitation?
- 2 descriptions of shops?
- 3 opening remarks & where writer was?



From: Kristin
To: Sam
Subject: Back from Paris trip!

Hi Sam,

a Hope you're well. I got back from Paris yesterday. It was **amazing** – even better than London. A shopper's paradise!

b The sales were on, so I went to the department stores and found some great bargains. Department stores in Paris are **huge**, so I was on my feet for hours at a time. **Exhausting!** There were also some **fantastic** antique shops on Bonaparte and Jacob Streets, and interesting bookstalls along the River Seine. I discovered the Marais, an area with **tiny** boutiques selling the trendiest clothes. I picked up a cool coat (see attachment)!

c I really recommend Paris as a shopping destination. Actually, I'm planning to go again. Why don't you come with me? Write back.
Love
Kristin
▶ 1 attachment



Writing Tip

Descriptive language

Use adjectives to bring your descriptions to life. Avoid adjectives like *good, bad, nice*, etc because the reader soon gets bored with them.

8 Replace the adjectives in the paragraph below with the ones in bold from the email.

New York has got some **good** shops. I went to Macy's, the **big** department store, and found some **good** bargains. It was very busy, though, so that was **bad**. I preferred the **small** shops on Bleecker Street, Greenwich Village.



Recommending

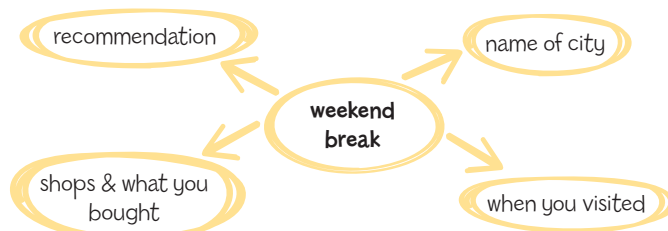
9 Complete the sentences. Use: *like, miss, recommend, worth*.

- 1 I really Madrid as a shopping destination.
- 2 Don't the chance to go shopping if you're in Marrakesh.
- 3 If you shopping, you should definitely visit New York.
- 4 It's well visiting Dubai just for the shops.

Writing (an email about a weekend break)

10 Read the task. Copy the spidergram and complete it in your notebooks.

Imagine you went to the capital city in your country or in another country on a weekend break. Write an email to your English-speaking friend describing what shops you visited and what you bought (80-120 words).



11 Use your notes in the spidergram in Ex. 10 to write your email. Follow the plan.

Plan

Hi/Hey, (+ first name)

Para 1: name of city, when you went there, what the shopping was like

Para 2: names of shops, what you bought

Para 3: recommendation

Bye for now/See you,
(your first name)

VALUES

Prosperity

"Take care of the pennies, and the pounds will take care of themselves."

(Saying)



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Vocabulary: travel/means of transport, parts of an airport

Grammar: present perfect – present perfect continuous; past perfect – past perfect continuous; *The!*–

Everyday English: reporting lost luggage

Writing: an article describing a journey

All around the world

VIDEO



1 reindeer sled



2 Monte toboggan



3 rainforest zip-line tour



4 reed boats




5 bamboo train

Vocabulary

Travel/Mean of transport

1 Name means of transport we use to travel *by air*, *by rail*, *by road* and *by water* while on holiday. Which means of transport do you prefer? Why?

2 a)  The photos (1-6) show some unusual means of transport. In which country can we see each? Decide in pairs. Choose from the list.

- Portugal • Cuba • Finland • Peru
- Costa Rica • Cambodia

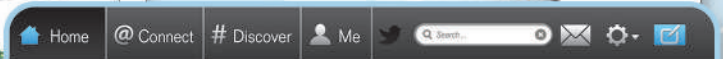
b)  Listen and check.


Reading & Listening


3 Skim through the texts. Which of the photos do they refer to?


 Listen and read to check.


6 classic cars



A  **Vince the Voyager:** Guess where I've just been! Sightseeing in Havana in a 1950s American car! The driver picked me up in the **early** morning, when it's still cool and the streets are quieter. He had put the top down. We went down to the sea, passing other classic cars **shining** in the sun. They were every colour of the rainbow. Sweet! Has anyone else taken a ride in one of these in Cuba?

B  **Tania Lowe:** I've never been to Cuba, Vince, but I visit **foreign** countries on business quite often, and I've seen some strange ways to get around! When I was in Cambodia, I ran into a traveller who told me about the bamboo train – a way to travel by rail that I had never **come across** before. It's a long wide bamboo platform on special wheels that fit on a railway track. A motor turns the back wheels and moves the train along – at 31 miles an hour! It wasn't very comfortable, but I've never forgotten that journey!

C  **Green Trevor:** Great stories, guys! In Costa Rica there's a cool way of seeing things from the air – on zip-lines! All over the rainforest there, companies have **set up** zip-line tours. I'd been on holiday there for two days when I saw an ad for them – and I spent the rest of my holiday **whizzing** through the trees! It's a hot, humid country, and that really cooled me down!

D  **Marian Jarvis:** I'm like Tania – I've had an experience you can't find anywhere else – riding in a Monte toboggan on the sunny island of Madeira. These toboggans run on the road, not on ice. Two drivers in traditional white **uniforms** control it. In 20 minutes, it goes two kilometres downhill, very fast at times! Once or twice I thought, 'We're about to run over that tourist!' but the drivers know what they're doing!



Check these words

ride, platform, wheel, railway track



4 Read again and decide if the statements are T (True), F (False) or DS (Doesn't Say). Then explain the words in bold.

- Vince the Voyager used an old means of transport.
- Vince the Voyager can't drive.
- It was Tania Lowe's first visit to Cambodia.
- Tania Lowe loved everything about the bamboo train.
- Green Trevor went zip-lining in Costa Rica more than once.
- Marian Jarvis was worried about hurting herself.

5 Read the paragraph below and replace the words in bold with their opposites from the list.

- hot • comfortable • cheap • fast • huge • long
- modern • wide • amazing

It was a very **1) short** train and extremely **2) old-fashioned**. When we got on, we saw that it was **3) narrow** inside, too, and the seats were really **4) uncomfortable**. Once we left the **5) little** station, we realised it was a very **6) slow** train! And on top of all that, the weather was **7) cold** and the scenery was **8) boring**. We couldn't believe the tickets were so **9) expensive**!

6 COLLOCATIONS Choose the correct verb, then make sentences using the collocations.

- go/have**
 - on holiday
 - a holiday
- go/take**
 - a trip
 - on a trip
- go/do**
 - shopping
 - some shopping
- go/do**
 - some sightseeing
 - sightseeing
- go/make**
 - a journey
 - on a journey
- go/take**
 - a ride
 - for a ride

7 PREPOSITIONS Choose the correct preposition.

- We can go to the airport **in/on** my car.
- His car got a flat tyre in the forest, so he continued **in/on** foot.
- There's no road – the only way up the mountain is **by/in** cable car.
- You can get to the city **by/on** rail, but the trains are a bit slow.
- A jet plane travels **in/at** around 925 kilometres an hour.
- Ladies and gentlemen, we'll be landing in Rio de Janeiro **in/at** 15 minutes.

8 WORDS EASILY CONFUSED Fill in: travel, journey, trip.


- Susan's job involves a lot of
- Let's take a to the sea this weekend – the weather's so lovely!
- The by car takes five hours; it's exhausting!

9 PHRASAL VERBS Fill in the correct particle(s). Then, try to make up a story using the phrasal verbs.

run into: to meet sb by chance
run after: to chase sb/sth
run out of: to have no more of sth
run over: to hit sb/sth with a car, etc

- A bus almost ran my dog!
- The ball rolled down the hill and the children ran it.
- While we were on the way to Paris, the motorbike ran petrol.
- Guess what! I ran Bill Garrett, our old car mechanic, yesterday.

Speaking & Writing

- 10**   Imagine you have just got back from one of the places in the photos on p. 20 that is not mentioned in the text. Tell your partner about it.

- 11** Write a comment on Vince the Voyager's blog. Use the other comments as guides.

Grammar in Use

Tweets

KauaiTravel @Kauaitravel 8 days ago

Have you ever visited Kauai in Hawaii? Here at KauaiTravel, we've been showing people around this fairytale land for over ten years. We even won an award last year for the most exciting tour from Adventure Tours Magazine. Check out our website for details! #visitkauai

KauaiTravel @Kauaitravel 6 days ago

We've had lots of calls from customers who've booked holidays on Kauai, and those who've already flown there. Please stay calm. The storm that's been travelling towards the island is weakening. They'd been calling it a hurricane up until yesterday, but now it's a tropical storm. #kuaistorm

KauaiTravel @Kauaitravel 3 days ago

The storm's left its mark, no doubt. But by Sunday, it had passed and Kauai has already started to recover. After all, storms have been happening here since records began! We're tired because we've been cleaning up all day, but now we're ready to move forward! #kuaistorm

Present perfect – Present perfect continuous

▶ pp. GR4-5

1 Read the tweets. Identify the past simple, present perfect and present perfect continuous forms. How do we form the perfect tenses? Which tense do we use:

- for actions that happened at an unstated time in the past?
- for actions that started in the past and continue up to the present?
- to talk about a past action that has a visible result in the present?
- to put emphasis on the duration of an action that started in the past and continues up to the present?
- for actions that happened in the past at a specific time?
- for actions that started in the past and lasted for some time and whose results are visible in the present?

2 Choose the correct item. Give reasons.

- 1 Henry **has flown/has been flying** in a plane twice **yet/before**.
- 2 Has this pilot **ever/just landed/been landing** a plane during a snowstorm?
- 3 I haven't **received/been receiving** my new passport **since/yet**.
- 4 Has the temperature **risen/been rising for/since** last Tuesday?
- 5 We have **waited/been waiting** for our coach to arrive **for/since** three hours!
- 6 How many places have you **visited/been visiting recently/so far**?
- 7 It's so cold this year that the lake has **already/yet frozen/been freezing**.
- 8 Joan's tired because she's **travelled/been travelling for/since** 6 am.
- 9 The Smiths called – they've **just/never arrived/been arriving** from El Salvador.
- 10 I have **read/been reading** this book **since/for** last week.

3 Fill in *been* or *gone*.

- 1 Have you ever abroad?
- 2 Tom's not here – he's to Dubai on holiday.
- 3 My mum's never on a plane.
- 4 Liam isn't here. Has he to the beach?
- 5 I've to Spain at least ten times.

4 **SPEAKING** Read the dialogue. Then, act out similar dialogues using the notes. Think of three more situations to act out.

- A:** Have you ever been on a plane?
B: Yes, many times.
A: When was the first time?
B: Three years ago.
A: What was it like?
B: It was a bit scary.

- 1 be/in a helicopter – two weeks ago/exciting
- 2 go out/thunderstorm – last autumn/thrilling
- 3 drive/a car – a month ago/difficult

Past perfect – Past perfect continuous

▶ pp. GR5-6

Past perfect (*had* + past participle)

Affirmative I/You/He, etc **had come**.

Negative I/You/He, etc **hadn't come**.

Interrogative **Had** I/you/he, etc **come**?

Short answers **Yes**, I/you, etc **had**. **No**, I/you, etc **hadn't**.

We use the **past perfect** for:

- an action that **finished before** another **past action** or **before a stated time in the past**. *Sam **had gone to the market** before Kate arrived.*
- an action that **finished in the past** and whose **result was visible at a later point in the past**. *He **had lost his passport**, so he **couldn't** travel abroad.*

Time expressions: *before, already, after, for, since, just, till/until, by, by the time, never, etc*

Past perfect continuous (*had been* + verb *-ing*)

Affirmative I/You/He, etc **had been working**.

Negative I/You/He, etc **hadn't been working**.

Interrogative **Had** I/you/he, etc **been working**?

Short answers **Yes**, I/you, etc **had**. **No**, I/you, etc **hadn't**.

We use the **past perfect continuous**:

- to put emphasis on the **duration** of an action that happened **before** another past action or stated time in the past. *We **had been waiting for an hour** before the plane landed.*
- for an action that **lasted for some time** in the past and whose **result was visible** in the past. *He **was tired** because he **had been working since 9 am**.*

Time expressions: *for, since, how long, before, until, by, by the time, etc*

- 5 Read the theory. How do we form: the past perfect? the past perfect continuous? Find examples in the tweets on p. 22.
- 6 Put the verbs in brackets into the correct tense. Give reasons.
- 1 My aunt only let me use her camera after she (**show**) me how.
 - 2 When we got to the station, the train (**not/leave**) yet.
 - 3 Sue (**travel**) for three days before she reached her destination.
 - 4 Mark was tired because he (**walk**) for an hour.
 - 5 How long (**you/save up**) before you could buy your car?
 - 6 He didn't come with us to France because he (**break**) his leg.

7 SPEAKING Act out exchanges, as in the example.

- 1 John/tired? study since morning
A: *Why was John tired?*
B: *He had been studying since 10 am.*
- 2 Mary/upset? miss her flight
- 3 you/on foot? my car/break down
- 4 Kelly's/legs sore? cycle/all day
- 5 John's parents/late? the snow/delay them

8 Complete the second sentence using the word in bold. Use two to five words.

- 1 The last time we went fishing was last summer.
have We last summer.
- 2 She has never eaten Vietnamese food before.
time It's the Vietnamese food.
- 3 When did he go to Naples?
since How long has to Naples?
- 4 It was a long time since we last ate out.
eaten We a long time.
- 5 It hadn't stopped raining for days.
been It for days.

The/- ▶ p. GR6

9 Fill in *the* where necessary. Then do the quiz. **ICT** Check your answers online.

How's your general knowledge?



- 1 Which of London's main airports is bigger, Heathrow or Gatwick?
- 2 Is Times Square in USA named after *New York Times* newspaper?
- 3 Which is a bridge over River Thames, Tower Bridge or Brooklyn Bridge?
- 4 Which mountain range does longest train tunnel in world go under, Alps or Andes?
- 5 How long would it take to travel to Moon by car, six days or six months?
- 6 Are Canary Islands in Pacific Ocean?
- 7 Which month was last month of First World War, July or November?

Skills in Action

Vocabulary

Parts of an airport

1 a) Match the signs to what passengers do there.

a	Departures	b	Arrivals
c	Check-in	d	Passport Control
e	Information	f	Baggage Reclaim
g	Duty-free	h	Customs

- Passengers can buy things here.
- Passengers ask questions here.
- Passengers flying out from the airport go here.
- Passengers landing at the airport come out here.
- Passengers check in their bags here.
- They search passengers' suitcases here.
- Passengers get their bags here after the flight.
- They check passengers' passports here.

b) Say a sentence. Your partner guesses where you are. Use: *suitcase, perfume, land, fly out, flight, boarding pass.*

A: *How many suitcases can I check in?*

B: *You're at the check-in desk.*

Listening

Study Skills

Predicting missing words

Read the notes. Think about what type of information is missing, e.g. a name, a date, etc. This will help in the task.

2 You will hear a conversation at a check-in desk. Complete the passenger's boarding pass.

		BOARDING PASS	
Name of passenger:	Carrier:	Flight No:	Class:
Kylie Banks	Air Gold	1).....	B
From: London LGW	Date:	Luggage:	Seat:
To: 2).....JFK	23/12/2018	Y	3).....
GATE	BOARDING TIME	FZ 34 45 99	
4).....	5).....		

Everyday English

Reporting lost luggage

3 a) The woman from Ex. 2 is reporting missing luggage. Complete the dialogue with questions a-f.

- And what was in it?
- Could I have a contact number?
- And where are you staying?
- Can you give me your baggage receipt number?
- Can you describe your luggage?
- May I have your name and flight number, please?

A: Excuse me. My suitcase never came out at baggage reclaim!

B: 1)

A: Kylie Banks. Flight AG533 from New York.

B: 2) That's on your boarding pass.

A: Erm ... Ah, here it is. FZ 34 45 99.

B: Thank you. 3)

A: It's a large, green, leather suitcase with brown straps.

B: 4)

A: Just clothes, really.

B: 5)

A: At 86, Newton Grove, London W4 1LB.

B: 6)

A: It's 07335 939411.

B: Alright, Ms Banks, your luggage was put on a later flight. We will deliver it to you before 8 pm tonight.

b) Listen and check.

4 Act out a similar dialogue using the notes.

Sam Cook
EX147 (Glasgow-London) – ML 45 87 66 –
2 small blue suitcases – clothes and papers –
89, Wood Lane, London E12 6PQ – 733 456 1290

Pronunciation: silent letters

5 Listen and underline the silent letter(s). Listen again and repeat.

- | | | |
|---------------|----------|-------------|
| 1 interesting | 3 safety | 5 foreign |
| 2 autumn | 4 whole | 6 Wednesday |

Reading & Writing

6 Read the task and complete the sentences.

You see this notice in an international travel magazine.

**Send us articles with this title:
A JOURNEY I'VE NEVER FORGOTTEN**

The most interesting article goes in next month's issue!

Write your article in 120-150 words.

- I should write a(n) for.....
- I must write about in words.

Word formation (forming adjectives)

We can form adjectives from nouns by adding: **-ly** (*friend* – *friendly*), **-ic** (*romance* – *romantic*) or **-y** (*rain* – *rainy*)

7 Read the article and fill in the gaps with the adjectives derived from the words in brackets.

A journey I've never forgotten

I've been coming to Scotland for years, and I thought I'd seen everything it has to offer – until I rode the West Highland Line to Mallaig. This train journey has the most **1)** (**fantasy**) views I've ever seen.

The train left Glasgow and soon we were passing through a beautiful green landscape with clear blue lakes. Just after Ben Nevis, the UK's highest mountain, was the **2)** (**attract**) town of Fort William. Finally, we reached Mallaig, a port with **3)** (**taste**) seafood and **4)** (**friend**) locals.

My favourite part was the Glenfinnan Viaduct, a 380-metre-long railway bridge across the River Finnan. Thirty metres high, it offers such **5)** (**amaze**) views that it has appeared in many films, including four Harry Potter films!

The West Highland line shows passengers a part of Scotland that is not **6)** (**access**) by road. No visit to Scotland is complete without taking this **7)** (**wonder**) trip.



Writing Tip

Using the senses

When you describe a place, give examples of what you see, hear and smell. This brings the description to life.

8 Read the phrases. What does each describe? Use them to complete the descriptions.

- sweet smell • sea birds' cries • only sound
- clear blue sea • perfume of • tall green trees

A

I sat on deck looking at the

1), drinking my coffee, and listening to **2)**

As we approached the island, the

3) of the pine forest reached me.



B



Our horse ride through the forest was peaceful. There were

4) all around us. The **5)** was birds singing in the trees. The **6)** spring flowers filled the air.

Writing (an article describing a journey)

9 BRAINSTORMING Think of the best journey you have ever taken. Make notes under the headings.



10 Use your notes in Ex. 9 to write your article for Ex. 6. Follow the plan.

Plan

Para 1: place, means of transport

Para 2: description of journey

Para 3: favourite part

Para 4: recommendation

VALUES

Experience

Don't listen to what they say. Go see.

saying



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Legends & Festivals

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Try Polish **1)**
 like pierogi from street food
2)



See street **3)**
 such as dancers and
4)



Attend an open-air show
 featuring **5)**
 and a huge flying dragon
6)



Watch a **7)** of
 people dressed in colourful
8)

The City of Dragons

Every June, the people of Krakow, Poland, hold the Dragon Parade. Find out what Lisa Harris thought of it all as she meets a fire-breathing dragon and sees a legend brought to life.

At first, I thought it was just a dragon **sculpture** on the banks of the Vistula River. But while I was taking photos of it, it suddenly roared into life and blew flames into the sky! It nearly scared me to death! **1)** Were they making a film? Kasia, my guide, just laughed, calmed me down and told me about the Wawel Dragon ...

Legend has it that in the days when Krakow used to be the main city of Poland, Wawel Castle was home to King Krakus and his daughter, the princess. These were dangerous times – a terrible dragon was living in a cave nearby and attacking Krakow's residents as well as their cattle and sheep. King Krakus offered his daughter in marriage to anyone who killed the dragon. The brave men of Krakow **set off** hoping to win the princess. **2)** Near the castle, Skuba the shoemaker was working hard when he heard about the King's offer. He wasn't a fighter, but he was very clever, and he **came up with** a plan. He took the skin of a sheep, filled it with sulphur and left it outside the dragon's cave. The dragon ate it hungrily,

but the sulphur made the dragon extremely thirsty. **3)** In fact, it drank so much that it burst – and with the dragon dead, the shoemaker married the princess!

Now that I knew the legend, I was ready to enjoy this amazing event. Everywhere I turned, there were different activities **celebrating** the culture of Krakow. **4)** It was the start of the spectacular open-air show! Huge dragon-shaped balloons soared into the sky surrounded by smoke and colourful lasers. There were dragon boats on the river, too. I've never seen anything like it – it totally blew me away!

The day after, the Old Town parade took place. There was dancing and juggling, and local bands were playing folk music. **5)** Many of them were marching through the town with handmade dragon puppets, each hoping to win the best dragon **contest!** There were also lots of street stalls selling pierogi. **6)** They were absolutely delicious – one of the many highlights of my trip to this amazing city!



Check these words

legend, sth roars into life, flame, cave, resident, cattle, sulphur, burst, soar, juggling, march, highlight

Vocabulary Festivities

1 Look at the pictures and complete the gaps (1-8) with the words below.

- dishes • balloon • parade • fireworks • jugglers
- performers • stalls • costumes

Reading

2 What cultural event are the pictures in Ex. 1 about? What is the legend behind it? Read the text quickly to find out.

Study Skills

Missing Sentences

Read the text and the missing sentences. Look closely at the words before and after each gap. Look for hints, e.g. reference words (we, they, etc) or linking words. This will help you do the task.

3 Read the text again and fill in the gaps (1-6) with a correct sentence (A-G). One sentence is extra. Then explain the words/phrases in bold.

- A But the dragon had each of them for dinner.
 B Then, all of a sudden, the sky exploded as the fireworks display began.
 C It's a traditional dish from Poland, similar to a filled dumpling.
 D Also, the streets were packed with people dressed up in imaginative costumes like characters from the legend!
 E No one knows where the legend came from.
 F It was so thirsty that it drank all the water in the river.
 G I couldn't believe my eyes!

4 **COLLOCATIONS** Find the verbs in the text that describe the following. Complete the phrases (1-6) and then make sentences with them.

- 1 a parade 5 sb in
 2 photos marriage
 3 into life 6 the contest
 4 couldn't
 my eyes

5 **PHRASAL VERBS** Fill in the correct particle. Check in your dictionary.

blow sb away: to impress sb very much
blow into (a place): to arrive somewhere unexpectedly
blow sb off: to not meet sb at an arranged meeting
blow up: 1) to enlarge a photograph; 2) to fill (a balloon, etc) with air
blow sth out: to extinguish (a candle, etc) using your breath

- 1 A: Check out this photo of Pawel blowing the candles on his birthday cake.
 B: And there's Anna in the background blowing some balloons.
 2 A: Guess what? Kelly's just blown town.
 B: Really! I haven't seen her in ages!
 3 A: I thought the art fair was amazing. It really blew me
 B: It's just a shame Tom wasn't there. I don't know why he blew us

6 **PREPOSITIONS** Fill in: of, into, in (x2), by, with, to.



Last week, I went on a trip to the small village of Njardarheimr near Oslo in Norway. It's home **1)** the Gudvangen Viking Market – a festival of all things Viking! The village itself is amazing – it's next to a river and surrounded **2)** snowy mountains. When I got there, the streets were packed **3)** people dressed **4)** Viking costumes. It was like stepping back **5)** time. There was an archery demonstration and people could have a go. I tried my best, but my arrow just went straight up **6)** the sky! Anyway, I had the time **7)** my life there and can't wait to go again next year.

7 **WORDS EASILY CONFUSED** Fill in *culture*, *custom* or *tradition*. Check in your dictionary.

- 1 Attending a festival abroad is a great way to experience the local
 2 It is the to take off your shoes when entering a house in Japan.
 3 It's a to wear something green on St Patrick's Day.

Speaking & Writing

8 **SPEAKING** **ICT** Listen to and read the text. Do more research about the legend of the Wawel Dragon and the Dragon Parade. Imagine you were at the event. Prepare a podcast about it.

Writing

9 **ICT** Research a legend that is celebrated in your country today. Make notes under the headings: *legend* – *name of event* – *when/where* – *activities*. Use your notes to write an article for an international culture magazine.

Grammar in Use

BLOG

Last summer, I **1) saw** a play at Shakespeare's Globe in London. As a child, I **2) went** to the theatre all the time, but this was my first time in the Globe. It's the theatre where actors performed Shakespeare's plays in the late 16th and early 17th century. The original theatre **3) burnt** down, but this one opened in 1997.

A cold wind **4) was blowing** on the evening of the play. I arrived at 7:45, but the doors were still closed. People **5) were standing** outside patiently and they **were chatting**. Then the doors **6) opened** and everyone **rushed** inside. As I **7) was walking** to my seat, I **noticed** that there was no roof! The stage was covered, but most of the audience had no shelter – just like in the original theatre!

The play was a comedy, *Much Ado about Nothing*, and we **8) were** all **enjoying** it. Then, after about an hour, I felt a drop of rain. Soon, it was pouring, but nobody in the audience left. We got soaking wet – but it was a great experience! I haven't returned to the Globe since then, but I've bought tickets for next Wednesday evening. And one thing's for sure – I'll definitely bring a raincoat!



Past simple – Past continuous

▶ pp. GR3-4

1 a) Read the blog entry. Identify the tenses in bold. Which past tense do we use for:

- background information in a story?
- an action which happened at a specific time (stated, implied or already known) in the past?
- past actions which happened one immediately after the other?
- two or more actions which were happening at the same time in the past?
- a past action which was in progress when another action interrupted it?
- past habits?
- an action which was in progress in the past?
- a past action which won't take place again?

b) Find examples of time expressions used with past simple or the past continuous in the blog entry.

2 Put the verbs in brackets into the past simple or the past continuous.

- A large crowd **(watch)** the parade when it **(start)** raining.
- Jon and Jane **(not/go)** to the puppet show last night; they **(not/feel)** well.
- The judges **(crown)** the king and queen at the end of the parade.
- **(people/sing)** along while the band **(play)**?
- Jane **(not/chat)** online at 5 pm yesterday; she **(rehearse)** for her role in the college play.
- The wind **(blow)** strongly and the rain **(pour)** down when we got up that morning.
- "When **(the event/first/take)** place?" "In the 17th century."

3 a) Complete the sentences with your own ideas.

- The sun was shining and
- She entered the shop and
- He was walking down the road when
- It started raining, but
- She was sitting on a bench when

b) **SPEAKING** Choose one of the sentences in Ex. 3a and continue the story.

Past simple vs Present perfect

▶ p. GR4

4 Look at the underlined verb in the blog entry in Ex. 1. How is the present perfect different from the past simple? When do we use it?

5 Choose the correct tense. Give reasons.

- We **didn't attend/haven't attended** the theatre performance yesterday evening.
- Hurry up! The show **has started/started!**
- Did you take/Have you taken** many interesting pictures of today's parade so far?
- What time **have they let off/did they let off** the fireworks last night?
- I have never flown/I never flew** in a hot-air balloon.
- The old theatre **has been/was** the most modern building of its time.

6 Put the verbs in brackets into the past simple, the past continuous or the present perfect.

Hi everyone!

1) (any of you/ever/be) to Scotland? Well, I'm here now for the Loch Ness Marathon. I 2) (arrive) in the Highlands capital, Inverness last night. While my taxi 3) (take) me to my hotel, I noticed signs and pictures around the city that 4) (show) a strange creature like a sea serpent. The driver 5) (tell) me why.

Scottish folklore says there is a creature in Loch Ness called the Loch Ness Monster. There is no real proof that it exists, but the local people 6) (take) it to their hearts and call it 'Nessie'. The first sighting was in the 1870s by D. Mackenzie, but the monster first 7) (attract) national attention in the 1930s when lots of people reported seeing it. However, scientists believe the sightings were fake and there 8) (not/be) any reports lately.

Nevertheless, the Loch Ness Marathon attracts 8,000 runners every year and the event 9) (raise) a lot of money for good causes since it 10) (begin). Also, Nessie makes a great mascot. Click [here](#) for photos.

used to/would – be/get used to

▶ pp. GR4-5

7 Study the theory. Then cross out the incorrect item in the sentences.

- We use **used to/would/past simple** for past habits. *James **used to travel/would travel/travelled to Melbourne every year when he was younger.***
- We use **used to/past simple** for past states. *They **used to be/were big fans of folk music when they were kids.** (NOT: They would be ...) BUT He left last week. (past action – we can't use **used to**)*
- We use **be used to + noun/pronoun/-ing form** to show that we are accustomed to (doing) sth. *Sam **isn't used to flying.***
- We use **get used to + noun/pronoun/-ing form/to** to show that we are getting accustomed to sth gradually. *Mark **got used to living in York.***

- 1 Dave **was going/would go/used to go** to a lot of music performances when he was a teenager.
- 2 Richard **didn't use to/wouldn't/didn't** like fireworks until he went to New York for July 4th.
- 3 Ben **isn't used to/didn't use to/hasn't got used to** eating Polish food yet, so he still prefers fast food.
- 4 **Did you use to go/Would you go/Did you go** to Winterlude when you lived in Canada?

8 **SPEAKING** Think of various celebrations/cultural events. Say which of the activities in the list you/your family members used to/didn't use to do when you were 8 years old. Use the prompts below and/or your own ideas.

- put up decorations • send greeting cards
- prepare/special meal • take part in/town procession
- watch special TV programmes • light bonfires
- exchange gifts • watch/fireworks display


*On my birthday, my family used to **put up decorations** all over our house.*

*I used to **send greetings cards** to all of my relatives for New Year.*

9 Complete the second sentence so that it means the same as the first. Use between two and five words.

- 1 Ben started wrapping gifts at 9:00 and he finished at 10:30. **WAS**
Ben at 9:45.
- 2 Sarah called during dinner. **EATING**
While we Sarah called.
- 3 The last time I watched a parade was in 2017. **NOT**
I since 2017.
- 4 When I was younger, I didn't like poetry. **USE**
When I was younger, I
..... poetry.
- 5 Jon doesn't mind eating spicy food anymore. **GOT**
Jon
spicy food.

Listening & Writing

10  Listen to Paul narrating a legend and put the events in the order they happened (1-8).

- A The two men went to a secret cave.
- B The bag of gold turned into sand.
- C The blacksmith replaced a horse's shoe.
- D The stranger gave the blacksmith a bag of gold.
- E The stranger asked him to make a horseshoe.
- F The blacksmith told everyone the secret.
- G The blacksmith promised not to tell anyone what he saw.
- H A strange man walked into a blacksmith's shop.

11 **WRITING** Use the ideas in Ex. 10 to write a summary of the legend.

Skills in Action

Vocabulary

Types of holidays – UK Celebrations & Customs


- 1 a) Match the UK celebrations (1-6) to the customs (a-f). Make sentences, as in the example. Do you celebrate these events in your country?




- 1 Burns' Night (25th January)
 2 Mother's Day or Mothering Sunday (one Sunday in March)
 3 May Day (1st May)
 4 Bonfire Night (5th November)
 5 Remembrance Day (11th November)
 6 New Year's Eve (31st December)

- a let off fireworks at midnight and sing Auld Lang Syne
 b light a huge bonfire, let off fireworks and eat toffee apples
 c gather flowers and follow a procession led by the May Queen
 d buy flowers or prepare breakfast for mothers
 e read Burns' poems aloud, listen to traditional music on the bagpipes and eat haggis
 f wear poppies and hold a two-minute silence

On New Year's Eve, people in the UK let off fireworks at midnight and sing Auld Lang Syne.

- b)  Think of two important celebrations in your country. How do you celebrate them?

Listening

- 2  You are going to hear five people talking about their experiences at different events. Read the sentences below. Match the sentences (A-E) to the speakers (1-4). There is one extra sentence.


- A Another person's actions made me feel embarrassed.
 B The disappointment I felt taught me an important lesson.
 C A small change made an annual event more memorable.
 D I was surprised when a custom was introduced to me.
 E A mistake changed my day in a big way.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	


Everyday English

Describing an event

- 3 Read the first two exchanges. What event did Steve attend?

 Listen and read to find out.

- P: Hey, Steve. I haven't seen you in a while.
 S: Hi, Paul. I've just come back from Scotland. I was there for ten days.
 P: Wow! What was it like?
 S: I had the time of my life. The highlight was on my last day when I celebrated Burns' Night with a Scottish friend in Edinburgh.
 P: I haven't heard of that. What's it about?
 S: It's a fantastic event where people read Burns' poems aloud and play traditional music on the bagpipes. I also tried the national dish, haggis!
 P: Really? What did you think of it?
 S: I liked it! Haggis is very tasty.
 P: It sounds like you had a wonderful time. I haven't experienced anything like that.
 S: Well, why don't you come with me next year? I enjoyed it so much that I'm definitely going back.
 P: Hmm, maybe I will. In fact, count me in!

- 4  Imagine you attended a celebration. Use the phrases in the language box to act out a dialogue similar to the one in Ex. 3.

Describing an event	Asking about an event
<ul style="list-style-type: none"> The highlight was ... It's a wonderful event/evening, etc where ... I had a great time. 	<ul style="list-style-type: none"> What was it like? What's it about? What did you think of it? It sounds like you ...

Intonation: stress-shift

Some words have the same noun and verb forms. These nouns have strong first syllables while the verbs have strong second syllables.

- 5 Identify the forms in bold in the sentences.

 Listen and repeat. Use the words in bold in sentences of your own.

- 1 a I'd like a **refund**, please.
 b They refused to **refund** our tickets.
 2 a **Update** me on how preparations are going.
 b There is no **update** on the venue.
 3 a Let me **present** Mr Harris.
 b I hope you like my **present**.

Reading & Writing

- 6 Read the email and complete the gaps with the word that derives from the word in bold. What is each paragraph about?

INBOX

Hi Ed,

A How's things? Last weekend, I went to the Robin Hood Festival near Nottingham, England. It's a **1** (**celebrate**) of the legend of Robin Hood! It takes place every year in Sherwood Forest.

B According to the legend, Robin Hood was a **2** (**hero**) outlaw in 12th-century England. He hated the way the King treated the people, so he decided to do something about it. He stole money from **3** (**wealth**) people and gave it to poor people. The King tried to arrest him, but Robin escaped to Sherwood Forest where he lived **4** (**happy**) with other outlaws.

C The festival was wonderful! When I entered, **5** (**magic**) were doing tricks and experts were giving demonstrations of archery. There were also **6** (**perform**) of medieval music and free samples of **7** (**taste**) medieval food. The whole event was like stepping back in time!

D The Robin Hood Festival is a must for anyone who's **8** (**fascinate**) by history. It's a pity you missed it. Why not come with me next year?

Kevin

Writing Tip

Using appropriate tenses

We use **present tenses** to give general information about a celebration and **past tenses** to describe the preparations and the activities on the actual day of the celebration we attended.

- 7 Read the Writing Tip. Find examples in the email in Ex. 6.

Recommending

- 8 a) Fill in: *miss, must, waste of time, well worth, disaster.*
- The International Kite Festival is a for anyone who likes kites.
 - If you get the chance to visit Japan, don't it!
 - It was a complete; I can't believe I spent so many hours there.
 - It was a huge; I was so disappointed.
 - It's visiting this festival. You won't regret it.

- b) How has Kevin recommended the celebration in the email in Ex. 6?

Writing (an email about a celebration you attended)

- 9 Read the task. Underline the key words. What are you going to write? Who is it for? What should it be about? What style should you use?

You have received an email from your penfriend.

Our English teacher has asked us to write about cultural celebrations in various countries that are based on a legend or a historical event. Have you attended one recently? What legend is it based on? How did people celebrate it? Would you recommend it?

Write back and tell me all about it.

Ben

Write your **email** (120-180 words).

- 10 **LISTENING FOR IDEAS** Listen to Pat's podcast and complete the gaps.

LEWES BONFIRE NIGHT

Place: Lewes, **1**

Date: 5th November

Numbers taking part: 5,000 locals and **2** visitors

Before bonfires: **3** of locals in costumes and marching bands

Number of bonfires and fireworks displays: **4**

Food: toffee apples, burgers and **5** potatoes

- 11 Imagine you attended the Lewes Bonfire Night last week. Use your notes from Ex. 10 to write your email. Follow the plan.

Plan

Hi + (your friend's first name)

Para 1: opening remarks; details of the festival

Para 2: legend/historical event behind the festival

Para 3: activities during the celebration

Para 4: feelings; recommendation; closing remarks
(your first name)

VALUES

Traditionalism

A people without the knowledge of their past history, origin and culture is like a tree without roots.

Marcus Garvey



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Irregular Verbs


1

Vocabulary: tech jobs; work; job skills
Grammar: present simple – present continuous –
 stative verbs – present perfect –
 present perfect continuous

Everyday English: recommending a person for
 a job
Writing: an email giving a reference

A Hard Day's Work

Listening & Reading

- 1  Listen and match the speakers (1-8) to their jobs (a-h). Think of one other thing each one might say.



Tech Jobs

- a IT technician
- b web designer
- c social media manager
- d digital marketer
- e app developer
- f content creator
- g computer programmer
- h social media influencer

- 2 Look at the title of the article and read the introduction. What do you think the job of a social media manager involves?

 Listen and read to check.

- 3 Read the text. For questions 1-4, choose the correct answer (A, B, C or D). Then explain the words in bold.

- 1 What is the writer's purpose in the first paragraph?
 - A to give details of her social media habits
 - B to complain about often having to work at home
 - C to explain that her job is easier than people think
 - D to describe misunderstandings people have of her job
- 2 What does the writer mean when she says 'The decision was a no-brainer' in the second paragraph?
 - A It was a risky decision.
 - B It was a stupid decision.
 - C It was a decision that was easy to make.
 - D It was a decision that they were forced to make.
- 3 What do we learn about Sandy's job in the third paragraph?
 - A She is under constant pressure.
 - B She works with the customer service department.
 - C She mainly deals with customer complaints.
 - D She has to react quickly to negative responses.

Keeping People Posted

 VIDEO

*Do you ever get a **guilty feeling** after spending far too much time on social networking sites? Well, these days, most major companies hire social media managers to do just that! We asked Air Express's very own social media manager – Sandy Hayes – what it's all about.*

First things first. Despite what a lot of people think, being a social media manager is not all fun and games. Don't get me wrong – I like my job – but I certainly don't spend my working day commenting on my friends' holiday pics or giggling at cat videos. The truth is that this is a well-paid, demanding job that needs a lot of **dedication**.

Social media manager is not as new a **position** as you might think. Social networking services became openly available in September 2006, and companies had to decide whether or not to have a **presence** there. The decision was a no-brainer, but the results weren't always great, so by 2010, companies had started employing full-time social media managers.

Basically, I have two main duties in my job: connecting with customers and creating content. The first thing I do when I get to the office in the morning is check any activity on the company's social media accounts. These days, a lot of people use social media like a customer service tool, so I spend my mornings answering questions and replying to comments or complaints. Also, I have to take note of how popular my posts were from the previous day. When a post gets very few likes, I have to **figure out** why, and I have to do it fast.



- 4 What is true about the content Sandy creates?
- A It must have a personal touch.
 B It needs to promote a product.
 C It should always make readers laugh.
 D It can sometimes cause offence.

4 COLLOCATIONS Find and complete the words in the text that describe the following. Then use the phrases to make sentences.

- 1 companies 5 service
 2 available 6 deals
 3 duties 7 news
 4 media 8 skills

5 PREPOSITIONS Choose the correct preposition. Check in your dictionary.

- 1 Allow me to congratulate you **on/for** your promotion.
 2 You haven't commented **for/on** my post yet.
 3 Salary will depend **on/in** experience.
 4 Connect **with/on** your customers using this app.
 5 The company replies **at/to** all emails of complaint.

Check these words

giggle, content, customer service, aim, engage, innovative, offence

Then, in the afternoon, I start creating content for the company's four social media accounts. I have daily and weekly **goals**: I aim to upload at least three photos and one video per week, and five posts and tweets each day. What I post, though, depends on a lot of things. For example, if we're giving something away or if there are some special **deals**, I write posts on that – but I have to be careful not to advertise too much, because that doesn't go across well online. I also write posts reacting to breaking news, or I might **congratulate** a national sports team on a good result. Basically, the posts I create have to be natural, have to feel human, so the reader engages with them as they would with a real person, and likes or shares them.

So, what makes a good social media manager? Well, I think it's vital to be innovative, creative and have strong attention to detail. You also need to have excellent communication skills and a great sense of humour. When you think about it, that's what social media is all about! Look at the comments sections on any video-sharing website – the **majority** of users are trying to be humorous. So, if your jokes sometimes 'bomb' or cause offence, then this job's not for you! But if you have what it takes, then being a social media manager is one of the best jobs out there.

Vocabulary

Work

6 Choose the correct word. Check in your dictionary.

- 1 Dan was an unpaid **employee/intern** with a company for three months to get some work experience.
 2 I was **fired/made redundant** when the company closed down.
 3 We currently have a **duty/vacancy** for a designer.
 4 Sabrina is a(n) **experienced/trained** IT technician, but this is her first job.
 5 Ed is **full-time/part-time**; he works 11 hours a week.
 6 Pam is thinking of **resigning/retiring** and looking for another job.
 7 We must work hard to meet the 1st May **deal/deadline**.
 8 Twenty **candidates/clients** were interviewed for the job, but none of them were suitable.

7 WORDS EASILY CONFUSED Fill in: *profession, job, career, occupation*. Check in your dictionary.

- 1 Her as a dancer came to an end when she broke her leg.
 2 My father has been unable to find a(n) for the past two years.
 3 Can the witness please state his name, age and?
 4 John is a doctor by and has his own practice in London.

8 PHRASAL VERBS Choose the correct particle.

give away: 1) to reveal; 2) to offer for free
give off: to emit
give out: 1) to hand out; 2) to be completely used up
give up: to stop doing sth; to quit

- 1 Oscar has a Saturday job giving **out/of** leaflets.
 2 We mustn't give **away/up** our trade secrets!
 3 That cheese is giving **off/out** a funny smell!
 4 He gave **up/off** his job and moved to Italy.

Speaking & Writing

9 **THINK** Would you ever consider working as a social media manager? Why/Why not?

10 **ICT** Collect information about one of the other jobs from Ex. 1. Think about: *job description/duties, qualities, problems*. Use your notes to write a short text about it for a careers advice website.

Grammar in Use



Lisa: Hey, Julie. Don't tell me the interview's over!

Julie: Hi, Lisa! Yes, I've just finished, thank goodness! They've been interviewing candidates since 9 am and I was the last candidate. I think it went well. I hope so – I'm getting so tired of interviews!

Lisa: You're thinking too much about it! Stress only makes things worse!

Julie: Yeah, I guess so. How is your job-hunting going?

Lisa: Well, I've been looking at adverts online all morning, but I can't find anything, so I'm a bit fed up. I'm meeting the careers adviser tomorrow, though.

Julie: Have you spoken to her before?

Lisa: No. She runs group sessions with students in the mornings and she's always making excuses about being busy.

Julie: Good luck tomorrow! Must dash – my pilates class starts in an hour.

Present simple – Present continuous – Stative verbs

▶ pp. GR1-2

1 Read the dialogue. Identify the tenses in bold. What use does each demonstrate? Which of these uses refer to the future? Check in the Grammar Reference section if necessary.

2 Put the verbs in brackets into the present simple or the present continuous. Give reasons.

- Dave (work) for an advertising company and (meet) lots of people every day as part of his job. The company (expand) rapidly. This evening, he (take) a new client out to dinner.
- (you/like) your job? Some people enjoy their jobs and (achieve) success. Some people (always/complain) about them!
- Tom (lift) weights in the gym right now. He (train) hard these days for a national competition. The competition (take) place at 7 pm next Sunday.

3 Stative verbs do not usually have continuous forms. When they do, the meaning changes. Look at the underlined parts of the dialogue. What is the meaning of the verb *think* in each one?

4 Read the sentences. Match each meaning from the list (a-h) with a verb in bold.

- | | | |
|--------------|------------|--------|
| a understand | d review | g own |
| b believe | e consider | h seem |
| c experience | f meet | |

- I **see** there's a problem in this department.
- The actor **is seeing** his agent tomorrow.
- Mr Jones **thinks** we should advertise the job.
- He **is thinking** of opening a branch in Denmark.
- Ann Holmes **has** three houses.
- We **are having** problems with the new employee.
- He **looks** like he's going to faint.
- They **are looking** at this month's sales figures.

5 **SPEAKING** Think of a job. Say a few sentences using the present simple and the present continuous. Your partner guesses the job.

Present perfect – Present perfect continuous

▶ pp. GR2-3

6 Identify the highlighted verb forms in the dialogue. Explain how we use them. Check in the Grammar Reference section.

7 Put the verbs in brackets into the present perfect or the present perfect continuous. Give reasons.

- A: You look tired. What (you/do)?
B: I (call) clients all morning.
- A: (you/inspect) the new offices yet?
B: Yes, I (just/get) back from there.
- A: I (try) to call Jo all day.
B: Her phone (not/work) for the last few days.
- A: Mr Smith (talk) on the phone since lunch time.
B: I know. And he (just/miss) his 3 o'clock meeting!
- A: Bob (paint) the house all this week.
B: Yes, and he still (not/finish).
- A: (they/repair) the copier yet?
B: Yes. But I (not/make) the photocopies you wanted yet.

8 Write sentences using the present perfect or the present perfect continuous, as in the example.

- Ann is looking for her files. (**lose**)
She *has lost her files*.
- My uniform has got coffee stains on it. (**spill**)
I
- The company has more staff now. (**employ**)
The company
- Paul started looking for a job six months ago. (**apply**)
He
- Tim is upset because he hasn't received an important email. (**wait**)
Tim

9 a) Put the verbs in brackets into the correct present tense. Compare with your partner.



Content creators


1) (**you/look**) for work right now that you can do when and where you 2) (**want**) to do it? 3) (**you/have**) excellent writing skills? We're a top web development company that 4) (**create**) quality content for major websites for a decade, and we 5) (**now/expand**) our team! [Click](#) for more.

Digital marketing intern

You 6) (**just/leave**) college. You've got your qualification in marketing, but you 7) (**not/gain**) any work experience, and without it, you 8) (**not/have**) much chance of getting a job interview. So why not join our intern programme? [Click here](#).

Computer programmer

9) (**you/complete**) a course in C++ or Python lately? 10) (**you/ever think**) about earning some money from home? Then you might be just the person for us! We 11) (**not/look**) for experience, just enthusiasm, so if you 12) (**never/program**) professionally, it doesn't matter. [Click here](#) for more information.

- b)  **SPEAKING** Choose one of the jobs in Ex. 9a. Act out a job interview. Use present tenses.

10 Complete the text with an appropriate verb from the list in the correct present tense.

- practise • fly
- think • find
- choose • book
- study • get • stay
- not learn
- not have
- increase • want
- pick • arrive



Hi Matt!

How's things? Just have to tell you my news! As you know, I 1) hard to become an English teacher for the past ten months. The course is almost over and we 2) lessons every day now. So today, I 3) at home to prepare for my big adventure! I 4) a job and 5) my ticket already. Next month, I 6) to Colombo in Sri Lanka! The demand for English teachers there 7) all the time. I'm going to work in a small school. My flight 8) in Colombo at 3 o'clock in the morning so my new boss 9) me up.

I really 10) to learn the local language. I 11) my Sinhalese all week and now know a few basic phrases!

Sri Lanka 12) much hotter than England in summer, which is a plus point! Of course, there will be problems. I 13) enough of the language yet to be able to communicate freely and I'll be far away from friends and family.

14) I the right destination? I'm about to find out! 15) What you? Write back, Alex

11 a) **SPEAKING** Imagine you have your dream job. Ask and answer the questions with your partner.


- What do you do?
- What does the job involve?
- How long have you had this job?
- What have you been working on recently?
- What are you doing next week?

- b) Tell the class about the job your partner is doing.

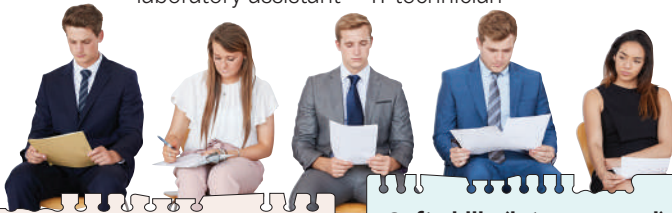
Skills in Action

Vocabulary

Job skills

1 a)  Look at the table and decide which skills are important to do the jobs in the list.

- accountant • social media manager • nurse
- laboratory assistant • IT technician




Hard skills (teachable)

- fluent in English, Arabic, etc
- excellent with numbers,
- qualified in law, IT, etc
- experienced in sales, etc
- skilled at operating machinery, etc
- advanced IT skills
- driving licence
- bachelor's/master's degree
- doctorate (PhD)

Soft skills (interpersonal)

- decisive
- cooperative
- caring
- organised
- motivated
- a problem-solver
- innovative
- a strategic thinker
- team-oriented
- good communication skills
- attentive to detail


b)  What hard/soft skills have you got? Tell your partner.

Listening

Study Skills

Identifying information

Read through the sentences to get an idea of what you will listen to. Predict what is missing from each gap (noun, verb, etc). This will help you complete the task.


2  Listen to the beginning of a talk about internships from a university careers adviser. Complete the sentences with a word or short phrase.

Internships


- A university 1) sometimes arranges internships for its students.
- Malcolm believes that work 2) is extremely important.
- Interns learn to be cooperative and 3)
- 4)% of good internships turn into jobs.
- There are a lot of 5) for every intern vacancy.
- An intern can work for up to 13 weeks in 6)
- Some 7) interns work until 9 pm.
- Over a third of companies now give their interns a(n) 8)

Everyday English

Recommending a person for a job

3  Listen to and read the dialogue. How does Mr Higgs' manager describe him?

- A:** How long has Mr Higgs been an intern with you?
B: Five months. He completes his internship next month.
A: What are his duties as an accounting intern?
B: He's mainly been assisting with the annual audit.
A: What would you consider are his best professional qualities?
B: He's excellent with numbers, of course. And he's fluent in French and German, which is essential for a European company.
A: I see. How would you describe his soft skills?
B: He's organised, hard-working and, above all, cooperative.
A: And do you think Mr Higgs would be a good candidate for the position we're offering?
B: Without a doubt. He'd be an asset to any accounts department. We'd offer him a job ourselves, but we aren't taking on staff this year.
A: Thank you for your time. You've been very helpful.


4  Act out a similar dialogue. Use the prompts below and language from the box.

Ms Patel – nursing intern

- 3-month internship • recording patients' conditions – feeding patients • qualified nurse – advanced IT skills
- caring – sensitive to patients' needs

Asking for information	Recommending
<ul style="list-style-type: none"> • Has ... been with you long? • Can you describe his/her duties? • What hard skills does ... have? • What about soft skills? • Would you recommend ... for the job? 	<ul style="list-style-type: none"> • excellent/impressive/strong/great ... • Above all/Most importantly/ Most of all, ... • without a doubt • definitely/absolutely • He'd/She'd be an asset to ... • He/She is just the person for/stands out as ...

Pronunciation: /æ/, /ɑ:/, /ʌ/

5  Listen to the sentences and identify the /æ/, /ɑ:/ and /ʌ/ sounds. Listen again and repeat.

The **clerk** demanded a high **salary**.
 The **other** company gave an **accurate** report.
Candidates must have **advanced** skills and be **trusted** with **money**.

Reading & Writing

- 6 Read the email and put the paragraphs in the correct order.

New message

To: doyle@labmail.com Cc: Bcc

From: kstokes@sciencelab.com

Subject: Ms Wade reference

Dear Mr Doyle,

A All in all, Ms Wade has been a pleasure to work with and **1) I have no hesitation in recommending her** for the position you offer. Her ability to manage important data and cooperate as part of a team make her a valued addition to any laboratory, and we will be sorry to see her leave. **2) If you should require any further information**, please feel free to **3) contact me**.

B Further to your request for a reference for Ms Wade, **4) I am glad to be of assistance**. For the last three months, Ms Wade has been serving an internship under my supervision. During her time here as laboratory assistant, **5) her work has been more than satisfactory**.

C Ms Wade's main duties involve performing simple tests and processing samples. **6) She is also responsible for ordering supplies**. She shows considerable skill and is attentive to detail while carrying out her work. In addition, her computer skills are excellent. **7) Ms Wade is valued as a reliable member of staff**.

Yours sincerely,
Katharine Stokes
Senior Technician

Send



Writing Tip

Formal language

Formal language is used in many business contexts. It is characterised by longer complex sentences, advanced vocabulary and no contractions. It shouldn't include emotive language and emotive punctuation, e.g. exclamation marks.

- 7 Which of the following are good tips for writing formal letters/emails? Find examples in the email.

- 1 Use contracted forms.
- 2 Always finish with 'Yours faithfully' when we know the name of the recipient.
- 3 Write long, complex sentences.
- 4 Use polite vocabulary.
- 5 Use everyday, casual phrases.

- 8 Match the informal phrases (a-g) to the formal ones (1-7) in the model email.

- a she is just the person
b you can count on Ms Wade
c we've had no problem at all with her work
d If you'd like to know more
e she also has the job of
f I'm happy to help
g give me a call

Writing (an email giving a reference)

- 9 You have received the following email.

email

X [icon]

REFERENCE REQUEST

Dear Mr Shepherd,

We are writing to request a short reference for Mr Julian Higgs, who is currently a candidate for the post of staff accountant with our firm. The information you supply will be treated in the strictest confidence. Thank you in advance.

Yours sincerely,
Bob Trent
Human Resources

Plan your reply by referring to the dialogue in Ex. 3 and making notes on the following:

- how you know the person
- duties; hard & soft skills
- suitability for the post

- 10 Use your notes to write your email (140-190 words). Follow the plan.

Plan

Dear Mr Trent,

Para 1: reason for writing & how you know the candidate

Para 2: duties & skills

Para 3: your recommendation & closing remarks

Yours sincerely,

Pat Shepherd

Accounts Manager

VALUES

Thoroughness

If a job's worth doing, it's worth doing well.
proverb



B2 Skills Practice

Use of English

Open cloze

Pay attention to the words that come before and/or after the gap. They will help you do the task.

Preparing for the task

1 a) Read the sentences. What type of words are missing in each sentence? Choose.

- 1 Supermarkets often away free samples of their products. **noun/verb**
- 2 Hard work always pays off, matter what people say. **determiner/pronoun**
- 3 John is getting ready for his interview. **object pronoun/reflexive pronoun**
- 4 Some people dislike asked personal questions. **present participle/past participle**

b) Choose the item which best completes each gap.

- | | |
|-----------------|----------------|
| 1 give – gift | 4 being – been |
| 2 none – no | |
| 3 him – himself | |

2 For questions 1-8, read the text below and think of the word that best fits each gap. Use only one word for each gap.

Hard & soft job skills

As anyone **0** *who* is job hunting knows, you have to have the right skills for the job. But did you know that there are **1** hard and soft job skills? Before you **2** up trying to get that amazing job you're after, let's take a look at how to get the right mix on your CV. So just what is the difference **3** these two skills?

Hard skills show that you have **4** trained to do a particular job. If you apply **5** a job as a computer programmer, for instance, you need good IT skills. Occasionally, it's possible for people to teach **6** these kinds of skills, but mostly they are learnt in the classroom. You are not born with them. Soft skills like cooperation or decision-making, on the **7** hand, are part of your personality. They are just as important as hard skills, **8** matter what job you apply for!

Word formation

Read the sentence carefully to decide what part of speech the missing word is. Remember that the beginning of a word can change as well as its ending. Correct spelling is required.

Preparing for the task

3 a) Read the sentences and look at the words in brackets. What part of speech are they?

- 1 He has in dealing with paperwork. **(difficult)**
- 2 Due to his, he didn't get the job. **(experience)**
- 3 Athletes have to be very to do well. **(compete)**
- 4 Being a night nurse is a job. **(tire)**
- 5 The long working hours will Tina from applying for the job. **(courage)**
- 6 is a difficult subject. **(economy)**
- 7 Unemployment has decreased. **(recent)**
- 8 The boss in never; he treats all his staff equally. **(fair)**

b) What kind of word should be used to complete each gap? Which ask for a negative prefix?

c) Use these beginnings/endings to form new words to complete the gaps in Ex. 3a: *un-, in-, dis-, -ics, -ive, -ing, -ly, -y*.

4 Complete the sentences (1-8) with the correct form of the words in brackets, as in the example.

- 0 To be an astronaut, you have to do years of *intensive* training. **(intense)**
- 1 It's when colleagues don't do their share of the work. **(irritate)**
- 2 A knowledge of computer is an advantage in this job. **(graph)**
- 3 Although the deadline is rather, I think we'll be able to meet it. **(challenge)**
- 4 Sharon arrives at 8 am each day to the office. **(lock)**
- 5 Thank you for waiting The doctor will see you now. **(patient)**
- 6 As our new PE teacher, you will have a full, programme most afternoons. **(act)**
- 7 Tim's physical doesn't stop him from being an excellent employee. **(ability)**
- 8 is an important job quality. **(honest)**

Listening

Sentence completion


Read the gapped sentences before you listen and think of the kinds of words which could fit in the gaps to complete the sentences.

Preparing for the task

- 5** a) Read the sentences (1-8). What kind of words are missing from each gap? Choose from: *singular noun, plural noun, noun describing occupation, abstract noun, group noun, -ing form, adjective, number.*

- 1 Ben's got a(n) for an advertising job.
- 2 Adam is a(n) worker who never lets the company down.
- 3 up the report took Joyce all day.
- 4 All must submit a copy of their CVs.
- 5 Did you know that per cent of employers value soft skills more than hard skills?
- 6 Helen has a great of commitment and takes her work very seriously.
- 7 Kaye works as a(n) in a large IT company.
- 8 Our is playing a big match on Friday.

b) Now fill the gaps. Use: *58, sense, interview, team, programmer, typing, reliable, candidates.*

- 6**  You will hear a woman called Jane Langley, who works for a job centre, talking about unemployment amongst graduates. For questions 1-10, complete the sentences with a word, number or short phrase.

Graduate unemployment

Jane says that job 1) is something graduates often want her advice about.

Jane recommends accessing the job market by contacting friends or members of your 2) online.

The number of non-advertised jobs is up to 3) per cent.

Jane says graduates can display their skills and 4) by setting up their own website.

Jane suggests 5) as well as working part-time.

Jane believes that occasional contact with a(n) 6) can be helpful in making progress.

Even when interns don't receive a salary, the 7) can still benefit them.

Not all methods of job searching are as 8) as others.

In order to find work, it may be necessary to go and live in 9), according to Jane.

Taking a course in teaching English as a(n) 10) is given as an example of how to expand on your degree.

Speaking

Answering personal questions

Make sure you understand the question. Use related vocabulary to answer it. Keep to the theme and avoid going into details on unrelated topics.

Preparing for the task

- 7** a) Read the question. Which of the following would be suitable to include in your answer?

What job would you like to do?

- what you study/hope to study
- where you live
- expected salary
- difficulties/challenges
- popular jobs in your family
- reasons why attractive

- b) Read answers A and B. Which is the best answer? Why?**

- A** I'd like to be a vet. I love animals and that's why I enjoy living in a big town where there are lots of pet owners. There's even a zoo here. I would really enjoy the challenge of making sick animals well, although at times, it would be difficult when you couldn't do anything to help them. But that's all part of the job. My sister and cousin are both accountants, but that's not a career that interests me at all.
- B** I'm planning to become a chef. It's a really creative job and talented chefs can make a big name for themselves. The job is not always that well paid. But I wouldn't do it for that reason. I really love cooking and I'm already halfway through a two-year course in Food and Professional Cookery. I can't wait to try out my skills in my first job! I know chefs work long, difficult hours in hot kitchens, but I don't mind that!

- 8** Answer the question.

Which of the jobs would you prefer to do? Why?





CONTENTS



Dream big
(pp. 4-11)

Grammar	Vocabulary	Reading	Listening	Speaking	Writing	Culture
<ul style="list-style-type: none"> present tenses stative verbs past tenses <i>used to – be/get used to – would</i> prepositions phrasal verbs 	<ul style="list-style-type: none"> inspiration character qualities similes related to character (<i>as ... as</i>) 	<i>The ultimate role model?</i> (article – multiple choice)	dialogue (multiple choice)	<ul style="list-style-type: none"> a presentation a personal interview 	<ul style="list-style-type: none"> an article describing a person writing tip: descriptive language; title 	<i>Inspiring characters</i> (article – multiple matching)



Touch of nature
(pp. 12-19)

<ul style="list-style-type: none"> (to)-infinitive/-ing form intensifiers prepositions phrasal verbs 	<ul style="list-style-type: none"> the universe verbs related to <i>shine</i> idioms with <i>shine</i> 	<i>Written in the Stars</i> (article – gapped text: missing sentences)	dialogue (multiple choice)	<ul style="list-style-type: none"> a presentation narrating – expressing surprise/confusion 	<ul style="list-style-type: none"> a summary of a legend a narrative writing tip: elements in stories 	<i>How Finn McCool's hair went white</i> (article – correct sentences)
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Stuff that matters
(pp. 20-27)

<ul style="list-style-type: none"> comparisons <i>like – as</i> <i>it – there</i> prepositions phrasal verbs 	<ul style="list-style-type: none"> fashion clothes & accessories idioms related to clothes 	<i>Green is the new black</i> (article – multiple matching)	monologues (multiple matching)	making choices – expressing certainty – uncertainty	<ul style="list-style-type: none"> a blog entry an expository essay writing tip: hook statement; context; thesis 	<i>Born & Worn in the USA</i> (article – multiple matching)
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Values A – (p. 28)
Public Speaking Skills A – (p. 29)



Reshaping work
(pp. 30-37)

<ul style="list-style-type: none"> future tenses other future forms degrees of certainty prepositions phrasal verbs 	<ul style="list-style-type: none"> work – soft skills employment conditions idioms related to work 	<i>The 21st century worker</i> (article – gapped text: missing paragraphs)	a dialogue (multiple matching)	asking for/expressing opinions – reacting	<ul style="list-style-type: none"> a paragraph expressing opinion an opinion essay writing tip: techniques to start/end opinion essays 	<i>Million dollar Mottos</i> (article – multiple matching)
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Rebooting happiness
(pp. 38-45)

<ul style="list-style-type: none"> modals (present & past) deductions modality phrases prepositions phrasal verbs 	<ul style="list-style-type: none"> feelings emotional intelligence idioms related to feelings/mood 	<i>Happiness to stream onto your screen</i> (article – multiple matching)	a dialogue (multiple choice)	requesting advice – empathising – suggesting solutions	<ul style="list-style-type: none"> a review an essay making suggestions writing tip: linking ideas 	<i>So you want to become a US citizen?</i> (online article – answer questions)
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What's on tonight?
(pp. 46-53)

<ul style="list-style-type: none"> passive voice personal/impersonal structures <i>the/-</i> prepositions phrasal verbs 	<ul style="list-style-type: none"> entertainment theatre idioms related to the theatre 	<i>Virtually watching</i> (article – multiple choice)	monologues (multiple matching)	<ul style="list-style-type: none"> a debate reviewing a theatre performance 	<ul style="list-style-type: none"> an advert a review of a theatre performance writing tip: elements in reviews 	<i>Visiting Ireland: music</i> (article – text completion)
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Values B – (p. 54)
Public Speaking Skills B – (p. 55)



Health is wealth
(pp. 56-63)

Grammar	Vocabulary	Reading	Listening	Speaking	Writing	Culture
<ul style="list-style-type: none"> causative form substitution & ellipsis prepositions phrasal verbs 	<ul style="list-style-type: none"> health health problems idioms related to health 	<i>Super healthy</i> (article – multiple matching)	monologues (multiple matching)	<ul style="list-style-type: none"> a debate asking for/ giving advice – expressing regret/sympathy 	<ul style="list-style-type: none"> a paragraph expressing opinion a blog post giving advice writing tip: elements in blog posts – using the senses 	<i>Nature's Medicine Cabinet</i> (article – T/F statements)



Drop by drop
(pp. 64-71)

<ul style="list-style-type: none"> conditionals mixed conditionals hypothetical meaning prepositions phrasal verbs 	<ul style="list-style-type: none"> global problems social issues idioms with <i>water</i> 	<i>Making the Sahara Green ... again</i> (article – matching headings to paragraphs)	monologues (multiple matching)	<ul style="list-style-type: none"> a presentation making a proposal – giving expected results – agreeing/ disagreeing 	<ul style="list-style-type: none"> a proposal writing tip: supporting suggestions 	<i>Volunteering UK</i> (online article – multiple matching)
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Conflicting opinions
(pp. 72-79)

<ul style="list-style-type: none"> wishes unreal present/past prepositions phrasal verbs 	<ul style="list-style-type: none"> living abroad work conflict idioms related to conflict 	<i>Overcoming anxiety abroad</i> (article – multiple matching)	dialogues (multiple choice)	<ul style="list-style-type: none"> expressing opinions making an apology – accepting an apology 	<ul style="list-style-type: none"> a reply to a forum post a business email of apology writing tip: tone – objective, polite language 	<i>Scholarships to study abroad</i> (online article – T/F statements)
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Values C – (p. 80)
Public Speaking Skills C – (p. 81)



It's my right!
(pp. 82-89)

<ul style="list-style-type: none"> reported speech modals in reported speech reporting verbs prepositions phrasal verbs 	<ul style="list-style-type: none"> consumer rights my rights idioms with <i>right</i> 	<i>Connected Consumers</i> (article – multiple choice)	dialogue (multiple matching)	expressing cause & effect	<ul style="list-style-type: none"> a cause-and-effect essay writing tip: transition words 	<i>Which?</i> (online article – matching headings to paragraphs)
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Hitting the target
(pp. 90-97)

<ul style="list-style-type: none"> clauses participle clauses cleft sentences prepositions phrasal verbs 	<ul style="list-style-type: none"> sportsmanship active – inactive lifestyle idioms related to health & fitness 	<i>Whatever it takes</i> (article – multiple choice)	monologues (multiple matching)	expressing doubt – responding to doubt	<ul style="list-style-type: none"> rules a report writing tip: headings 	<i>The Changing Face of the Australian Open</i> (article – headings)
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A world of change
(pp. 98-105)

<ul style="list-style-type: none"> inversion determiners adding emphasis/vague language prepositions phrasal verbs 	<ul style="list-style-type: none"> state & society social change idioms related to change 	<i>Don't globalise – Glocalise!</i> (article – gapped text: missing paragraphs)	a lecture (sentence completion)	<ul style="list-style-type: none"> a presentation discussing pros & cons – conceding a point 	<ul style="list-style-type: none"> a for-and-against essay writing tip: rephrasing the topic 	<i>Gandhi</i> (article – matching headings to paragraphs)
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Values D – (p. 106)
Public Speaking Skills D – (p. 107)

CLIL (pp. 108-111)
Skills Practice (pp. 112-135)
Grammar Reference (pp. 136-163) (GR1-GR28)
Word List (pp. 164-181)

Pronunciation (p. 182)
Rules of Punctuation (p. 183)
American English – British English Guide (p. 184)
Irregular Verbs

Stuff that matters

Vocabulary

Fashion



- 1 a) What type of clothes do you prefer: *casual, baggy, flowery, loose, plain, scruffy, tight, second-hand, classic*?
- b) What do you consider before buying a piece of clothing: *quality? cost? practicality? trendiness?*
- 2 a) Complete the sentences. Use: *fast, pair, rack, developing, industry, stock, cotton, designer, wardrobe, fibres.*

Did You Know?

- On average, a garment bought off the 1) today will be worn as few as seven times before being thrown away.
- As much as half of the average person's 2) in the UK is never worn.
- 3) fashion companies have 52 'micro-seasons' instead of the traditional winter and summer, meaning clothes that are in 4) one week are gone the next.
- A 5) of denim jeans uses about a kilo of 6), which requires 7,500 to 10,000 litres of water to grow.
- Scientists say that 35% of microplastic waste in the ocean comes from synthetic textile 7)
- Even if a piece of 8) clothing says it is made in Italy or France, most of the work on it may still have happened in a 9) country.
- The fashion 10) has a huge carbon footprint, producing an estimated 10% of all greenhouse gases.

- b) In a minute, think of as many words as you can that collocate with fashion. Compare with your partner.

fashion show, fashion victim, etc

Reading & Listening

- 3 Listen to and read the text. What phrases with *fashion* were not on your list?

- 4 Read the text again and answer the questions. Then explain the words in bold. Which fashion blogger (A, B, C, or D) ...

- 1 conducts an annual event?
- 2 aims their writing at a particular group of people?
- 3 lives elsewhere to their place of birth?
- 4 found a reason for blogging while travelling?

GREEN is the new black

There are more and more people turning their backs on the global fashion industry because of its huge environmental footprint. They are **supported** by a growing army of green fashion bloggers from all four corners of the world, who believe you can button up just as trendily as before without damaging the planet further.

A **Jennifer Nini** was born in the Philippines but grew up in Australia. She now lives on and co-owns an organic farm in Queensland, and is the founder of the blog **Eco Warrior Princess**.

Inspired by a trip to Asian garment factories, where the **waste** and conditions shocked her, she began to blog about applying ecological responsibility to fashion. This means asking yourself questions before buying or even trying on an item, beginning with whether you really need it and if you can find it second-hand, and ending with **research** about what a new item of clothing is made of, whether it was ethically made and if it is made to last. After all, as Jennifer **points out**, "We can't just consume our way to a more sustainable world."

B **Zoe Edwards** is a mother of two and freelance sewing teacher from Eastbourne, UK, who started the fashion blog **So Zo What Do You Know** to teach readers to mend tears and holes in old

garments and create their own stylish ones. She believes that relearning the old skills of sewing, knitting and crocheting is the secret to "a more sustainable and authentic life", as she says, which has a **lower** impact on the planet. Her how-to videos help novices master everything from taking in a dress to creating a whole new outfit **from scratch**. She also launched the Me-May-Made challenge, which asks whether you can manage to dress only in clothes that you yourself have made for the whole of the month of May every year!

- 5 focuses on the impact of fashion on living creatures?
- 6 combines blogging with an educational role?
- 7 believes that garments produced in the past used to be made to last longer?
- 8 lives in a rural area?
- 9 teaches skills that were once commonly practised?
- 10 thinks that the way something is made is part of its beauty?

VIDEO



Karen Housel is an environmental specialist from Los Angeles, California, who turned her passion for fashion into a mission to make a difference. Her fashion blog **focuses** on upcycling – reworking and repurposing old clothing into new, fashion-forward

garments. These could come either from your own or your friends' wardrobes or from second-hand and charity shops, and she hopes to raise awareness that the newest does not always mean the best. On the contrary, the clothes that make it into second-hand shops are often of higher quality, designed not to wear out, created with the specific goal of **lasting** a lifetime – or longer! As this thrifty fashionista says, "This process highlights the value of what's old, well-made, and what has a story."



Joshua Katcher of Brooklyn, New York started **The Discerning Brute** in 2008. It's a blog dedicated to fashion that does no harm to animals. He believes that it's possible to look great while being less **cruel**, and that protecting animals by

definition means saving the planet. In his own words: "We believe in the simple idea that the handsomeness of an object should be matched by the handsomeness of how it was made." His aim is to **encourage** men to pursue a more sustainable lifestyle and begin to exercise their fashion conscience, buying from clothes companies that put animals first and guarantee their fabrics come from ecologically sound sources.

According to these bloggers fast fashion is doing irreparable damage to our planet. So let's celebrate this new generation of fashion bloggers, who believe you can dress better for less – less money, less waste and less harm. Following their guidance will have a dramatic effect on your fashion footprint. That's why the next piece of clothing you hang up in your wardrobe should be green!

Check these words

co-own, garment, stylish, sewing, knitting, crocheting, sustainable, thrifty, fashionista, irreparable

5 COLLOCATIONS Find and complete the words in the text that describe the following. Then use the phrases to make sentences.

- | | | | |
|---------|--------------|---------|---------|
| 1 | army | 4 | factory |
| 2 | corners | 5 | shop |
| | of the world | 6 | effect |
| 3 | farm | | |

6 PREPOSITIONS Choose the correct preposition. Check in your dictionary.

- The jumper is made **of/with** organic wool.
- Watch this how-to video to make a wedding dress **to/from** scratch
- You don't have to turn your back **at/on** fashion to be ecological.
- It's time to apply our low-waste principles **to/at** clothing.
- I have a deep passion **for/with** clothing, but I can't stand the damage it does to the world.
- Danny is dedicated **at/to** making his wardrobe zero waste within 12 months.

7 WORDS EASILY CONFUSED Choose the correct word. Check in your dictionary. Make sentences with the other options.

- If we **perform/exercise/train/rehearse** our environmental awareness, it's clear that our clothes shopping choices will change.
- This cream will **mend/patch/restore/renovate** the old leather in these boots so they look like new.
- Our blog encourages fashion consumers to lower their **impression/impact/effect/influence** on the planet.
- The **consequence/outcome/conclusion/decision** of our discussion was our commitment not to buy clothes for a year.

8 PHRASAL VERBS Choose the correct particle. Check in your dictionary.

- June was in the fitting room trying **on/out** dresses to find one for the party.
- I've lost a lot of weight, so I need to take **in/off** all my trousers.
- These shoes aren't worn **away/out** – instead of throwing them out, give them to me!
- Button **up/down**! It's freezing cold outside today.
- My flatmate's room is a mess – he never hangs **out/up** his clothes.

Speaking

9 **THINK** How could you make your fashion footprint smaller according to the text?

Writing

10 **ICT** Collect more information about how we can dress fashionably without damaging the planet. Use your notes to write a blog entry on the topic.

Grammar in Use

Comparisons ▶ p. GR6

- 1 Read the text. Look at the underlined words. Which compare one thing to another/one thing to more than one other? How do we form the comparative/superlative degree of adjectives/adverbs?



Julie Judge: I recently bought a dress from a site that looked more American than anything else, but when it arrived – not as quickly as they'd promised, either – it turned out it was from a different country much further away and the quality was far lower than it appeared to be in the photo. How can I shop more smartly and ecologically online?

Ross Boss: I'm not the most sustainable shopper, but for me it makes sense to pay the most reasonable price, not the lowest. Leather shoes can't be made for less than £50, people!

GreenTrees: Ross is right. Maybe it's time to become a different kind of online shopper – one that pays a bit more (though not the high-street price) for the best quality. It might be daunting to pay a week's wages for a decent winter coat, but since it will look good ten times as long as a cheap one, aren't you saving money?

Ecoflash: The problem is that the fashion industry is becoming more global at a time when we need to be getting more local. My advice to you is to seek out the closest clothes companies to where you live and do some research into which of them is the greenest. Then just use that one.

- 2 Put the adjectives/adverbs in brackets into the correct form.

- Production of synthetic fibres is (energy-intensive) than that of natural ones.
- Clothes factories produce far (much) greenhouse gas emissions than air travel.
- Which company produces clothes (sustainably) of all?
- Wash new clothes even (thoroughly) than old ones to get rid of the chemicals.
- I always research which clothes company has (strict) environmental practices before I buy something.
- Producing wool uses (little) water than producing nylon.
- Cotton is one of (bad) offenders in terms of chemical use.
- We need to think (deeply) about where our clothing comes from.

- 3 Read the text and complete the gaps with *as, by, far, more, the, than, less, least, all, much, too, bit, lots*.

Darcy knows about...

BUYING CLOTHES ONLINE



The key to buying online is that it's inherently a **1)** riskier than buying in a shop, isn't it? Many companies are honest, but there are still **2)** more that aren't. And judging clothes from an online photo is obviously **3)** helpful than trying them on in a shop. So how can we make the risk **4)** small as possible?

5) most important thing is to play to the Internet's advantages – users. Always go to the comments. If the dress is **6)** worse quality than it looked or bigger **7)** it said it would be, someone will have said something. Put the company name into your search engine too – even the **8)** known companies will have a review from a fashion blogger. Finally, **9)** the most valuable thing of **10)** for an online shopper is common sense. If an offer seems **11)** good to be true, it probably is. Don't buy something if the cost of making it is **12)** than the price they're selling it for!

Follow these simple rules and you'll quickly become a seasoned online clothes shopper.

- 4 Find and correct the mistakes.

- The further a garment has to travel, the most powerful its environmental impact is.
- Where you buy from is just so important as what you buy.
- The landfills around the world are filling up faster and fastest with clothes.
- Jackets can't be sold as cheaply so these ones and still be of high quality.
- Buying second-hand clothes is by far better for the planet than buying new.

like – as ▶ p. GR7

- 5 Read the sentence pairs and identify the uses of *like* or *as* in each.

- a The peak of the cap acts as a sunshade.

b My sister worked as a model for years.
- a This material feels like silk.

b No one can sew like him.
- a Mike regards designer clothes as a waste of money.

b The sales start on 1st January, as usual.
- a There's no place like Milan for fashion!

b The jeans she's wearing are the same style as mine.

6 Fill in *like* or *as*.

- Some companies try to make you feel the clothes you buy today are unfashionable tomorrow.
- He's studying photography so he can work a fashion photographer.
- It can take much 20,000 litres of water to make one kilogram of cotton.
- Fast fashion leads people to regard clothes disposable.
- You're wearing the same coat me!
- Don't act you're some kind of fashion guru – you're not!
- Fashion items such jeans are always popular.
- This material feels cotton, but check the label.

7 Complete the second sentence so that it means the same as the first sentence. Use two to five words, including the word in bold.

- Thrifty fashionistas love going to outlet stores the most. **NOTHING**
There's than going to outlet stores.
- Sales of clothes almost doubled between 2002 and 2015. **TWICE**
Almost were sold in 2015 compared to 2002.
- Most people think high fashion is only for the rich. **REGARDED**
High fashion for the rich.
- As he gets older, he dresses in a more fashionable way. **FASHIONABLY**
The older he gets, dresses.
- This designer's dresses are double the price they were last year! **TWICE**
This designer's dresses cost they did last year!
- Nobody is anywhere near this company in terms of eco-friendliness. **FAR**
This company is eco-friendly.

8 **SPEAKING** How has fashion changed since your grandparents were young? Use the ideas to make sentences, as in the example.

- formal/casual • tight/loose • brightly coloured/dull
- expensive/cheap • imported/home-grown • shop-bought/homemade • patterned/plain • long/short

A: *In my grandparents' youth, clothes were more formal, such as suits and ties.*

B: *Yes, they weren't as casual as the clothes we wear now, like jeans and hoodies.*

it – there p. GR7

9 Read the sentences. When do we use *it* as a subject? object? When do we use *there* as a subject?

It's great to see you.
I love **it** that she has her own style.
There's plenty of room for them.

10 Fill in: *it* or *there*.

- takes about 170,000 litres of water to grow a kilogram of wool.
-'s hard to find ethical clothes companies these days.
-'s great room for improvement in the fashion industry.
-'s a growing trend for making our own clothes.
-'s poor countries that see the negative side of the clothes industry.
- Buying cotton is not ideal, but is better than buying synthetic clothes.
- We all want to look good for less, but 's another option – second-hand clothes.
-'s hotter and drier now with climate change, so we can't afford water-thirsty crops like cotton.

11 Rewrite the sentences, as in the example. Use *it* or *there*.

- That she refused to show us her designs is strange.
It is strange that she refused to show us her designs.
- The tendency is to use child labour for fine sewing because of their small fingers.
.....
- The number of chemicals the average T-shirt contains is frightening.
.....
- A sustainability movement appears to be developing in fashion at the moment.
.....
- With the Internet, revamping your wardrobe is easier and cheaper.
.....
- Does a demand for green clothing exist?
.....

12 **SPEAKING** Play a game. One of you says a sentence beginning with *it* or *there*. The other must respond with another *it* or *there* sentence that makes sense.

A: *There's a new clothes shop down the road.*
B: *It would be interesting to visit it.*

Skills in Action

Vocabulary

Clothes & Accessories

- 1 a) Use the words from the list to complete the gaps.


- skinny • pleated • ankle • matching
- rolled-up • tie-dye • faded • slip-on
- retro



Boho chic is huge at the moment. Sandy is wearing a **1)** maxi skirt, silk blouse, a fedora hat and tan **2)** boots with a **3)** belt.

Street style is the fashion young people are wearing in cities. Here, Justin is wearing a **4)** vest, **5)** jeans and a pair of **6)** basketball trainers.

Normcore style is deliberately anti-fashion. Here, our model Louis is wearing a white T-shirt with **7)** sleeves, **8)** blue jeans and black **9)** shoes.


- b)  Tell your partner which look from Ex. 1a you prefer and why.

Idioms related to clothes

- 2 Explain the idioms in bold. Are there similar idioms in your language?

- No money left! It really **burns a hole in my pocket!**
- Stop buying clothes. It's time to **tighten your belt.**
- Sue's blog advises how to dress well **on a shoestring.**
- If you want to sew your own wedding dress, you'd better **roll up your sleeves!**
- He's just boasting – he's **all mouth and no trousers!**
- I went **with hat in hand** and asked him to help me.


Listening

- 3  You will hear five women talking about their fashion choices. What is each woman pleased about now? Match the speakers (1-5) to the letters (A-H). Three letters are extra.


- | | |
|--|--|
| A <input type="checkbox"/> the reduction in her wastefulness | D <input type="checkbox"/> a skill she learnt |
| B <input type="checkbox"/> the lower cost of shopping | E <input type="checkbox"/> her new look |
| C <input type="checkbox"/> the amount of money she makes | F <input type="checkbox"/> the job she does |
| | G <input type="checkbox"/> a connection she made |
| | H <input type="checkbox"/> the lack of guilt |

Everyday English

Making choices

- 4  Read the first exchange. What is the dialogue going to be about? Listen and read to find out.

- A:** Look at this dress. Isn't the silk fabulous? And it's pleated! Should I get it? I can't make up my mind.
- B:** Do you really need another dress? I know one thing for sure – your wardrobe's full of them.
- A:** Look at the price! It's 60% off the regular price.
- B:** I was reading that many outlets don't actually sell the same clothes as the regular shops. They're actually cheaper products that are designed to look the same.
- A:** What? I didn't know that! Now I'm having second thoughts.
- B:** Not just that – look at the label. This dress has come from halfway round the world. Think of all the fuel it took to get it here.
- A:** But what choice do I have? Everything's global these days.
- B:** There's a second-hand shop just round the corner. I bet we can find a good quality dress in there – and at a far lower price.
- A:** I'm not so sure, but OK – let's give it a shot.

- 5  Your partner wants to buy a pair of jeans. You want to persuade him/her to go to a clothes swap with you. Act out a dialogue similar to the one in Ex. 4. Use the fact file and phrases from the language box to help you.

Fact File

Every year, the fashion industry produces more carbon dioxide than all planes and ships combined. It takes 20,000 litres of water to produce 1 kg of cotton – enough to make just one pair of jeans. The fashion industry produces 92 million tons of waste material every year.

Expressing certainty	Expressing uncertainty
<ul style="list-style-type: none"> • I know one thing for sure. • actually/really • I bet/reckon ... • I'm sure/convinced that ... 	<ul style="list-style-type: none"> • I'm not so sure. • I can't make up my mind. • I'm blowing hot and cold. • I'm on the fence. • On the other hand, ... • I'm having second thoughts. • I'm in two minds.

Reading & Writing

- 6 Read the essay and complete the gaps with a word derived from the word in brackets.



The influence of influencers

- 1 Zoella has a million-plus followers. She is just one fashion influencer sharing fashion 1) (**wise**) on the Internet today. Where teens once turned to magazines for advice, they now head 2) (**line**). Wielding this power, influencers have revolutionised the fashion industry.
- 2 They have done this by offering a completely new method of marketing. TV and magazine advertising campaigns are no longer guarantees of reaching anyone, especially 3) (**millennium**). Fashion companies know the influencers they hire have an army of followers, eager to hear about their products.
- 3 Due to this, the relationship between the consumer and the product has 4) (**intrinsic**) changed. Fashion bloggers promote products as having their personal guarantee. Followers trust the person, not the company behind a product, and that is why they click on it.
- 4 And because of that little click, the most revolutionary change of all has taken place: a transformation of the act of purchasing itself. When a fashion blogger promotes a product, there is a link that takes 5) (**consume**) straight to the purchase page. Scouring clothes shop racks or scrolling through webpages is over, replaced by single-click shopping.
- 5 Influencers have changed fashion forever. By reshaping marketing campaigns, streamlining the path to a sale and 6) (**invent**) the relationship between product and purchaser, they have turned an industry of runways and collection launches into a far 7) (**cosy**) place. To get a sale today, a company just has to pay Zoella to tell her followers, "Just say yes!"

Writing Tip

Expository essays aim to explain a topic in a logical, fair way without mentioning the writer's opinion. The thesis (**main idea**) is explained in the first paragraph, then we present the points to support the thesis in separate paragraphs. We link our paragraphs with transition sentences to help the reader follow our essay. We never use *first* or *second* or *I/we* in such essays.

- 7 Read the essay again and answer the questions.

- 1 What is the thesis?
- 2 What supporting points has the writer provided?
- 3 What transition sentences has the writer used to link the main body paragraphs?

Note

The first paragraph in expository essays consists of the **hook** (often an intriguing fact), the **context** (information about the topic) and the **thesis** (what you are going to write about).

- 8 Find the hook, the context and the thesis in the first paragraph. How many sentences has the writer used for each?

Writing (an expository essay)

- 9 Read the task. Match 1-3 with a-c.

Your teacher has asked you to write an essay explaining how the environmental movement has changed the fashion industry. Write your essay (160-220 words).

- | | |
|--|--|
| 1 <input type="checkbox"/> Consumers demanding ecologically sound clothing | a is slowing fast fashion down. |
| 2 <input type="checkbox"/> People buying clothes that last | b has reduced fashion's carbon footprint. |
| 3 <input type="checkbox"/> Clothes shoppers going local | c have forced companies to become greener. |

- 10 We can use quotes to make our essay interesting to the reader. Which quote (1-3) matches the essay in Ex. 6?

- 1 "I wanted to dress the woman who lives and works, not the woman in a painting." – Giorgio Armani
- 2 "There is no beauty in the finest cloth if it makes hunger and unhappiness." – Mahatma Gandhi
- 3 "Style is a way to say who you are without having to speak." – Rachel Zoe

- 11 Use the ideas in Ex. 9 and 10 to write your essay. Follow the plan. Give your essay a title.

Plan

- Para 1:** thesis (main idea)
Para 2: effect 1
Para 3: effect 2
Para 4: effect 3
Para 5: restate main idea & main supporting ideas

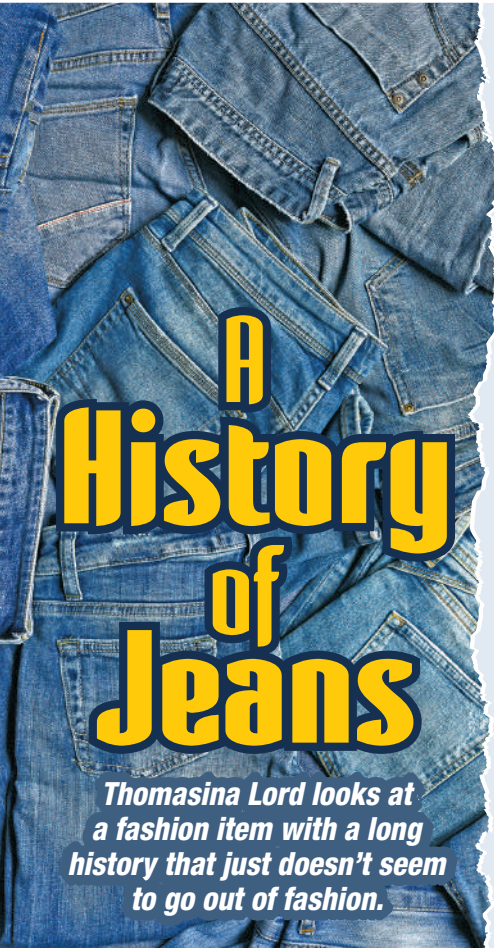
VALUES

Sustainability

Buy less. Choose well. Make it last.
 Vivienne Westwood

Reading

- 1** You are going to read a magazine article about a fashion item. Six paragraphs have been removed from the article. Choose from the paragraphs (A-G) the one which fits each gap (1-6). There is one extra paragraph which you do not need to use.



A History of Jeans

Thomasina Lord looks at a fashion item with a long history that just doesn't seem to go out of fashion.

Chances are you've got a pair somewhere in your wardrobe. You might not wear them to job interviews or glamorous nights out, but when it comes to lazing around the house or hanging out with friends, maybe even doing the chores, then this is the item of clothing that you'll find yourself wearing.

1

In the 19th century, gold miners in US needed trousers that would be strong and durable. The answer came from Europe in the form of a fabric made in the French city of Nimes and known as denim (a shortened form of the phrase 'de Nimes', meaning of or from Nimes).

2

Davis went into business with a German immigrant called Loeb Strauss, who had a factory making clothes and saw the potential of Davis's design. Strauss supplied the factory and Davis managed the design and production of the jeans, and worked at the factory until his death in 1908. The jeans they made together had by then become hugely popular with other working men, including ranchers and cowboys.

3

Following World War II, movies aimed at teenagers became just as popular as cowboy films in the USA. Films like *Rebel without a Cause* and *The Wild Ones* featured Hollywood heartthrobs like James Dean and Marlon

Brando, and they appeared on screen sporting blue jeans. Eager fans rushed out to the stores to look exactly like their heroes.

4

This condemnation carried on into the sixties and seventies, when jeans were the chosen clothing for the hippy movement, and seen by older generations as a symbol of directionless youth. But the times, as Bob Dylan sang in the late sixties, were changing, and by the middle of the seventies, almost every US and UK teenager wore jeans without being accused of revolt.

5

That perhaps constituted the high point of jeans in fashion. In recent years, they have fallen out of style somewhat, but they continue to sell in huge numbers. The old blue indigo dye has been replaced with chemical ones, and the jeans now come in a wide variety of different styles and colours.

6

Another great divide that jeans have bridged is the one between rich and poor. In the old days, you could tell the difference between a prince and a peasant at a glance, but no more. No longer can you easily tell a person's worth by their clothes, because nearly everyone wears the same workman's uniform today: a pair of faded blue jeans.

- A** These days, they are sold ripped and distressed, stone-washed and in original blue, in different cuts and colours. The original denim material, in some cases, has been supplemented by elastic, allowing the jeans to stretch and be worn skin-tight. Far from being an item of clothing for the young, jeans are now worn by all ages, from toddlers to the elderly.
- B** Born in Riga in Latvia, Davis worked as tailor before migrating to America when he was just 23. Initially managing a tailor's shop in New York City, he eventually moved west along with thousands of other young men, seeking their fortune on the west coast. He settled in San Francisco, where he set up his own business making clothes.
- C** A man called Jacob Davis, who made clothes in the San Francisco area where a lot of the gold miners were, chose this sturdy cotton fabric to make work trousers out of. The problem was that they often split apart at the seams. That's when Davis had a brilliant idea. He used copper rivets (metal fasteners, usually employed to connect pieces of metal) on the ends of the seams, making the trousers much stronger.
- D** Jeans weren't so popular with those in positions of authority, on the other hand. Many connected them with teenage rebelliousness and disrespect. In some areas, both in the US and the UK, schools and cinemas even went so far as to ban people from wearing jeans on their premises.
- E** There's a pair of jeans in the wardrobe of nearly every teen and young adult in the Western world. And it's perhaps not surprising that they are the garment of choice for doing jobs around the house. They were originally designed for workmen who required a strong material to protect them from a dirty and potentially dangerous job.
- F** This connection with the legendary America West would be what changed the humble jeans into a fashion icon. In the first half of the 20th century, as Hollywood Westerns began to dominate the world of films, the stars of the screen often wore a garment that hadn't really existed in the Wild West: a pair of blue jeans.
- G** Denim was not just used for jeans as that decade wore on. It also became a popular material for shirts and jackets, as well as shorts and hats. The 80s and 90s saw the rise of designer brands and the truly fashion conscious took to wearing jeans costing more than ordinary people could ever afford. The humble pair of working man's trousers had come a long way.

Use of English

- 2** For questions 1-8, read the text below. Use the word given in capitals to form words that fit in the gaps in the same lines.



Fast fashion dominates the fashion world these days. The **0)** **consequences** of all those cheap clothes, though, are proving devastating for the environment and giving customers the wrong **1)** about the true cost of clothes. Luckily, some designers are taking the matter into their own hands and pushing the message that clothes need to be for life. One of these is Gudrun Sjödén, who has been designing since the 1970s. Her brand wants to make a change in the fashion world by educating consumers. It uses **2)** production methods and invests in projects such as the **3)** of woodland and bees. It runs workshops and offers talks on ways to make our lives greener. Gudrun cites the example of food that clearly states on its **4)** how organic it is. She wants clothes to display how they have been made. Her work is a part of a green business model, one that other designers should consider. As Gudrun herself says, "I think this is my most important contribution to a greener, more wonderful world." No matter how **5)** she might try to be, though, ultimately, consumers need to take responsibility for their own **6)** If they do, then the outcome could prove **7)** for the planet and, you never know, they might even end up with some **8)** new looks!

SEQUENCE

IMPRESS

SUSTAIN

PROTECT

PACK


INFLUENCE

DECIDE

BENEFIT

TERRIFY

Listening

- 3**  You will hear an interview with Hannah and Simon Daniels, who are both fashion designers. For questions 1-6, choose the answer (A, B, C or D) which fits best according to what you hear.

- What does Hannah say about Tom Barnes' suit?
 - It was intended to create a lot of press coverage.
 - It was created to promote a line of vegan clothes.
 - It caused some negative comments in the press.
 - It was an item of clothing he wore several times.
- What does Simon imply about the clothes they make?
 - He believes they are worth the money.
 - He thinks it is acceptable to make a lot of profit.
 - He thinks the cost in the shops is too high.
 - He cannot see a way to make them any cheaper.
- What does Hannah say about developing countries?
 - These countries do not have a successful fashion industry.
 - Designers in these countries have copied her clothes.
 - The designers in these countries want to work elsewhere.
 - She is trying to help their designers get more publicity.
- What does Simon say about customers who buy fast fashion?
 - They do not care about how the clothes are made.
 - They should not buy clothes made in sweatshops.
 - They do not get a lot of use out of the clothes they buy.
 - They should be willing to pay more for their clothes.
- How does Hannah feel about traditional fashion shows?
 - They give a false idea about buying clothes.
 - They promote clothes that are too expensive.
 - There are far too many of them every year.
 - They do not show clothes that shoppers want.
- What does Simon say about fast fashion's effect on the environment?
 - It is the main producer of greenhouse gases.
 - It is looking for new ways to keep costs down.
 - It is trying to use greener methods of production.
 - It is sometimes produced in places that break environmental law.

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