

BBC

NL



















FOCUS 3

STUDENT'S BOOK

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GSE: 46-60 CEFR B1/B1+

	VOCABULARY	GRAMMAR	LISTENING	READING
1 A new look BBC  p. 116 Distressing jeans	pp. 4–5 Clothes and accessories; fashion and style; personality Quiz: Style trial p. 15 Word list	p. 6 Dynamic and state verbs GRAMMAR ANIMATION 	p. 7 Friendship Vocabulary: Relationship phrases Exam Focus: True/False Pronunciation Focus: Numbers	pp. 8–9 Icons of fashion Vocabulary: Clothing; compound adjectives Exam Focus: Note completion
2 It's just a game BBC  p. 118 The Brujas	pp. 18–19 Phrasal verbs; collocations; people in sport Reading: Sporting questions p. 29 Word list	p. 20 Narrative tenses GRAMMAR ANIMATION 	p. 21 Role models Vocabulary: Phrasal verbs Exam Focus: Note completion Pronunciation Focus: Long vowel sounds	pp. 22–23 Rafa: My story Vocabulary: Rituals and routines; word families Exam Focus: Gapped text
3 On the go BBC  p. 120 A hotel in the clouds	pp. 32–33 Noun phrases; collocations; synonyms for trip Listening: Extreme journeys to school p. 43 Word list	p. 34 Present and past speculation GRAMMAR ANIMATION 	p. 35 Different holiday experiences Vocabulary: Compound nouns Exam Focus: Multiple choice Pronunciation Focus: Word stress	pp. 36–37 Travel and the smartphone generation Vocabulary: Negative adjectives; verb phrases Exam Focus: Multiple choice
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1.1

VOCABULARY

Clothes and accessories • fashion and style
• personality

I can describe people's personality, abilities and clothes.

SHOW WHAT YOU KNOW

1 Put the words in the box under an appropriate heading.

bald cheerful cotton determined hoodie leather
sensible sensitive slim suit wavy hair well-built

Personality	Appearance	Clothes/Materials
	bald	

2 **SPEAKING** Add more words under each heading. Use the words to describe somebody you know well.

*Magda is slim with wavy hair. She's very determined.
She usually wears ...*

A new look

You never get a second chance to make a first impression.

Andrew Grant

B B C



BBC DISTRESSING JEANS

1 Watch the BBC video.
For the worksheet, go to page 116.

STYLE TRIAL QUIZ

Read the statements below and put

A = I agree B = it depends C = I disagree

- 1 People say I'm trendy. ☐
- 2 I always use hair products (gel, hairspray, etc.) in the morning. ☐
- 3 I get bored with my clothes quickly. ☐
- 4 I love dressing up for parties. ☐
- 5 I don't mind where my clothes come from – I just want to look good. ☐
- 6 I'd never shave my head for charity. ☐
- 7 I believe that wearing make-up is not only for women. ☐
- 8 I'm interested in **what's in fashion** and **what's out of fashion**. ☐

YOUR RESULTS:

MOSTLY As

You're a fashionista! You're a party animal and you like to **be the centre of attention**. You're **trendy** and you **care about your appearance** but be careful you don't **come across as shallow** or **vain**.

MOSTLY Bs

You might have some trendy items in your wardrobe, but in general you **go for a casual look** rather than a formal one. You're **down-to-earth** and have a **carefree** attitude to clothes. That's why you like practical clothes like sportswear. You **feel comfortable in your own skin**, and people like you because you're **easy-going** and **you go with the flow**.

MOSTLY Cs

You're not interested in following trends and you tend to be a little **rebellious**. You're against 'fast-fashion'* and you believe in buying good-quality clothes that last a long time. You like to know where your clothes are made, and you don't mind paying a bit more for ethical brands.

*fast fashion – inexpensive fashionable clothes that are sold for a short time and then replaced by newer collections.

- 3 **SPEAKING** Do the quiz and compare your answers. How accurate is the description of you in Your results?

- 4 Tick the items in the list that you can see in the picture.

Clothes

a blouse ☐ a dark suit ☐ a denim jacket ☐
 faded jeans ☐ a fleece ☐ leggings ☐
 a sweatshirt ☐ a waistcoat ☐

Shoes and accessories

ankle boots ☐ bangles ☐ a beanie ☐
 high heels ☐ a leather belt ☐ a necklace ☐
 a silk tie ☐ vintage sunglasses ☐



WORD STORE 1A Clothes and accessories

- 5 **1.2** Complete WORD STORE 1A with the words from Exercise 4. Then listen, check and repeat.

- 6 **SPEAKING** Describe in detail the type of clothes you would wear in the following situations. Use the words in WORD STORE 1A and your own ideas.

(at school at home on a night out for a picnic
 for an interview for a date at a wedding
 at a house party on a shopping trip)

At home I usually wear comfortable clothes like jeans or leggings and a T-shirt or sweatshirt. Sometimes, I even wear my pyjamas!

WORD STORE 1B Fashion and style

- 7 **1.3** Complete WORD STORE 1B with the expressions in red from the quiz. Then listen, check and repeat.

- 8 **SPEAKING** Use the sentences in WORD STORE 1B to talk about the people you know. Choose the person most different from you and describe them in detail to a partner.

My friend Sasha cares a lot about his appearance. He spends a lot of money on clothes and rarely wears the same thing twice ...

WORD STORE 1C Personality

- 9 **1.4** Complete WORD STORE 1C with the underlined words and expressions in the quiz. Then listen, check and repeat.

- 10 Complete the sentences with the most appropriate adjectives in WORD STORE 1C.

- 1 Tom never loses his temper or gets irritated. He's very _____.
 2 Ana is so _____. She's only interested in how people look.
 3 Will is _____. He always knows how to solve practical problems.
 4 Phil is extremely proud of his good looks. He's quite _____.
 5 Tammy never worries about anything. She's so _____.
 6 Joss is quite _____. She doesn't like obeying rules.

- 11 **SPEAKING** Choose three people you have a photo of on your phone. Describe their personalities to a partner.

This is Maria. She's my cousin. She's a really easy-going person with a carefree attitude to life. She ...

1.2

GRAMMAR

Dynamic and state verbs

I can use dynamic and state verbs correctly.

1 **SPEAKING** Imagine you are going to a weekend music festival in the summer. Discuss what you would wear.

2 **1.5** Read and listen to Jo Mack and answer the questions.

- 1 Who does she work for? 3 What is she doing there?
2 Where is she now?

HOW TO DRESS:

FESTIVAL FASHION

Welcome to our regular feature. This week we are looking at what people wear to music festivals.

Jo: Hi! I'm Jo Mack and I **work** as a fashion editor for *Hip* magazine. I **think** I must have the best job in the world because today I'm **working** at the Coachella music festival in California. The question I'm **asking** is 'What is the "Festival Look" this year?'. Ten thousand people **are listening** to music here and I **believe** the temperature is 32°. I **know** Radiohead are on later and I really **want** to watch them, but right now I'm **speaking** to people about what they're **wearing** and why.

3 Read the GRAMMAR FOCUS and look at the verbs in blue in Exercise 2. Which verbs describe an action and which describe a state?

GRAMMAR FOCUS

Dynamic and state verbs

- Most verbs have dynamic meanings. They describe actions: something 'happens'. You can use them with simple or continuous forms.

*I **work** as a fashion editor for Hip magazine.*

*Today I'm **working** at the Coachella music festival.*

- Some verbs have stative meanings. They describe states: nothing 'happens'. You cannot use them with continuous forms.

*I **believe** the temperature is 32°. (NOT I'm believing)*

Note:

A few verbs (e.g. *think*, *have*, *look*) have both dynamic and stative meanings. The meanings are different:

*I **think** I must have the best job in the world.*

(*think* = *believe* → stative)

*I'm **thinking** about going to see them.*

(*think* = *consider* → dynamic)

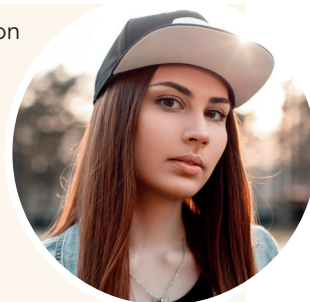
4 **1.6** Read and listen to Jo's interview with Anna. Decide which of the underlined verb phrases are state verbs and which are dynamic verbs.

Jo: Hi! I'm reporting on festival fashion for *Hip* magazine. I like your hat.

Anna: Thanks. I don't usually wear hats. But it's really hot, so I'm wearing this baseball cap. It belongs to my brother. He doesn't need it because he isn't here today. He's revising for his exams!

Jo: Oh, that's a shame.

Anna: No, it's OK. My brother hates festivals. He prefers listening to music at home. I really want to see Kings of Leon – I listen to their music all the time!



5 **1.7** Complete Jo's interview with Tom with the correct Present Simple or Present Continuous form of the verbs in brackets. Then listen and check.

Jo: Hi! I'm reporting on festival fashion for *Hip* magazine. ¹Are you enjoying (you/enjoy) the festival?

Tom: Yes, I ²_____ (have) a really good time.

Jo: I ³_____ (love) your T-shirt.

Tom: Oh, thanks! It's my festival T-shirt!

Jo: Oh, it ⁴_____ (look) great. But why ⁵_____ (you/wear) jeans? It's so hot!

Tom: My legs are very skinny and so I ⁶_____ (never/wear) shorts, even in summer. In fact, I ⁷_____ (not have) any shorts!

Jo: So which bands ⁸_____ (you/want) to see today?

Tom: I ⁹_____ (like) Foo Fighters, but I ¹⁰_____ (not know) when they're on. I ¹¹_____ (look) for a festival programme.

Jo: I have one here – oh, they ¹²_____ (play) now.

Tom: Oh right – thanks! See you.



6 Look at Jo's interview with Tom again. Find two verbs with both dynamic and stative meanings and explain the differences in meaning.

7 Write true sentences about yourself with the affirmative or negative form of the verbs in brackets in an appropriate present tense.

- I _____ (need) a new pair of trainers.
- I _____ (wear) my favourite T-shirt today.
- I _____ (buy) all my clothes online.
- I _____ (like) shopping.
- I _____ (think) most clothes are too expensive.
- I _____ (think) of going shopping later.

8 **SPEAKING** Ask each other questions based on the sentences in Exercise 7.

Do you need a new pair of trainers?

1.3

LISTENING

True/False

I can understand the key points of a radio programme on a familiar topic.



A 'A friend is someone who knows everything about you and still likes you.'

B 'The best mirror you can have is an old friend.'

C 'There is nothing better than a friend, apart from a friend with chocolate.'

1 **SPEAKING** Read sayings A–C about friendship and discuss the questions.

- Which saying do you like best? Why?
- What qualities should a close friend have?
- How would you complete the sentence: 'A true friend ...'?

2 **1.8** Listen to a radio programme about friendship. What do the numbers in the box refer to?

(2 16 17 5 or 6 313 3 or 4)

3 **SPEAKING** Discuss how many friends you have. Talk about online friends, close friends and friends of the opposite sex.

EXAM FOCUS True/False

4 **1.8** Listen to the radio programme again. Are statements 1–6 true (T) or false (F)?

- Jenny **has a good relationship with** all her online friends. ☐
- Jenny thinks it takes time to **slowly find out about** somebody. ☐
- Jenny says friends sometimes **stop seeing each other** when they've **had an argument**. ☐
- Fraser has similar interests to his close friends. ☐
- Fraser doesn't think a good friend **is always reliable** in a crisis. ☐
- Fraser **socialises with** both boys and girls. ☐

WORD STORE 1D Relationship phrases

5 **1.9** Complete WORD STORE 1D with the phrases in green in Exercise 4. Then listen, check and repeat.

6 **1.10** Listen to dialogues 1–4 and match them with descriptions a–e. There is one extra description.

1 ☐ 2 ☐ 3 ☐ 4 ☐

- They get along really well together.
- They've lost touch.
- They're always there for each other.
- They've fallen out.
- They're getting to know each other.

7 Complete the questions with an appropriate verb from WORD STORE 1D.

- How easy was it to get to _____ your best friend?
- Why do you _____ along so well together?
- Have you ever _____ out?
- What sort of places do you usually _____ out in?
- Will you always _____ there for your best friend?
- Do you think you'll ever _____ touch with each other?

8 **SPEAKING** Think about your best friend. Ask and answer the questions in Exercise 7 with a partner.

PRONUNCIATION FOCUS

9 **1.11** Write the numbers in full. Then listen, check and repeat.

- 515 – five hundred **and** fifteen
- 214 – two hundred _____ fourteen
- 3,330 – three thousand, _____ hundred _____ thirty
- 901 – nine _____
- 7,880 – _____ thousand, _____
_____ eighty
- 4,416 – four _____, _____

10 Write down three long numbers. Dictate the numbers to your partner. Check that your partner has written the same numbers as you.

Note completion

I can identify key information in an extended article.

- 1 Choose a word from each box to describe the clothes you can see in the photos.

(blue white) + (cotton leather) + (jacket jeans)
(black) + (denim) + (T-shirt)

- 2 **SPEAKING** Do you wear any of the clothes in the photos? Why?/Why not?

I wear jeans almost every day. They're comfortable and ...
I never wear leather because I'm a vegan.

- 3 Guess the answers to questions 1–5 below. Then read the article and check your ideas.

- Why is a T-shirt called a T-shirt?
- Which was the first profession to wear leather jackets?
- How is the phrase 'blue jeans' connected to France?
- When did young people start wearing jeans as fashion items?
- Why are these clothes still popular with young people?

EXAM FOCUS Note completion

- 4 Read the article again. Complete the sentences with one or two words from the article.

- Over 100 years ago _____ was made of wool.
- The first leather jacket with a zip was created in _____ in the United States.
- _____, such as James Dean, made T-shirts and leather jackets more popular.
- Up until the 1970s, T-shirts were mainly for _____.
- Jeans are made of _____, a type of cotton.
- Jeans used to be _____ in schools.

- 5 Look at the strategies which can help you guess the meaning of unknown words. Then discuss the meaning of the words in blue in the text.

- It looks like a word in my language.
- It looks like a member of a word family I know.
- It is made up of words I understand.
- The context can give me clues.

- 6 **1.13** Match the words in blue in the text with the definitions. Then listen, check and repeat.

- a style worn by both men and women = unisex
- items of clothing = _____
- recognised by everyone = _____
- a person who makes clothes = _____
- clothing you wear next to your skin = _____
- material that clothes are made of = _____

- 8 Complete the message with the compound adjectives in WORD STORE 1E.

Hi Karen,

I'm going on a cycling weekend. As an experienced cyclist, what do you think I should wear?

Hi Sam,

Lucky you! Take at least two ¹ _____ shirts or T-shirts and suntan lotion for your arms. You need a pair of ² _____ shorts – cycling damages shorts quickly, so invest in good ones. Lots of people wear black ones but I prefer ³ _____ shorts and T-shirts so that car drivers can see you! A warm jacket – something that will keep you warm in the evening. A rain jacket that's made from ⁴ _____ fabric. There's some amazing ⁵ _____ technology out there in new fabrics for sports clothes. Oh, and don't forget your sunglasses! Have fun.

- 9 How do you say these compound adjectives in your language? How many of them can you use to describe clothes in your wardrobe?

- 10 **SPEAKING** Look at the photo and discuss the questions:

- Do you or anyone in your family own a hoodie?
- When and why do you wear it?
- What is the link between the hoodie and:
American footballers?
Break-dancers?
Graffiti artists?
Skate-boarders?
A high-profile social media boss?



- 11 **1.15** Listen to a podcast called *History of Streetwear: the Hoodie* and check your ideas to question 3 in Exercise 10. Do you think the hoodie is now an 'icon of fashion'?

- 12 **SPEAKING** What's the oldest item of clothing in your wardrobe? Tell your partner its 'history'.

I have a vintage coat. My grandmother used to wear it when she was younger ...

WORD STORE 1E Compound adjectives

- 7 **1.14** Complete WORD STORE 1E with the underlined words in the article. Then listen, check and repeat.

ICONS of fashion

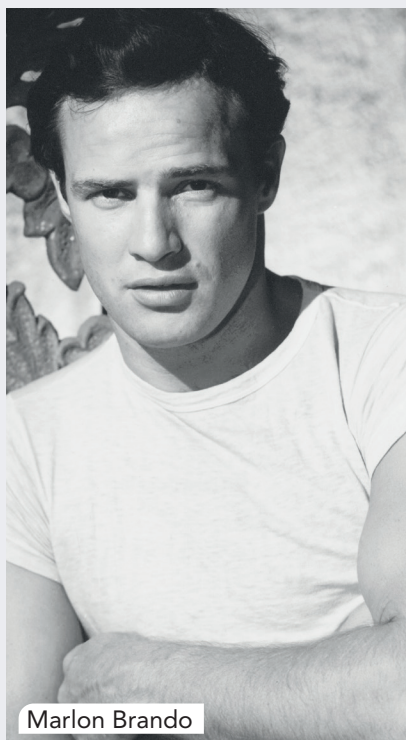
1.12

We think we look so cool, so modern and just a little rebellious in our jeans, white T-shirt and black leather jacket. But we're not as original as we think we are – this look goes back to the 1970s, right? Well, no, not exactly – as a matter of fact, you can trace most of it back to 100 years ago.

- 5 Take the white T-shirt and leather jacket. Both started life in the military. The T-shirt (so-called because of its shape like a T) was in fact **underwear**. In the American Navy, it was worn under a uniform. Until the early 20th century, underwear was woollen, but a revolution in textile production produced cotton jersey, a **fast-drying fabric** which fits tightly to the body and kept sailors warm.
- 10 The **short-sleeved** T-shirt was born. Leather jackets were worn by fighter pilots in the First World War – they were **hard-wearing**, warm and fur-lined for maximum protection from the elements. Then, in 1928, an American raincoat company, Schott, designed the first leather motorcycle jacket with a zip.

- By the 1950s both **garments** had reached **iconic** status when famous actors
- 15 like Marlon Brando and James Dean wore them in films. Later, in the 1960s and 1970s, bands from the Beatles to the Ramones adopted the leather jacket, and it moved from motorcycle sports to teenage rebellion. In the 1970s T-shirts got a colourful update: **brightly-coloured** T-shirts were particularly popular as well as T-shirts with band logos and political slogans. Having started out as an
- 20 undergarment for men, T-shirts became **unisex** in the 1970s and have been part of everyone's wardrobe since then.

- You may think your fashionably distressed jeans are **cutting-edge** fashion items, but they can be traced even further back in history. In the 1800s denim, the material jeans are made of, was a kind of cotton made in Nîmes, France ('de
- 25 Nîmes'). The first blue denim trousers were worn by sailors in Genoa – 'Gênes' in French. 'Bleu de Gênes' became 'blue jeans'.



Marlon Brando



The Ramones

- Blue jeans as we know them originated during the 1849 Californian Gold Rush. They were
- 30 developed by German storekeeper Levi Strauss and Latvian **tailor** Jacob Davis. Levi Strauss never wore a pair of jeans himself – he was a wealthy businessman, and jeans were only worn by manual workers and cowboys. But then their popularity
- 35 spread after the Second World War. Young people started wearing jeans to imitate young Hollywood stars. However, they were associated with rebellious behaviour and were banned in schools.

- So each time you wear your jeans, white T-shirt
- 40 and black leather jacket, you're actually wearing 100 years of style history! The secret to their long life? They're comfortable, **multi-purpose** clothes made of natural materials that are easy to wear, keep you warm and give you a little attitude.
- 45 What's not to love?

1 **SPEAKING** Look at the different versions of the Mona Lisa and discuss the questions.

- Which version do you like best? Why?
- What do you know about the original painting?



2 Read about the real Mona Lisa. Why does the curator think the Mona Lisa is smiling?

STOP ASKING SILLY QUESTIONS

My name is Henri Dubois. I've been working at the Louvre Museum in Paris for twenty-one years and I've been looking after the Mona Lisa for nearly ten. So, for the past ten years I've been watching people's faces when they first see the Mona Lisa. There's something very special about that painting. I've also been answering the same questions over and over again. They ask me, 'How long has she been hanging in the Louvre?' I always say the Mona Lisa has been in the Louvre since 1804. But it isn't quite true. The Mona Lisa hasn't been hanging in the Louvre since then because someone stole it in 1911. Fortunately the painting was returned two years later.

The other questions are impossible to answer. They ask me: 'Who was she? Why is she smiling?' Why? Because she's been listening to people's silly questions for over two hundred years! Stop asking questions and look at the painting – it's beautiful!



3 Read the GRAMMAR FOCUS. Then underline six more examples of the Present Perfect Continuous in the text.

GRAMMAR FOCUS

Present Perfect Continuous

You use the **Present Perfect Continuous** to talk about unfinished actions that started in the past and continue in time 'up-to-now'. Use **for** or **since** to say how long.

I've been working here **for** twenty-one years.

Present Perfect Continuous: has/have + been + -ing form

+ I've been working.

- He hasn't been working.

? Have you been working?
Yes, I have./No, I haven't.

Note: State verbs (be, have, know, etc.) do not take the continuous form.

The Mona Lisa **has been** in the Louvre since 1804.
(NOT ~~has been being~~ ...)

4 Complete the dialogue between the Manager (M), a guest (G) and the guest's son Jack (J). Use the Present Perfect Continuous.

M: I'm sorry, the museum is really busy today. How long ¹ _____ (wait)?

G: It's OK. We ² _____ (not wait) long. We ³ _____ (stand) in this queue for about twenty minutes.

M: Right. Well, I'll introduce you to Henri, our curator. He ⁴ _____ (work) here for over twenty years.

G: Thanks. My son, Jack, is very excited. He ⁵ _____ (learn) about Leonardo da Vinci at school.

M: Well, I'm sure Henri can answer any questions. He ⁶ _____ (look after) the Mona Lisa for ten years.

J: Er ... How long ⁷ _____ (the Mona Lisa/hang) in the Louvre?

5 Complete the sentences with the Present Perfect Simple or Continuous form of the verbs in brackets. Then add a time expression to make them true for you.

1 I 've had (have) the same computer for 3 years.

2 I _____ (study) English since _____.

3 I _____ (listen) to the same music since _____.

4 I _____ (go) to the same hairdresser's for _____.

5 I _____ (know) my oldest friend since _____.

6 I _____ (sit) in this chair since _____.

6 **SPEAKING** Write questions for the sentences in Exercise 5 beginning with *How long have you ...?* Then ask your partner.

How long have you had the same computer?

REMEMBER THIS

You use the **Present Perfect Simple** to talk about finished actions in time 'up-to-now'. You can say 'how many' but not 'when'.

Peter has visited the Louvre seven times. He has visited twenty-seven other museums.

7 Choose the most appropriate Present Perfect form. Which sentences are true for you?

- I've seen / I've been seeing the Mona Lisa twice.
- My mum ~~has bought~~ / ~~has been buying~~ a new car.
- It's snowed / It's been snowing since yesterday.
- I've learnt / I've been learning the piano for years.
- We have never been going / have never been abroad.
- I haven't eaten / haven't been eating lunch yet.

8 **SPEAKING** Write questions in the Present Perfect Simple or Continuous. Begin the questions with *How long ...?* or *How many ...?* Ask your partner.

- messages / receive / today?
- wear / the same watch?
- have / the same bag?
- foreign countries / visit?
- books / read / in the past three months?

FOCUS VLOG About clothes

4 Watch the Focus Vlog. For the worksheet, go to page 117.

1.6

USE OF ENGLISH

Word formation – common suffixes

I can form a range of nouns, verbs and adjectives using common suffixes.

- 1 **SPEAKING** Look at the photos and discuss which hairstyles you think are acceptable for school.



- 2 **1.16** Listen to a phone-in about Martha's situation at school and answer the questions.

- What's Martha's problem at school?
- Why did she change her hairstyle?
- How many callers thought the school was right?
- How many callers thought the school was wrong?



- 3 **SPEAKING** Discuss whether you think the school was right or wrong. How do you think your school would react?

- 4 **1.16** Listen again and choose the correct option.

- The *priority* / *obligation* of the school is to *educate* / *be respectful*.
- The reason it's so *successful* / *helpful* is that it has rules and *regulations* / *punishment*.
- Your rules are *pathetic* / *creative*.
- The school should focus on her *academic achievements* / *leadership*.
- Schoolchildren must *clarify* / *realise* that their school has rules.
- I *honestly* / *absolutely* think that it's absolutely *ridiculous* / *unacceptable* to make such a fuss about a shaved head.

- 5 Look at the words in all the options in Exercise 4 again and decide what part of speech they are.

Nouns: _____
 Verbs: _____
 Adjectives: _____
 Adverbs: _____

- 6 Read the LANGUAGE FOCUS and complete the information with the words in the box.

(adjectives (x3) adverbs nouns verbs)

LANGUAGE FOCUS

Word formation – common suffixes

- Many different words are formed by adding suffixes to nouns, verbs and adjectives.

Forming ¹ _____: -ance/-ence, -ion, -ity, -ment, -ship

Forming ² _____: -ate, -en, -ify, -ise

Forming ³ _____: -able, -al, -ed, -ful, -ic, -ing, -ive, -less, -ous

- You can add prefixes **un-**, **in-**, **im-**, **il-**, **ir-**, **dis-** to some ⁴ _____ to get the opposite meaning.

acceptable – **un**acceptable, *respectful* – **dis**respectful

Note: You form most ⁵ _____ by adding **-ly**, **-y**, **-ily** to ⁶ _____.

honest – **honest**ly, *absolute* – **absolut**ely, *angry* – **angr**ily

- 7 Complete the table with appropriate forms.

NOUN	VERB	ADJECTIVE	ADVERB
1 creation	<i>create</i>		
2		educational	
3		ridiculous	
4 achievement			
5	succeed		
6	accept		

- 8 **USE OF ENGLISH** Complete the sentences with the correct form of the word in brackets.

- The main duty of a school is to _____ its students. (education)
- It's _____ for schools to ban tattoos or piercings. (ridicule)
- You can't _____ a student for shaving his or her head. (punishment)
- Female students worry more about their _____ than male students. (appear)
- The fewer _____ about what students can and can't wear, the better. (regulate)
- It's _____ for students to deliberately ignore sensible school rules. (accept)
- _____ performance is not linked to how the students look. (academy)

- 9 **SPEAKING** Discuss whether you agree or disagree with the statements in Exercise 8. Give reasons for your answers.

Describing a person

I can write a personal email to describe a person.

- SPEAKING** Look at your partner for ten seconds. Then close your eyes and describe their appearance and clothing in as much detail as you can.
- Below, Maggie describes her friend Claire. Before you read, make a list of the things you think she might include.
age, hair (length and colour), interests ...
- Now read Maggie's message and see which things on your list in Exercise 2 she mentioned.

Hi Dominic,

Zara told me you are looking for a new singer for your band. Is that right? If so, I think my friend might be perfect.

Her name's Claire. The first thing you notice about her is that she

- 5 looks a little older than she is. She's **our** age, but she looks like she's already in her **early** twenties. She's very easy-going and I think she has a great sense of humour – we get on really well. She's also a very creative person and a fantastic singer. She plays the piano and writes her own songs and has even made a video to
- 10 go with one of them. She's **into** all sorts of music, from classical to rap and I think she's the kind of person **who** is open to new ideas. I think she'd **make** a great singer for the band.

She's also very pretty ;-). She's about **medium height** and **slim**, and she's got long, **straight, dark** hair. She **dresses** fashionably, though

- 15 usually in black. I think she looks kind of punky but in a good way.

On the negative side, she isn't exactly punctual and she can be a little moody at times. She tends to get upset if you criticise her. But hey, she's a creative!

Watch her video (attached) and let me know what you think.

- 20 Love Maggie x



*Dominic is not online at the moment.
We'll deliver your message next time Dominic logs in.*

- SPEAKING** Discuss whether you think you would get on well with Claire. Give reasons for your answers.
- Complete the **WRITING FOCUS** with the words in purple in the message in Exercise 3.

WRITING FOCUS

Describing a person

- Give first impressions
The first thing you notice about her is that she looks older than she is.
- Mention age
*He's (about) my/your/¹ **our** age.
He's in his teens/² _____ /mid-/late twenties.*
- Describe personality and interests
*He's a very easy-going/interesting, etc. person.
She has a great sense of humour.
She's the sort/type/kind of person ³ _____ always remembers your birthday/loves kids.
She'd ⁴ _____ a great teacher/doctor/friend.
He's ⁵ _____ music/fashion/skateboarding.*
- Describe hair, eyes, skin and face
*He's got cool, short, ⁶ _____ hair.
She's got beautiful, long, ⁷ _____, blond hair.
She's got a kind/friendly/unusual smile/face.*
- Mention height/build
*She's short/⁸ _____ /tall.
He's fairly well-built/⁹ _____.*
- Mention clothes
*She ¹⁰ _____ casually/smartly/well/ in black.
He always wears casual/smart/scuffy/fashionable/stylish clothes.*

- Complete the description with the words in the **WRITING FOCUS**. Do you know anybody like Martin? Tell your partner.

My friend Martin is the ¹ _____ of person who can argue about anything. He always ² _____ smartly and he's a very interesting ³ _____. But he's not always serious. He's ⁴ _____ music and dancing, and he has a great ⁵ _____ of humour. He's ⁶ _____ age, but he looks older. He's got short ⁷ _____ and a friendly ⁸ _____. I think he'd ⁹ _____ a good politician.

- 7 Complete the LANGUAGE FOCUS with the underlined examples in the message in Exercise 3.

LANGUAGE FOCUS

Tentative language: making language less negative or extreme

• **kind of/sort of**

She looks kind of cool/unusual/mysterious/nervous/
punky.

• **tend to be/get + adjective**

She gets upset = She tends ² _____.

• **can be/could be + a little/a bit + adjective**

His hair's too long = His hair could be a bit shorter.

She's moody. = She can be ³ _____.

• **Negative adjective to positive adjective with *always, exactly, particularly***

He's lazy. = He isn't always hard-working.

He's mean. = He's not particularly generous.

She's always late. = She isn't ⁴ _____.

• **Quantifiers/softeners**

She's skinny. = She's a bit too slim.

He's tiny. = He's a little short.

She's old. = She looks ⁵ _____.

- 8 Rewrite the sentences to make them less negative or extreme. Use the word in brackets.

1 Amanda's rude. Amanda _____. (polite)

2 Bryan's mean. Bryan _____. (exactly)

3 Caroline's lazy. Caroline _____. (always)

4 David's loud. David _____. (could)

5 Elena's insensitive. Elena _____. (can)

6 Freddie's untidy. Freddie _____. (tends)

- 9 Choose one of the photos. Imagine he or she is your friend. Write a description including physical appearance, style and personality. The description should be exactly 50 words. Compare with your partner.



SHOW WHAT YOU'VE LEARNT

- 10 Do the writing task. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.

A friend is going to visit the city where your cousin lives. Your cousin has agreed to show your friend around the city. They have never met before. Write an email to your cousin and:

- describe your friend's appearance,
- describe your friend's personality,
- mention some of your friend's interests,
- thank your cousin for agreeing to show your friend around.

Describing a photo

I can describe a photo and speculate about the people in it.

- 1 Look at the adjective order key and put the clothes descriptions 1–5 in the right order. Is anybody in the class wearing one of these items?

Adjective order

Opinion	Size/ Age	Colour/ Pattern	Material	Make/ Type	Noun
a lovely	big old	brown	leather	flying	jacket

- 1 trainers / Nike / New
2 A / cotton / shirt / patterned
3 jeans / blue / Fashionable / skinny
4 leather / high-heeled / Black / boots
5 A / striped / jumper / big / woollen
- 2 **SPEAKING** Take it in turns to describe clothes in the class. Use at least two adjectives to describe each item. Guess who your partner is describing.
- 3 Look at photo A. Can you use any of the adjectives in Exercise 1 to describe the clothes?
- 4 **1.17** How would you describe the situation in photo A? Think of two adjectives to describe how the woman is feeling. Then listen and check your ideas.

SPEAKING FOCUS

Beginning a description

The photo shows ...

In this photo, I can see .../there is .../there are ...

Saying where (in the photo)

in the background/in the middle/in the foreground

on the left/on the right

in front of/behind/next to

Showing uncertainty

It's hard to say/make out ..., but ...

I'm not sure ..., but ...

Speculating

He/She/It looks ...

He/She/It looks as if/as though/like ...

It seems to be .../Perhaps it's .../Maybe it's ...

I imagine they're .../They're probably ...

Giving your opinion

I (don't) think .../I prefer .../Personally, .../In my opinion ...



- 5 **1.17** Read the **SPEAKING FOCUS** and complete the description of photo A with one word in each gap. Then listen again and check.

The photo ¹ _____ a man and a woman shopping together. It's ² _____ to say exactly how old they are, but I ³ _____ they're in their twenties, and they're ⁴ _____ a couple. The man's wearing a red top and grey jeans. The woman is sitting on a white chair and she ⁵ _____ bored. On the floor, ⁶ _____ to her chair, there are several shopping bags. I'm not ⁷ _____ what's in them, but I think they're probably clothes, and I ⁸ _____ they've been shopping for a few hours already. It's hard to ⁹ _____ out exactly what kind of shop they are in, but it ¹⁰ _____ to be a men's clothes shop. It looks as ¹¹ _____ they're near the changing rooms because there's a white curtain in the ¹² _____. The man is holding up a shirt or a pair of trousers. He looks ¹³ _____ if he's thinking about trying it on. I ¹⁴ _____ think the woman looks very interested. ¹⁵ _____, I think she wants to go to a women's clothes shop.

- 6 **SPEAKING** Look at photo B. Then follow the instructions below to talk about it. Use the phrases in the **SPEAKING FOCUS** to help you.
- Say what the photo shows.
 - Speculate about the people and the situation.
 - Take it in turns to describe the photo to your partner.
- 7 **SPEAKING** Ask and answer three more questions based on photos A and B.
- 1 How often do you go shopping?
 - 2 Who do you usually go with? Why?
 - 3 What are your favourite or least favourite shops? Why?

1.1 Vocabulary 4.1

ankle boots /'æŋkəl bu:ts/
 attitude /'ætətju:d/
 bald /bɔ:ld/
 bangles /'bæŋgəlz/
 be the centre of attention /,bi ðə
 'sentə əv ə'tenʃən/
 beanie /'bi:ni/
 blouse /blaʊz/
 care a lot about /,keə ə 'lɒt ə,baʊt/
 carefree /'keəfri:/
 come across as /,kʌm ə'krɒs əz/
 cotton /'kɒtn/
 dark suit /,dɜ:k 'su:t/
 denim jacket /,denɪm 'dʒækət/
 disobedient /,dɪsə'bi:diənt/
 down-to-earth /,daʊn tu 'ɜ:θ/
 easy-going /,i:zi 'gəʊɪŋ/
 ethical brand /,eθɪkəl 'brænd/
 faded jeans /,feɪdɪd 'dʒi:nz/
 fashionable /'fæʃənəbəl/
 fast fashion /,fɑ:st 'fæʃən/
 feel comfortable in your own skin /,fi:l
 'kʌmfətəbəl ɪn ʒɔ: əʊn 'skɪn/
 fleece /fli:s/
 follow trends /,fɒləʊ 'trendz/
 friendly /'frendli/
 go for /'gəʊ fɔ:/
 go with the flow /,gəʊ wɪð ðə 'fləʊ/
 high heels /,haɪ 'hi:əlz/
 in/out of fashion /,ɪn/əʊt əv 'fæʃən/
 kind /kaɪnd/
 leather belt /,leðə 'belt/
 leggings /'legɪŋz/
 look /lʊk/
 necklace /'neklɪs/
 practical clothes /,præktɪkəl 'kləʊðz/
 rebellious /rɪ'beljəs/
 shallow /'ʃæləʊ/
 silk tie /,sɪlk 'taɪ/
 slim /slɪm/
 sweatshirt /'swetʃɜ:t/
 trendy /'trendi/
 vain /veɪn/
 vintage sunglasses /,vɪntɪdʒ
 'sʌŋ,glɑ:səz/
 waistcoat /'weɪskəʊt/
 wear /weə/
 wear make-up /,weə 'meɪk ʌp /

1.2 Grammar 4.2

band /bænd/
 baseball cap /'beɪsbɔ:l kæp/
 report on /rɪ'pɔ:t ɒn/
 revise /rɪ'vaɪz/
 shorts /ʃɔ:ts/
 skinny /'skɪni/
 trainers /'treɪnəz/

1.3 Listening 4.3

be always there for /,bi ɔ:lweɪz 'ðeə fə/
 close friend /,kləʊs 'frend/
 fall out with /,fɔ:l 'aʊt wɪð/
 find out about /,faɪnd 'aʊt ə,baʊt/
 get along (well) with /,get ə'lɒŋ (wel) wɪð/
 get to know /,get tə 'nəʊ/

hang out with /,hæŋ 'aʊt wɪð/
 have a good relationship with /,hæv ə
 ,ɡʊd rɪ'leɪʃənʃɪp wɪð/
 have a lot in common with /,hæv ə ,lɒt
 ɪn 'kɒmən wɪð/
 have an argument /,hæv ən 'ɑ:gjəmənt/
 have similar interests /,hæv ,sɪmələ
 'ɪntərəsts/
 lose touch with /,lu:z 'tʌtʃ wɪð/
 online friend /,ɒnlaɪn 'frend/
 opposite sex /,ɒpəzət 'seks/
 reliable /rɪ'laɪəbəl/
 socialise with /'səʊʃalaɪz wɪð/
 stop seeing each other /,stɒp 'si:ɪŋ i:tʃ
 ,ʌðə/
 suit /su:t/

1.4 Reading 4.4

banned /bænd/
 brightly-coloured /,braɪtli 'kɒləd/
 cool /ku:l/
 cutting-edge /'kʌtɪŋ edʒ/
 distressed jeans /dɪ'strest 'dʒi:nz/
 fabric /'fæbrɪk/
 fast-drying /,fɑ:st 'draɪɪŋ/
 fur-lined /'fɜ: laɪnd/
 garment /'ɡɑ:mənt/
 hard-wearing /,haɪd 'weərɪŋ/
 iconic /aɪ'kɒnɪk/
 imitate /'ɪmɪteɪt/
 look like /'lʊk laɪk/
 multi-purpose /,mʌlti 'pɜ:pəs/
 originate /ə'rɪdʒɪneɪt/
 popular /'pɒpjələ/
 raincoat /'reɪnkəʊt/
 rain jacket /'reɪn ,dʒækɪt/
 rebellion /rɪ'beljən/
 short-sleeved /,ʃɔ:t 'sli:vɪd/
 suntan lotion /'sʌntən ,ləʊʃən/
 tailor /'teɪlə/
 the elements /ði 'eləmənts/
 trousers /'traʊzəz/
 underwear /'ʌndəweə/
 unisex /'ju:niseks/
 wardrobe /'wɔ:drəʊb/
 woollen /'wʊlən/
 zip /zɪp/

1.5 Grammar 4.5

curator /kju'reɪtə/
 look after /,lʊk 'ɑ:ftə/
 over and over again /'əʊvər ənd 'əʊvər
 ə'gen/
 queue /kju:/

1.6 Use of English 4.6

accept /ək'sept/
 acceptable /ək'septəbəl/
 acceptably /ək'septəbli/
 acceptance /ək'septəns/
 achievable /ə'tʃi:vəbəl/
 achieve /ə'tʃi:v/
 achievement /ə'tʃi:vmənt/
 educate /'edʒukeɪt/
 education /,edʒu'keɪʃən/
 educational /,edʒu'keɪʃənəl/

educationally /,edʒu'keɪʃənəli/
 hope /həʊp/
 hopeful /'həʊpfəl/
 hopefully /'həʊpfəli/
 hopeless /'həʊpləs/
 hopelessly /'həʊpləsli/
 succeed /sək'si:d/
 success /sək'ses/
 successful /sək'sesfəl/
 successfully /sək'sesfəli/

1.7 Writing 4.7

blond /blɒnd/
 casual /,kæʒuəl/
 get on well with /,get ɒn 'wel wɪð/
 hard-working /,hɑ:d 'wɜ:kɪŋ/
 in his early/mid/late twenties /ɪn hɪz
 ,ɜ:li/,mɪd/,leɪt 'twentɪz/
 in his teens /ɪn hɪz 'ti:nz/
 medium height /,mi:diəm 'haɪt/
 mysterious /mɪ'stɪəriəs/
 nervous /'nɜ:vəs/
 open to /əʊpən tə/
 rude /ru:d/
 scruffy /'skrʌfi/
 sense of humour /,sens əv 'hju:mə/
 she'd make a great ... /,ʃɪd ,meɪk ə
 'ɡreɪt.../
 short /ʃɔ:t/
 smart /smɑ:t/
 straight/dark/short/long hair /,streɪt/
 ,dɑ:k/,ʃɔ:t/,lɒŋ 'heə/
 stylish /'staɪlɪʃ/

1.8 Speaking 4.8

jumper /'dʒʌmpə/
 look as if/as though /'lʊk əz ɪf/əz ðəʊ/
 patterned /'pætənd/
 shirt /ʃɜ:t/
 striped /straɪpt/
 top /tɒp/
 try on /,traɪ 'ɒn/

VOCABULARY AND GRAMMAR

- 1 Complete the sentences with the words in the box. There are three extra words.

(carefree centre denim faded rebellious skin vain vintage)

- I like to wear a _____ jacket with jeans because they are both blue.
- Kelly found some amazing _____ sunglasses at a charity shop – I think they were made in the 1960s.
- Bob tends to be a little _____ – he can't stand current fashions and wears anything just to be different.
- I feel comfortable in my own _____ and don't worry too much about my appearance.
- Jill comes across as relaxed and _____, but I know that she worries about things all the time.

- 2 Read the definitions in brackets and complete the words. The first letter of each word is given.

- I didn't mean to f_____ (have an argument with) out with Kelly, but now she won't speak to me.
- This g_____ (item of clothing) is so practical that you can wear it as a top, a dress or a skirt.
- Some of the most c_____ (latest and most advanced) fashions come out of Japan, where they are not afraid to experiment with forms and materials.
- When it comes to clothes, teenagers usually go with the f_____ (follow what other people do).
- Jane twisted her ankle because she is not used to running in high h_____ (women's shoes which are higher in the back than the front).

- 3 Complete the sentences with the Present Simple or Present Continuous form of the verbs in brackets.

- Why _____ (you/look) at me like that? Is there something wrong with my hair?
- Pam always _____ (listen) carefully to her friends' advice, but she never does what they suggest.
- I _____ (think) about having a talk with Jack about his rude behaviour.
- Stuart _____ (look) very smart in his new woollen suit and black leather shoes.
- Jane, _____ (believe) that people should always be kind to each other?

- 4 Complete the sentences with the Present Perfect Simple or Present Perfect Continuous form of the verbs in brackets.

- Our uncle is on holiday and we _____ (look) after his dog since Monday.
- Tim _____ (have) the same school uniform for two years and it's a bit small now.
- My sister _____ (make) her own clothes since she was a teenager.
- Gillian _____ (work) as a model once or twice, but she doesn't want to do it as a career.
- Helen is very busy at university but she _____ (not lose) touch with her friends.

USE OF ENGLISH

- 5 Choose the correct answer, A, B or C.

- X: _____ a new T-shirt in this photo?
Y: It's not new. It's my dad's old T-shirt from the 80s.
A Do you wear B Are you wearing C Have you worn
- X: Did you make the jacket you're wearing?
Y: I did! I'm usually _____ at making clothes but this project was pretty successful.
A hope B hopeless C success
- X: What have you been doing?
Y: Nothing special. I _____ an email to Lucy to ask her about our project. I hope she replies soon.
A 'm writing B 've written C 've been writing
- X: Sarah looks ridiculous in those tight jeans!
Y: You know, I don't think it's _____ to make rude comments about people's appearance.
A achievable B accept C acceptable
- X: Can you have a look at this picture? _____
Y: Well, I'm not sure either.
A I can't make out what it shows.
B I don't think it is very interesting.
C It looks as though you could help me.

- 6 Read the text and choose the correct answer, A, B or C.

Fashion and the Human Form

In every period throughout history there have been specific ideas of what the perfect human body should look like. Different body types have gone ¹_____ and out of fashion just like clothes and hairstyles, and these ideals led to the ²_____ of fashions. The ancient Greeks, who admired slim, athletic bodies, went for a casual look, with soft ³_____ and comfortable shapes. In Britain, the Elizabethans preferred women's clothes which forced their bodies into totally unnatural shapes, causing a lot of discomfort. During the early 19th century, Europeans believed that the Greek look was the best, and women's clothes became much more comfortable, but this did not last. The Victorians thought that a very small waist made women attractive, and women wore such tight garments they sometimes caused actual injuries. Nowadays, some of the most ⁴_____ designers make clothes that fit all shapes and sizes. But judging by all the diet plans, exercise programmes and plastic surgery procedures that are available, it seems that things ⁵_____ much up to now.

- | | | |
|---------------------|-----------------|-------------------------|
| 1 A on | B in | C at |
| 2 A created | B creative | C creation |
| 3 A fabrics | B skins | C suits |
| 4 A success | B succeeded | C successful |
| 5 A haven't changed | B didn't change | C haven't been changing |

READING

- 7 Read the text. Complete the sentences with one or two words from the article.

Stella McCartney

When designer Stella McCartney arrived on the fashion scene, many people claimed her success was due to her famous name. Her father is, after all, Beatles legend Paul McCartney. This, however, is not true. For Stella, her achievements took hard work, determination and, of course, talent.

In 1995, after graduating from Central St Martins College of Art and Design in London, she enjoyed almost immediate success. Two short years later, at the age of twenty-six, she became the head designer at Chloé – a famous Parisian fashion house. After four highly successful years at Chloé, Stella launched her own fashion label and showed her first collection of cutting-edge designs in 2001.

Since then her company has been growing steadily. In that time, it has gained acceptance as a fashion company with a difference. When Stella was growing up on a farm, her parents taught her to respect animals, to be aware of nature, and to understand that human beings must get along well with other creatures. This down-to-earth approach has had a huge impact on her and, as a result, she believes in ethical fashion now. Ethical fashion covers issues such as working conditions, child labour, fair trade and responsible production that does not harm the environment.

As a lifelong vegetarian, Stella does not use any natural leather or fur in her designs. The fabric she prefers is organic cotton and she has been experimenting with eco-friendly materials and production processes. She always tries to find the most responsible production methods. Recently, Stella decided not to work with a fabrics factory because the process it used to colour the fabrics was very harmful to the environment. An entire river near the factory became red, making the water unsuitable for drinking or for use in agriculture.

Stella's ethical fashion also aims to help poor workers. For this reason, she has created a range of cloth bags together with the United Nations' International Trade Centre. The programme provides work for poor communities in Kenya, where the bags are created by hand. So far, 160 people in disadvantaged areas have been involved in the production. They are earning money, which has improved their lives.

Stella McCartney has an interesting philosophy. She believes designers should ask themselves how they make their clothes and accessories, where they make them, and what materials they use. Thinking about these questions makes designing more challenging and more interesting, but still allows designers to create luxurious, beautiful items that people want to buy. Stella McCartney is proof of that.

- 1 Stella McCartney worked at Chloé as the _____.
- 2 She _____ her own fashion company in 2001.
- 3 Stella cares about _____ issues in fashion, e.g. child labour or fair trade.
- 4 Her favourite material is _____.
- 5 She did not want to cooperate with a _____ which did not use eco-friendly production methods.
- 6 People from _____ in Kenya are involved in making cloth bags for Stella.

SPEAKING

- 8 Look at the photos. They show people discussing what clothes to wear. In pairs, take turns to compare the photos and say why the people might have different opinions about the clothes.



- 9 Ask and answer the questions.

- 1 What do you think the woman in photo A is telling the girl? What are the couple discussing in the second photo?
- 2 Do your parents ever comment on your clothes? Why?/Why not?
- 3 Do you find it easy to choose what clothes to wear? Do you often ask for advice when you go shopping?

- 10 Can you wear informal clothes everywhere? Discuss.

WRITING

- 11 Read the writing task and write an email.

Your friend from the UK has got a summer job for a teen magazine. He/she has to interview young people who are interested in fashion. Suggest somebody you know as a person to interview. In your email describe:

- this person's fashion interests,
- what he/she usually wears,
- his/her personality

and confirm that he/she will agree to take part in the interview.

1.1 **T1** Combine words 1–6 with words a–g to describe common items of clothing. How many different words can you make?

0 denim	<u>jacket/jeans</u>	a belt
1 ankle	_____	b sunglasses
2 high	_____	c jacket
3 leather	_____	d suit
4 distressed	_____	e boots
5 vintage	_____	f heels
6 dark	_____	g jeans

1.2 **T1** Which verbs can complete question A and question B? Why can certain verbs complete question A only?

(enjoy hate learn like need
speak study teach understand)

enjoy = question A and question B

A Do you _____ English?

B Are you _____ing English?

1.3 **T1** Choose the correct option. Do you agree with the statements?

- Most young people ⁰*make* / *know* friends easily and ¹*go* / *get* along really well with one another online. But there are some people who think it's easy to fall ²*up* / *out* with friends on social media because there is always a drama going on.
- Friendships don't last forever. Sometimes you hang out ³*at* / *with* someone for a while and then over time you grow in different directions and lose ⁴*touch* / *sight* with one another.
- According to a survey, most people have one friend who is always there ⁵*to* / *for* them, but it takes at least 200 hours to get to ⁶*know* / *meet* someone really well and become close friends.

1.4 **R** Match the compound adjectives with the underlined phrases. Then re-write the sentences so they make sense and decide whether they are true or false according to the text on page 9.

(brightly-coloured cutting-edge fast-drying
fur-lined hard-wearing multi-purpose
short-sleeved)

- Leather jackets had an extra layer of animal hair for extra warmth.
Leather jackets were fur-lined for extra warmth. = TRUE
- People used to wear woollen underwear before fabrics that don't stay wet for long like cotton.
- The T-shirt without long sleeves was made of 'cotton jersey'.
- Leather jackets that were difficult to damage were first worn by motorcyclists.
- T-shirts that were the opposite of black and white became popular in the 1950s.
- Jeans are not the latest, most modern fashion items.
- Jeans, T-shirts and leather jackets are examples of garments with lots of different uses.

1.5 **T1** Complete the sentences with the Present Perfect Simple or Continuous form of the verbs in brackets and *since* or *for*.

- I've had (have) the same phone for a year.
- I _____ (go) the gym twice _____ last Monday.
- My grandparents _____ (know) their neighbours _____ a long time.
- I _____ (follow) my favourite singer on social media _____ ages.
- My mum _____ (give) blood three times _____ January.
- My best friend _____ (have) guitar lessons _____ several years.
- I _____ (message) lots of people _____ I got up this morning.

1.6 **T1** Form new words as instructed with an appropriate suffix (or prefix). Which new word has a different suffix (or prefix) to the other two?

- verbs from nouns: regulation priority education
regulate *prioritise* *educate*
- nouns from verbs: appear accept succeed
- adjectives from nouns: creation success help
- nouns from verbs: punish achieve clarify
- adjective opposites: acceptable respectful successful
- nouns from verbs: ridicule lead relate
- adjectives from verbs: accept achieve ridicule

1.7 **T1** In your notebook, describe a good friend you know well by copying and completing the sentences in this paragraph.

The first thing you notice about ... is ... (first impression)
He's/She's in ... (age) He's/She's ... (personality)
He's/She's into ... (interests)
He's/She's got ... (hair/eyes/face) He's/She's ... (build)
He/She always wears ... (clothes)

- 1.1 **T2** What do they have in common? Organise the words into groups of three and give each group a heading.

bangles casual cotton disobedient
down-to-earth easy-going fashionable fleece
hoodie leather necklace sensible shallow
silk sunglasses sweatshirt trendy vain

ACCESSORIES: bangles necklace sunglasses

- 1.2 **T2** Write questions with 'you' in the Present Simple or Present Continuous form of the verbs in brackets. Then answer the questions.

- 0 What (wear) today?
What are you wearing today?
1 (have) more than one pair of trainers?
2 What (think) about fast fashion?
3 What (think) about at the moment?
4 Who (look like) – your father or your mother?
5 (prefer) shopping in shops or shopping online?
6 (have) difficulty with this exercise?

- 1.3 **T2** **1.8** Listen again and answer the questions.

- 0 What is the difference between making friends online and making friends in real life?
It's much easier to make friends online – they ask, you accept. It takes much longer in real life.
1 What option do you have to end an online friendship?
2 Why does Jenny think she has so many online friends?
3 Why do real-life friendships sometimes come to an end?
4 What does Fraser have in common with his closest friends?
5 What does Fraser think is the most important quality of a good friend?
6 What are Fraser and Jenny's views on having friends of the opposite sex?

- 1.4 **T2** Read the text again on page 9 and answer the questions.

- 0 Why does the writer suggest that 'we're not as original as we think we are'?
Because people have been wearing these iconic items of clothing for over 100 years.
1 What do the origins of the white T-shirt and the black leather jacket have in common?
2 What helped the leather jacket gain its iconic status?
3 What happened to T-shirts in the 1970s?
4 What is the origin of the word 'denim'?
5 When did Levi Strauss start making jeans and why?
6 In your opinion, what other garments have achieved or will achieve iconic status?

- 1.5 **T2** Complete the text. Use an appropriate verb in the Present Perfect Simple or Continuous form.

(change decide find grow look produce)
resell

Attitudes to second-hand clothes ⁰ *have changed* completely. Since 2019, the resale market ¹ _____ 21 times faster than retail, thanks to young people who ² _____ to turn their backs on fast fashion. For many years, the fashion industry ³ _____ more carbon emissions than the air and sea transport industries combined, and young people ⁴ _____ for an alternative. They ⁵ _____ it in second-hand clothes. In fact, people ⁶ _____ clothes for years, but the recent trend for second-hand has been facilitated by social media and online apps.


- 1.6 **T2** Complete the sentences with an appropriate form of the word in capitals.

- 0 My manager, Mrs Higgins, is bored in her job. She'd love to do something more *creative*. **CREATION**
1 Beth _____ completed her master's degree in design, but can't find a job. **SUCCEED**
2 Jim can be quite childish. Some people think he is really _____. **MATURITY**
3 Tom always struggles to control his _____ when somebody annoys him. **ANGRY**
4 Roger is a great manager. The company is doing well under his _____. **LEADER**
5 Ann normally copes well with issues, but this time she was _____ confused. **HOPE**
6 My great-grandmother was rebellious. She had a healthy _____ for all rules and regulations. **RESPECTFUL**

- 1.7 **I** You are doing a class project entitled 'Remarkable Relatives'. Think of somebody in your wider family – a grandparent, an aunt, an uncle, a cousin – who you admire. Write a brief description of them and explain why you admire them (100–140 words).

- Describe their appearance and their personality.
- Use words and expressions from Exercises 1–3.
- Say why you think they are remarkable.

LISTENING

- 1  **Audio 1** Listen to the recording. For questions 1–6, choose the correct answers, A, B or C.
- What general point is made about choosing the clothes we wear?
 - Parents have to help children decide what suits them and what doesn't.
 - The way we dress is often dictated by the fashion industry.
 - We use our clothes as a kind of language to express who we are.
 - Which statement is true according to the speaker?
 - Some people are snobbish about clothes.
 - Judgements about a person based on their clothes can be true.
 - People tend to jump to conclusions about one another too hastily.
 - According to the speaker, the best way to correct people's assumptions is to
 - dress in an interesting or attractive way.
 - wear clothes that reflect your best qualities.
 - act as if you're a painter with a blank canvas.
 - Peter Blake's self-portrait showed that he was
 - interested in popular culture and down to earth.
 - unfriendly and disapproving of other people.
 - someone who likes his clothes to be 'different'.
 - When we're with people we know well, we don't need to
 - compare our clothes with what they're wearing.
 - wear clothes that express our personality.
 - put on a dressing gown or an old pullover.
 - What does the quote by Stendal's, '*Beauty is the promise of happiness*' refer to in this context?
 - Clothes can make you feel good about yourself in a variety of ways.
 - People are drawn to items of clothing depending on how confident they feel.
 - Different items of clothing contain different desirable qualities.

READING

- 2 Read the text. For questions 1–8, choose the correct answer.
- Which of the following fits the gap in paragraph 2?
 - distracting spectators
 - enhancing performance
 - impressing the authorities
 - causing moral outrage
 - Why was Steffen upset? (paragraph 2)
 - Because her super-swimsuit was banned by the governing body.
 - Because she failed to beat the 100m freestyle world record.
 - Because her swimming skills were given less credit than her kit.
 - 'But the priority in sportswear design has not always been to improve comfort and performance, not for women anyway.' (paragraaf 3) Welke andere prioriteit wordt genoemd in de tekst?
 - a masculine activity
 - for the upper classes
 - a fashion-free zone
 - Which of the following fits the gap in paragraph 3?
 - and forgive
 - to sympathise with
 - in thankfulness to
 - and blame
 - Which of the following fits the gap in paragraph 5?
 - However,
 - As a result,
 - For example,
 - Alternatively,
 - Why did women's swimwear develop slowly in the early 20th century? (paragraph 6)
 - Because manufacturers such as Speedo broke the law.
 - Because it was illegal for women to go to the beach alone.
 - Because the moral climate of the time was very restrictive.
 - How has women's football kit evolved since 1971? (paragraph 7)
 - It has followed the development of the men's kit.
 - It has become more suited to the female form.
 - It has changed according to international measures.

HOW WOMEN'S SPORTS KITS HAVE EVOLVED

1 Sportswear is big business nowadays and for good reason: the right sportswear can support your muscles, help you train harder for longer, and recover more quickly. Modern fabrics such as high-tech polyester, absorb little moisture, keeping athletes comfortable and dry, unlike natural fibres like cotton.

2 Some high-tech outfits are so effective at _____ that they have had to be banned from competitive events. In 2010 German swimmer Britta Steffen wore a state-of-the-art super-swimsuit when she slashed the 100m freestyle world record at the World Championships. When the polyurethane suits were later banned by Swimming's governing body, Steffen was upset that people put her success down to the suit, rather than human achievement.

3 But the priority in sportswear design has not always been to improve comfort and performance, not for women anyway. In the 19th century, sport was very much _____. Women competed in the Olympic Games for the first time in 1900. They made up a mere 2% of the total number of contestants, and only took part in five sports, including tennis. While men wore baggy trousers and cotton vests, women had to preserve their femininity and take to the tennis courts wearing long skirts that covered their ankles and long sleeves to protect their modesty.

4 Twenty years later, French tennis champion Suzanne Lenglen sparked Wimbledon's first fashion scandal when she swapped corsets and long skirts for a low-neck dress with short sleeves and a calf-length pleated skirt. The press labelled her as 'indecent'. 'All women players should go on their knees _____ Suzanne for delivering them from the tyranny of corsets,' said American tennis champion Elizabeth Ryan, a contemporary of Lenglen.



Gloria Minoprio

5 By the 1920s there was a noticeable move away from restrictive clothing for women, and instead they wore more practical clothing that was lighter and made of cooler fabrics. _____ in 1933 Gloria Minoprio still managed to shock onlookers when she arrived on the golf course wearing make-up and – to the tournament organisers' horror – trousers. The same trousers are now kept at The British Golf Museum in St Andrews.

6 Historically, female swimwear has lagged behind the male equivalents. In the 1900s, while men wore long baggy shorts women swam in knee-length woollen dresses and pantaloons. So when Australian swimmer Annette Kellermann stepped out onto the beach in 1907 wearing a one-piece swimsuit, her legs caused a scandal, police were called and she was arrested for indecency. Even in 1932, swimwear was still controversial. Australian teenager Clare Dennis set an Olympic record in the 200m breaststroke at the Los Angeles Games in one of Speedo's new racerback suits but almost failed to qualify because a complaint was lodged against her 'inappropriate' costume because it exposed too much of her shoulder blade.

7 Football has seen a major transformation in the kit worn by female players over the last century. The first women's football games were in 1881 with women wearing pantaloons tucked into shin pads. In 1921, the UK's Football Association banned women from playing, saying that football 'was quite unsuitable for females and ought not to be encouraged'. The ban was finally lifted in 1971. Since then, female football kit has gradually become more practical and as women's football has grown in international importance, the kit has also changed. It has finally moved away from being smaller versions of men's, to kit that is tailored and designed for women with the right length of shorts, and a jersey that's easy to take off over a ponytail!

2

VOCABULARY

Sport • phrasal verbs • collocations
• people in sport

I can talk about sports.

SHOW WHAT YOU KNOW

1 Add the verb *do*, *go* or *play* to each list of sports/forms of exercise.

1 _____ badminton, basketball, ice hockey, table tennis, volleyball, American football

2 _____ kayaking, cycling, rowing, sailing, skating, skiing

3 _____ aerobics, athletics, boxing, judo, karate, yoga

2 **SPEAKING** Add any other sports you know to the lists. Then discuss the questions.

1 What other sports do you do, go, play (or watch)?

2 Which sports do you do on a court, a course, a pitch, a rink, a track or in a ring?

3 Which are individual sports and which are team sports?

4 What do you call the people who do these sports?

basketball – basketball player cycling – cyclist

athletics – athlete

It's just a game

You can't score if you don't shoot.

A proverb

BBC



THE BRUJAS

5 Watch the BBC video.
For the worksheet, go to page 118.



- 3 Read the blog post and comments. Then write your own comment and compare it with a partner.
- 4 **SPEAKING** Discuss these choices. Which do you prefer and why?
- 1 individual sports or team sports?
 - 2 indoor sports or outdoor sports?
 - 3 winter sports or summer sports?
 - 4 doing sport or watching sport?
 - 5 sport or no sport?

SPORTING QUESTIONS

Following news this week that the total number of teenagers taking up team sports has fallen, we're asking why so many people prefer individual sports. Sure, there are advantages: if you work out at the gym, you **burn off** calories and **keep in** shape and do it at a time that is convenient for you. But what about the friendship and the feeling of togetherness you get when you play for a team?

Are you a team player or do you prefer to do it alone? Here's what our readers said.



Jordan, 16

Not everyone has the confidence or the ability to participate in team sports. I'm 16 and I like **taking on** new challenges, but I'm not good enough to **get into** my school football team.



Jack, 17

When I play tennis, it's just me against my opponent – it's quite lonely without teammates. When I'm preparing for a competition I just see my coach. When I compete in a tournament and I **beat an** opponent, there's just my family **to cheer me on**. I love tennis, I love winning matches, but I miss the sense of belonging you get in a team.



Sherri, 16

I prefer team sports, but sometimes it's difficult when you **let your team down**. Last year, I had such a lot of school work that I had to **drop out of** my basketball team halfway through the season. I felt terrible.



Megan, 17

I do an individual sport, karate, but I feel part of a team and I'm motivated to **score points** for my club. I **go in for** competitions, and when I **came first** recently, I felt it was for the club, not for myself. With the trainers, other club members and supporters, it's like a big family.

WORD STORE 2A Phrasal verbs

- 5 1.18 Complete WORD STORE 2A with the base forms of the phrasal verbs in red in the blog. Then listen, check and repeat.
- 6 **SPEAKING** Complete the questions with the verbs in WORD STORE 2A. Then ask and answer.
- 1 Are you somebody who likes to _____ on a challenge?
 - 2 What do you shout when you _____ your team on?
 - 3 Do you think a national team _____ the country down when it loses?
 - 4 Have you ever had to _____ out of a team for any reason?
 - 5 Which school team is it easiest to _____ into?
 - 6 Does your school _____ in for many inter-school competitions?
 - 7 What is the best type of exercise to _____ off calories?

WORD STORE 2B Collocations

- 7 1.19 Complete WORD STORE 2B with the underlined words in the blog. Then listen, check and repeat.
- 8 1.20 Put the lines of one person's views about sport in the correct order. Then listen and check.
- 1 I'm not into competitive sport. I'll never **break**
☐ **a goal!** I like being healthy and **keeping**
☐ **first**. I've seen men cry when the opposing team **scores**
☐ **a prize** for sport. In fact, I usually **come**
☐ **a world record**, and I'm sure I'll never **win**
☐ **last** in races and if I'm in a team we always **lose**
☐ **in shape**. But I don't need to **beat**
☒ **the match**. I don't understand people who need to **come**
☐ **my opponent** – I'm happy just to take part.
- 9 **SPEAKING** Discuss which is more important: to win or to take part?

WORD STORE 2C People in sport

- 10 1.21 Match the pictures in WORD STORE 2C with the words in the box. Then listen, check and repeat.
- 11 Complete the sentences with the words in WORD STORE 2C.
- 1 We play for the same team. He's my _____.
 - 2 I have a whistle, a red and a yellow card. I'm a _____.
 - 3 I organise training and help you improve. I'm your _____.
 - 4 I follow my team everywhere. I'm their biggest _____.
 - 5 I play against you. I want to beat you. You're my _____.
 - 6 I buy a ticket and watch the game. I'm a _____.
- 12 **SPEAKING** Work in pairs. Student A: think of a sport. Student B: use the vocabulary from the lesson and ask twenty yes/no questions to find out the sport your partner is thinking of.

B: *Is it a team sport?* A: *Yes.*

1 Read *Running Wild*. Answer the questions.

- Had Chris Stewart run in Africa before?
- Why wasn't he running very fast?
- Why did a local runner overtake him at high speed?

**RUNNING WILD**

Chris Stewart and two other British **athletes were competing** in a 20-kilometre race in Kenya. **They hadn't competed** in Africa before, but **Chris believed** that it was important to save energy on a long-distance race so **he wasn't running** very fast. After three kilometres, **he was leading** when suddenly, **a local runner overtook** him at high speed. **He knew** his rival would get tired later in the race so **he didn't speed up** – but then **he looked round and saw** that **a large rhinoceros had crashed through** the trees next to the road and **it was chasing** after them ...

2 Look at the verb phrases in blue in the text. Put them in the correct category below.

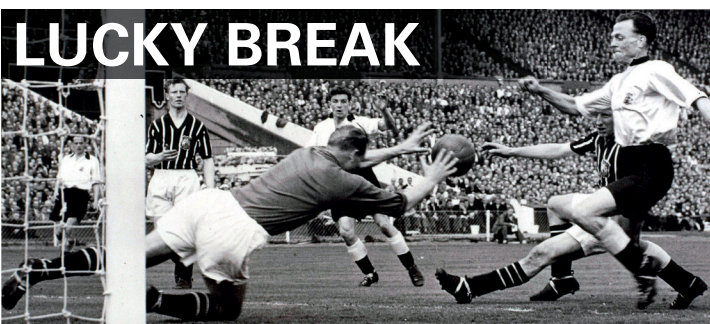
- Past Simple: *Chris believed*
- Past Continuous: *athletes were competing*
- Past Perfect: *They hadn't competed*

3 Read the GRAMMAR FOCUS and complete it with the name of the appropriate tense.**GRAMMAR FOCUS****Narrative tenses**

- You use the ¹**Past Continuous** to set the scene.
... athletes **were competing** in a 20-kilometre race in Kenya.
- You use the ²_____ to describe the main events of a story.
He **didn't speed up** – but then he **looked round** and **saw** ...
- You often use the **Past Continuous** with the **Past Simple** – usually when a short action (Past Simple) interrupted a longer unfinished action (Past Continuous).
He **was leading** when suddenly, a local runner **overtook** him.
- You use the ³_____ to make it clear that one past action happened before another past action.
He saw that a large rhinoceros **had crashed through** the trees.

4 Choose the best ending for each sentence. Compare with a partner.

- Tom couldn't play because
a he had forgotten his trainers.
b he forgot his trainers.
- Jeff broke his leg when
a he skied. b he was skiing.
- The referee blew his whistle and
a the game started. b the game was starting.
- Sue and Jenny were excited because
a they hadn't been to a football match before.
b they didn't go to a football match before.
- It was snowing when
a the marathon had begun. b the marathon began.
- Paula was leading the cycle race when
a she fell off her bike. b she had fallen off her bike.

5 1.22 Read *Lucky Break* and choose the correct verb form. Then listen and check.

In 1956, goalkeeper Bert Trautmann ¹**was playing** / **had played** for Manchester City in his first FA Cup final when he ²**dived** / **was diving** for the ball in the 75th minute. He ³**was knowing** / **knew** that he ⁴**hurt** / **had hurt** himself but he ⁵**was carrying on** / **carried on** playing. He ⁶**helped** / **had helped** his team to beat Birmingham City 3–1. He then ⁷**had gone** / **went** to hospital where the doctors couldn't believe he ⁸**had been** / **was** still alive. He ⁹**was breaking** / **had broken** his neck!

6 Write questions about *Lucky Break* using the correct tense.

- Who / win / the 1956 FA Cup final and what / be / the score?
Who won the 1956 FA Cup final and what was the score?
- Trautmann / ever play / in an FA Cup final before?
- What position / Trautmann / play / when he got injured?
- How / Trautmann / hurt himself?
- Trautmann / stay / on the pitch for the whole game?
- Why / doctors / think / Trautmann was lucky?

7 SPEAKING Ask and answer the questions in Exercise 6.**8 SPEAKING You are going to tell your partner a story. Choose option A or option B. Think about what to say and how to say it. Then tell the story.**

Option A: Think of an exciting sports event you've seen or an exciting game you've played in.

Option B: Choose one of the true stories in this lesson. Close your book.

I'll never forget the time I scored the winning goal for our school team. We were playing in the final of ...

2.3

LISTENING

Note completion

I can understand the key points of a radio interview on a familiar topic.

1 **SPEAKING** Discuss what you know about the sports people in photos A–C.

2 **1.23** Listen and match each speaker with their favourite sports star A–C. What human quality do all three sports stars have in common?

Speaker 1: ☐ Speaker 2: ☐ Speaker 3: ☐

3 **1.23** Match sports stars A–C with three adjectives each according to the speaker's opinions. Then listen again and check.

(caring ☐ courageous ☐ determined ☐
generous ☐ passionate ☐ positive ☐
powerful ☐ strong ☐ supportive ☐)

4 **SPEAKING** Discuss which sports star you would choose as a good role model. Give reasons for your choice.

5 **1.24** Listen to an interview with Jackie Smith, a windsurfing champion. Answer the questions.



- Who were her role models when she started windsurfing?
- What other water sports has she tried?
- Who are her role models now?

EXAM FOCUS Note completion

6 **1.24** Listen again and complete the sentences with a word or short phrase.

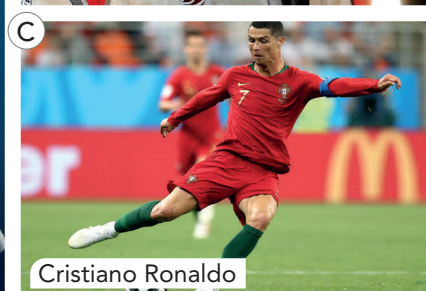
- Jackie was _____ when she won the international windsurfing championship.
- When Jackie's mum was _____, she took part in windsurfing events herself.
- Jackie learnt to swim when she was about _____.
- Although Jackie is _____ younger, she has always admired Rachel.
- Jackie and Rachel both became members of a _____ when they were young.
- Jackie's mum encouraged her when she took up _____.
- In Jackie's first windsurfing competition, she finished in _____ place.
- Jackie thinks that she is very much like her _____.



Serena Williams



Robert Kubica



Cristiano Ronaldo

WORD STORE 2D Phrasal verbs

7 **1.25** Complete WORD STORE 2D with the phrasal verbs in the box. Then listen, check and repeat.

8 **SPEAKING** Complete the questions with the particles in WORD STORE 2D and then discuss them with a partner.

- In terms of sporting ability, do you take _____ your mother or your father?
- Has anybody ever talked you _____ taking up a sport or joining a team?
- What new sport or leisure activity would you like to try _____?
- Which sports person do you look _____ to?
- Do you find it easy to pick _____ the rules to a new game or sport?
- Have you ever given _____ in a race and just stopped?
- Think of a sport you don't like. What puts you _____ it?

PRONUNCIATION FOCUS

9 **1.26** Listen and repeat the words in the table.

Sound	Examples
1 /i:/	team _____
2 /ɜ:/	serve _____
3 /ɔ:/	sport _____
4 /u:/	shoe _____
5 /a:/	start <u>arm</u> _____

10 **1.27** Add the words in the box to the table in Exercise 9. Then listen, check and repeat.

(arm court draw first grew heart loose
ski speed world)

2.4

READING

Gapped text

I can identify key information in an extended article.

1 **SPEAKING** Complete UK TODAY with the words in the box. Then discuss the questions.

champions district grass matches
tournament white

- What other tennis tournaments do you know?
- How many tennis players can you name in 60 seconds?
- What are the rules of tennis – how do you score?

2 Match the sportspeople with the rituals.

- Sidney Crosby (Canada, ice hockey) ☐
- Stephanie Rice (Australia, swimming) ☐
- Cristiano Ronaldo (Portugal, football) ☐
- Laura Kenny (UK, cycling) ☐
- Rafael Nadal (Spain, tennis) ☐

- always waits near the net to let the opponent reach his/her chair first.
- steps on a wet towel while wearing clean socks before a race.
- swings his/her arms eight times, splashes his/her body with water four times and then presses his/her goggles into his/her face four times.
- steps onto the pitch with his/her right foot first.
- has used the same stick for years.

3 Read the note about Rafael Nadal and then read an extract from his autobiography. Answer the questions.

- What are the five steps in Nadal's final preparations for the match?
- Which Wimbledon rule upsets Nadal's rituals?
- How often does Nadal drink from his water bottle?
- How important are his family to Nadal at a tournament like Wimbledon?
- Why doesn't Nadal smile during the match?

EXAM FOCUS Gapped text

4 Read the text again. Complete gaps 1–3 with sentences A–E. There are two extra sentences.

- We shook hands, exchanged the faintest of smiles, and then each pretended the other wasn't there.
- Some call it superstition, but it's not. If it were superstition, why would I keep doing the same thing over whether I win or lose?
- It's another manoeuvre that requires no thought, but I do it slowly, carefully, tying it tightly and very deliberately behind the back of my head.
- At one o'clock, with an hour to go before the start of play, we went back down to the locker room.
- It's part of Wimbledon protocol on Final Day. It doesn't happen anywhere else.

UK TODAY

- Wimbledon is the world's oldest tennis ¹tournament, established in 1877.
- Wimbledon is a ²_____ in southwest London.
- It is the only Grand Slam played on ³_____.
- Players must wear mostly ⁴_____ clothes.
- There are 674 ⁵_____ over the two weeks.
- ⁶_____ receive a ¾ size replica trophy.

5 **1.29** Match the expressions in the box with the definitions. Use the phrases in blue in the text to help you. Then listen and repeat.

the point of no return repeat a sequence
the first/last step a decisive moment
do the same thing over give sb peace of mind
a break from your routine the first/last phase

- sth different from what you normally do = a break from your routine
- an important point in time = _____
- the first/last stage in a process = _____
- the first/last action in a series of actions = _____
- make sb feel calm = _____
- the moment when you can no longer change anything = _____
- repeat one action = _____
- do a series of actions again = _____

6 **SPEAKING** Choose three expressions in Exercise 5 and write your own sentences. Discuss how important rituals and routines are in your life.

WORD STORE 2E Word families

7 **1.30** Complete WORD STORE 2E with the correct form of the underlined words in the text. Mark the stress in the new words. Then listen, check and repeat.

8 Complete the sentences with the correct form of the words in WORD STORE 2E. Which sentences are true for you? Compare with a partner.

- I'm not a _____ person. (superstition)
- I find it difficult to show _____ when people criticise me. (resilient)
- I know swimming is good for me, but I find it boring and _____. (repeat)
- I'm sure that leaving school will be a _____ moment in my life. (decide)
- I don't lead a very _____ life. I'm quite lazy and don't like sports. (action)

A: *I'm definitely not a superstitious person. What about you?*

B: *Oh, I'm very superstitious – everybody in my family is.*



From **RAFA** MY STORY

1.28

Chapter 1

The Silence of the Centre Court

Forty-five minutes before the game was scheduled to start I took a cold shower. Freezing cold water. I do this before every match. It's the point before **the point of no return; the first step in the last phase** of what I call my pre-game ritual.

5 Under the cold shower, I enter a new space in which I feel my **power** and **resilience** grow. I'm a different man when I emerge. I'm **activated**.

After Titin, my physical therapist, had bandaged my knee, I stood up, got dressed, went to a basin, and ran water

10 through my hair. Then I put on my bandanna. ¹ ____ There's a practical point to it: keeping my hair from falling over my eyes. But it's also another moment in the ritual, another **decisive moment**, like the cold shower, when I am aware that very soon I'll be entering battle.

15 An official in a blazer walked in and told us it was time. Now I was supposed to hand over my bag to a court attendant for him to carry it to my chair. ² ____ I don't like it. It's **a break from my routine**. I handed over my bag but took out one racket. I led the way out of the locker room, along corridors
20 with photographs of past champions and trophies behind glass frames, down some stairs and left and out into the cool

English July air and the magical green of the Centre Court.

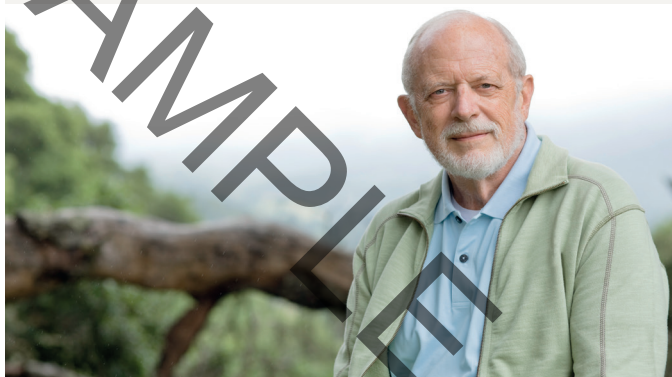
I sat down, took off my white tracksuit top, and took
25 a sip from a bottle of water. Then from a second bottle. I **repeat the sequence**, every time, before a match begins, and at every break between games, until a match is over. A sip from one bottle, and then from another. And then I put the two bottles down at my feet, in front of my
30 chair to my left, one neatly behind the other, diagonally aimed at the court. ³ ____ It's a way of placing myself in a match, ordering my surroundings to match the order I seek in my head.

The last part of the ritual, as important as all the
35 preparations that went before, was to look up and search for my family members among the blur of the Centre Court crowd. I don't let them intrude on my thoughts during a match – I don't ever let myself smile during a match – but knowing they are there, as they always have
40 been, **gives me the peace of mind** on which my success as a player rests. I build a wall around myself when I play, but my family is the cement that holds the wall together.

Rafael Nadal was born in Spain in 1986. He began playing tennis at the age of three and turned professional at fifteen. Nadal has won seventeen Grand Slam titles including eleven French Opens and two Olympic gold medals. He beat Roger Federer in the longest final in Wimbledon history in 2008. He won Wimbledon again in 2010, and in 2011 he was named Laureus World Sportsman of the Year.

- 1 What does a sports psychologist do? Read the text and find out.

THINK LIKE A WINNER



I'm a sports psychologist. I work with top athletes and I **help them to prepare** for important competitions. Of course, they **need to prepare** physically: they **should get** plenty of sleep, remember to drink lots of fluids and avoid drinking alcohol. That's the easy part! But after they've **spent time preparing** their body, I **make them relax** and prepare the mind. I focus on three areas: visualisation, positive thinking and relaxation.

- 2 Read the GRAMMAR FOCUS. Complete the examples with the phrases in blue in the text.

GRAMMAR FOCUS

Verb patterns

• verb + to infinitive

Of course, they **need** ¹ to prepare physically.

Examples: aim, arrange, attempt, can't afford, decide, expect, hope, intend, manage, offer, plan, refuse, remember, seem, tend, try, want

• verb + object + to infinitive

I **help them** ² _____ for important competitions.

Examples: advise, allow, encourage, force, remind, teach, urge, warn (not)

• verb + -ing

But after they've **spent time** ³ _____ their body, I ...

Examples: avoid, can't help, can't stand, don't mind, enjoy, fancy, finish, imagine, keep, miss, stop, waste time

• modal verb + infinitive without to

... they **should** ⁴ _____ plenty of sleep ...

Examples: can, could, might, should, would

• verb + object + infinitive without to

I **make them** ⁵ _____ and prepare the mind.

Examples: make, let

- 3 **1.31** Complete the text with the correct verb pattern using the words in brackets. Then listen and check.

Visualisation

Before an important event, I **advise** ¹ athletes to visit (athletes/visit) the stadium. This **allows** ² _____ (them/visualise) the day of the competition. They **can** ³ _____ (imagine) the smells and the sounds in the stadium, and they **imagine** ⁴ _____ (win) the competition. Then, when the day of the competition arrives, they **try** ⁵ _____ (recreate) the success they imagined.

Positive thinking

I **encourage** ⁶ _____ (athletes/talk) to themselves before a big race. I **force** ⁷ _____ (them/concentrate) on the times when they won. They **need** ⁸ _____ (stay) in the present and tell the negative voice in their head to **stop** ⁹ _____ (talk). Good athletes **want** ¹⁰ _____ (win), but top athletes **expect** ¹¹ _____ (win). That's positive thinking!

Relaxation

Even top athletes **can't help** ¹² _____ (feel) nervous, especially when they find themselves standing next to last year's champion! I **let** ¹³ _____ (them/talk) to me about their worries, but on the day of the competition, negative thoughts are not allowed! It's a simple fact that if they **manage** ¹⁴ _____ (control) their nerves, they **tend** ¹⁵ _____ (do) better. Winning – it's all in the mind!

- 4 List some sports that you like watching or doing. In your opinion, which sports need more mental and which ones more physical preparation?
- 5 Write a second sentence so that it has a similar meaning to the first. Use the words in brackets. Which sentences are true for you?
- I'm happy to lend money to my friends. (don't mind)
I don't mind lending money to my friends.
 - I don't have enough money to buy new trainers. (can't afford)
 - I would like to learn how to skate one day. (hope)
 - My uncle showed me how to swim. (teach)
 - I don't want to take up jogging. (not intend)
 - My parents won't allow me to stay out all night with my friends. (let)
- 6 Complete the sentences to make them true for you. Write four true sentences and one false one.
- I can't stand ...
I can't stand watching sport on TV.
 - I enjoyed ...
 - I wasted a lot of time ...
 - I spend a lot of time ...
 - I've refused ...
- 7 **SPEAKING** Read your sentences. Guess which of your partner's sentences is false.

2.6

USE OF ENGLISH

so, too, neither/nor, not either

I can respond to news and opinion using so, too, not ... either and neither ... nor.

1 **1.32** Listen to dialogues 1–5 about sports and match them with photos A–E. Then answer the questions.

- What was the final score in the match?
- What are the players doing after the game?
- What do the man and woman find surprising about this sport?
- In which sports do women still get paid less than men?
- What do the two friends both decide to join?

2 **1.32** Complete the exchanges with the correct auxiliary. Then listen again and check.

- We had so many chances. → So _____ they!
- I don't aim at your head. → Neither _____!!
- I find this really boring. → Really? I _____.
- I can't think of any women drivers. → I _____ either.
- I've never thought about it. → Nor _____ I.
- He's one of the best players in the country. →
So _____ Steph Houghton.
- I couldn't do it. → No, neither _____ I.
- I'd love to be able to run properly. → I _____ too.

3 Read the LANGUAGE FOCUS. Then match statements 1–6 with replies a–f.

LANGUAGE FOCUS

so, too, neither/nor, not either

- To say that something is the same or agree with a positive statement, use the following:
so + auxiliary/modal verb + subject or **subject + auxiliary/modal verb + too.**
He is one of the best players in the country. → **So** is Steph Houghton./Steph Houghton is **too**.
You serve so fast! → **So** do you./You do **too**.
- To say something is the same or agree with a negative statement, use the following:
neither/nor + auxiliary/modal verb + subject or **subject + auxiliary/modal verb + either.**
I can't think of any women drivers. → **Neither** can I./I can't **either**.
We didn't score a single goal. → **Nor** did they./They didn't **either**.
- To say something is different, or disagree with a statement, use the following:
I find this really boring. → **Really? I don't.**
I never had the chance to do go-karting. → **Oh. I did.**

- Our neighbours do a lot of sport.
- My mum can't stand watching football on TV.
- I'd love to have a go in a Formula One car.
- I've played for the school team several times.
- My brother couldn't ride a bike until he was eight.
- My best friend is going to take up running.

- a So am I. c So have I. e Really? I wouldn't.
b I couldn't either. d Ours do too. f Nor can mine.

4 **SPEAKING** Take it in turns to read statements 1–6. Give your own replies.



Marathon



Hockey



Football



Motor racing



Tennis

5 **USE OF ENGLISH** Choose the correct response, A, B or C.

- X: I must do more exercise. Y: _____
A Yes, I must too. B So do I.
C Really? I don't.
- X: I've never been to a football match.
Y: _____
A Nor do I. B Neither have I.
C I didn't either.
- X: My parents are very sporty. Y: _____
A Really? Mine aren't. B Mine aren't either.
C Nor are mine.
- X: My local sports centre hasn't got a sauna.
Y: _____
A Mine hasn't either. B Oh, mine hasn't.
C Mine too.
- X: We went swimming yesterday. Y: _____
A Oh, we did. B So we did.
C So did we.

6 Complete the sentences to make them true for you.

- I'd like to ...
- I'm interested in ...
- I can't ...
- I used to ...
- I don't mind ...
- I should ...

7 **SPEAKING** Take it in turns to listen to your partner's sentences and respond. How similar are you?

FOCUS VLOG About sport

8 Watch the Focus Vlog. For the worksheet, go to page 119.

- 1 **SPEAKING** Look at photos A–F and match them with the extreme sports in the box. Then discuss the questions.

(bungee jumping ☐ mountain biking ☐ rafting ☐
rock climbing ☐ snowboarding ☐ water skiing ☐)

- 1 What extreme sports have you tried?
- 2 What extreme sports would you like to try?
- 3 What extreme sports would you never like to try? Why?

- 2 Read the beginning of the story. What do you think went wrong?

There's a first time for everything!

I don't think many people have been in a situation like the one Lilly and I experienced last winter. We were learning to snowboard for the first time in the spectacular mountains of Austria. Of course, many things can go wrong when you're new to an extreme sport, but what happened to us was very unusual. The old saying, 'there's a first time for everything' is definitely true based on our experience!

- We'd booked lessons before we arrived, and were both feeling quite nervous as we took the lift up the mountain with Max, our enthusiastic instructor. 'Don't worry' he said, 'you might fall over a bit, but you'll love it!' The first lesson was really challenging and we fell over A LOT! By the end of the first day, we were completely exhausted but, as promised, we'd had a brilliant time and fallen totally in love with snowboarding.

- The following day, Max was demonstrating how to turn. As our eyes followed him down the slope, he suddenly disappeared. 'Where did he go?' I asked Lilly, as we headed for where he'd disappeared. We discovered Max at the bottom of a big hole. 'I think it's broken' he said holding his left leg. We called for help on his radio and twenty minutes later the three of us were in a helicopter heading for the medical centre.

- I'm pretty sure we enjoyed the helicopter ride more than poor Max! The doctor confirmed that he had broken his leg. She said it was the first time she'd ever seen learners bring their instructor in for treatment.



- 3 Read the story and put the events a–g in chronological order (1–7).

- a They arrived in Austria
- b They rode in a helicopter
- c They radioed for help
- d They booked lessons
- e Max fell down a hole
- f They had their first lesson
- g They met Max



- 4 **SPEAKING** Discuss your own experiences of trying out a sport for the first time.

- 5 Read the advice for writing a story and complete the examples in the WRITING FOCUS with the words in purple from the story.

WRITING FOCUS

A story

• Beginning your story

- Use an opening sentence and interesting title that makes the reader want to read on.
- Set the scene for the story so the reader can imagine what might happen next.
- Finish the beginning section with a problem, or at a point which is exciting or interesting.

• Telling your story

- Use a range of different narrative tenses to tell the story.

Use the **Past Continuous** to set the scene.

We ¹ were both feeling quite nervous.

Use the **Past Simple** to describe the main events.

We ² _____ the lift up the mountain.

Use the **Past Perfect** to make it clear that one past action happened before another past action.

We ³ _____ lessons before we arrived.

- Use adverbs and strong adjectives to make the story exciting.

By the end of the first day, we were

⁴ _____

- Use sequencers so the reader can follow the story.

⁵ _____ the three of us were in a helicopter ...

- Use one or two short sentences for dramatic effect.

We discovered Max at the bottom of a big hole.

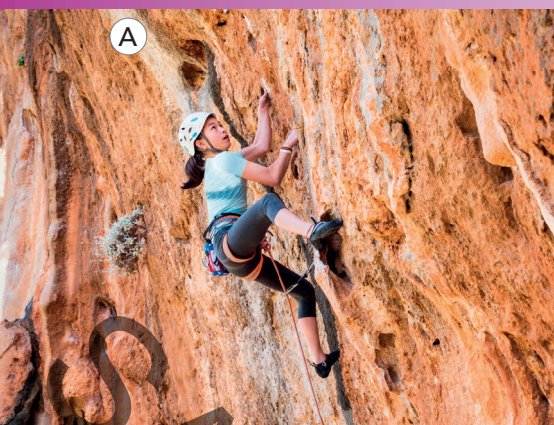
- Use some direct speech to make the story come alive.

⁶ '_____', I asked Lilly.

• Ending your story

- Think of an exciting, funny or unexpected ending to the story to help the reader remember it.

- 6 Find and underline more examples of the narrative tenses from the WRITING FOCUS in the story.



7 Complete the story with the correct narrative form of the verbs in brackets.

'3-2-1 bungee'!

I wanted to jump, but my legs wouldn't move.

I ¹ _____ (visit) New Zealand when I ² _____ (decide) to try bungee jumping. I ³ _____ (never do) it before, but felt quietly confident as I watched from the ground. An hour later though, as I stood on the edge of the bridge looking down, I ⁴ _____ (realise) that all that confidence ⁵ _____ (disappear). 'Come on Dan! You can do it!' shouted the other jumpers. 'Three-two-one bungee!' ... Nothing. 'I ... I ... I'll have to get down' I said. And so I did, though not quite as planned. As I turned to climb off the platform, I ⁶ _____ (stand) on a rope and lost my balance. My cry of horror ⁷ _____ (become) a scream of pure joy as I fell towards the ground. That ⁸ _____ (be) the day I fell in love with bungee jumping.

8 Complete the LANGUAGE FOCUS with the underlined examples in the story in Exercise 2.

LANGUAGE FOCUS

Linkers to describe events in a sequence

- **Beginning:** ¹ before we arrived/left/got there, (at) first, on the first morning/day
- **Middle:** then, later, the ² _____ morning/evening, after that/three days, on the third/fourth day
- **End:** eventually (meaning after a long time), finally, in the end
- **Other:** ³ _____ the first day/lesson/journey/holiday

9 Choose the correct option.

The longest weekend of my life

Some weekends are special for the wrong reasons. Last weekend was one of them. ¹After / Then very little training, my best friend and I attempted our first 100km walking race. ²Finally / On the first morning we fell out because he'd forgotten to pack the map. Luckily, we were able to borrow somebody's extra one. ³After six hours / At first we reached the first rest stop. We'd fought most of the way about which was the fastest way to go. ⁴Finally / By the end of the first day we'd walked forty-three kilometres and were not really speaking to each other anymore. ⁵The following morning / The day before, we started walking again at 5 a.m. and I can honestly say I've never heard so much complaining in all my life! ⁶Eventually / Before, we reached the finishing line after thirty-two hours of walking and an entire weekend of arguing. We haven't seen or spoken to each other since.

SHOW WHAT YOU'VE LEARNT

10 Do the writing task. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.

Write a story about trying a new sport or activity for the first time and:

- use the first sentence and title to catch the reader's attention.
- set the scene and mention the characters involved in the story.
- use a range of narrative tenses to tell the story.
- finish the story with something exciting, funny or unexpected.

2.8


SPEAKING

Asking for and giving an opinion
• agreeing and disagreeing

I can ask for, give, agree with and disagree with an opinion.

- 1 Look at the jobs in the box and number them from most (5) to least (1) important for society.

(an actor ☐ a farmer ☐ a football player ☐ a nurse ☐
a pilot ☐ a police officer ☐ a scientist ☐ a surgeon ☐)

- 2  1.32 Read and listen to a conversation between a brother and sister and answer the questions.



- 1 What do they disagree about?
- 2 Who does their father agree with?
- 3 Who do you agree with?

- 3  1.33 Use the SPEAKING FOCUS to complete the phrases in the conversation. Then listen again and check.

Tom: Goal! Messi's just scored a fantastic goal! He's definitely the best footballer in the world!

Jan: Hm, I'm not ¹ _____ about that.

Tom: What do you know about football?

Jan: I know that some football players get millions of euros a month! If ² _____, they earn too much.

Tom: That's ³ _____. Only a few players earn that much and they deserve it.

Jan: No way! Football players don't save lives! Football's just a game!

Tom: Are ⁴ _____? It's the most popular game in the world.

Jan: That's true but they don't do anything important. They just kick a ball!

Tom: The ⁵ _____, football players can only play when they're young so they have to earn a lot in a short time.

Jan: I'm ⁶ _____. I just don't think footballers are good role models.

Tom: I'm sorry, ⁷ _____ – they're great role models. They train really hard ...

Dad: Hey, what's going on in here? Calm down you two.

Jan: He thinks it's OK to pay Messi two million euros a month! What ⁸ _____ that?

Dad: That's ridiculous.

Jan: You see!

Dad: To ⁹ _____, I think he should get at least ten million!

SPEAKING FOCUS

Asking for someone's opinion

What do you think about ...?

Giving an opinion

I think .../I (just) don't think .../If you ask me .../
The thing is .../To be honest ...

Agreeing with an opinion

I agree./That's true./Absolutely!

Half agreeing with an opinion

I'm not so sure about that./I'm not convinced.

Disagreeing

That's not true./I'm sorry, I don't agree with you.

Disagreeing strongly

No way! (informal)/Are you kidding? (informal)
I'm afraid I completely disagree.

Note:

If you have no strong opinions, you can say:
Personally, I don't feel strongly one way or the other.

- 4  1.34 Read the opinions below and choose the appropriate responses in a and b. Then listen and check.

1 I think female athletes should earn the same salary as male athletes.

a I agree. / No way! All athletes should be paid equally.

b Absolutely. / I'm not convinced. Male athletes attract more spectators.

2 If you ask me, running is the best sport in the world.

a I'm afraid I completely disagree. / That's true. You can do it anywhere and any time.

b Absolutely. / That's not true. Playing team sports is much better.

3 In my opinion, golf is for old people.

a I agree. / I'm not convinced. It's too slow for young people.

b Are you kidding? / I agree. My brother is twenty and he loves playing golf.

4 I think boxing should be banned. It's too dangerous.

a Absolutely. / No way! I think it's great.

b I'm sorry, I don't agree with you. / That's true. It's too violent.

- 5 **SPEAKING** Practise the dialogues in Exercise 4. Choose answer a or b according to your own opinion.

- 6 **SPEAKING** Discuss the topics below. Use the SPEAKING FOCUS to help you.

- We should do more sport at school.
- Animals should not be used in sport.

ROLE-PLAY

Asking for and giving an opinion



Watch the video and practise. Then role-play your dialogue.

2.1 Vocabulary 4.9

athlete /'æθli:t/
 athletics /æθ'letiks/
 athletics track /,æθ'letiks træk/
 badminton/squash/tennis court
 /'bædmɪntən/'skwɒʃ/'tenəs kɔ:t/
 basketball/handball/netball/volleyball
 court /'bɑ:skətbɔ:l/'hændbɔ:l/'netbɔ:l/
 /'vɒlibɔ:l kɔ:t/
 beat/defeat an opponent/the
 champion /,bi:t/di:'fɪt ən ə'pəʊnənt/ðə
 'tʃæmpjən/
 boxing /'bɒksɪŋ/
 boxing/sumo/wrestling ring /'bɒksɪŋ/
 'sʊməʊ/'reslɪŋ rɪŋ/
 break a world record /,breɪk ə ,wɜ:ld
 'rekɔ:d/
 burn sth off /'bɜ:n ,sæmθɪŋ ɒf/
 challenge /'tʃæləndʒ/
 cheer sb on /,tʃiə ,sæmbədi 'ɒn/
 coach /kəʊtʃ/
 come first/second/last /,kʌm 'fɜ:st/
 'sekənd/'la:st/
 compete /kəm'pi:t/
 competitive sport /kəm'petətɪv 'spɔ:t/
 competitor /kəm'petɪtə/
 cricket/football/hockey/rugby pitch
 /'krɪkət/'fʊtbɔ:l/'hɒki/'rʌgbi pɪtʃ/
 drop out of /,drɒp 'aʊt əv/
 fan/supporter /fæn/sə'pɔ:tə/
 get into /,get 'ɪntu:/
 go in for /,gəʊ 'ɪn fə/
 golf course /'gɒlf kɔ:rs/
 hockey /'hɒki/
 individual/team sport /,ɪndəvɪdʒuəl/
 ,ti:m 'spɔ:t/
 indoor/outdoor sport /'ɪndə:/aʊt'dɔ: 'spɔ:t/
 judo /'dʒu:dəʊ/
 keep fit/in shape /,ki:p 'fɪt/ɪn 'ʃeɪp/
 let sb down /,let ,sæmbədi 'daʊn/
 lose a match/a game /,lu:z ə 'mætʃ/
 ə 'geɪm/
 lose a point /,lu:z ə 'pɔɪnt/
 match /mætʃ/
 miss a goal /,mɪs ə 'gəʊl/
 motor racing track /'məʊtə ,reɪsɪŋ træk/
 opponent /ə'pəʊnənt/
 opposing team /ə'pəʊzɪŋ 'ti:m/
 player /'pleɪə/
 red/yellow card /,red/,jeləʊ 'kɑ:d/
 referee /,refə'reɪ/
 rink /rɪŋk/
 sailing /'seɪlɪŋ/
 score a goal/points /,skɔ:r ə 'gəʊl/
 'pɔɪnts/
 skating /'sketɪŋ/
 spectator /spek'tetə/
 squash /skwɒʃ/
 (table) tennis /('teɪbəl) ,tenəs/
 take on (a challenge) /,teɪk 'ɒn ə
 ('tʃæləndʒ)/
 teammate /'ti:mmeɪt/
 tournament /'tuənəmənt/
 trainer /'treɪnə/
 training /'treɪnɪŋ/

volleyball /'vɒlibɔ:l/
 win a point /,wɪn ə 'pɔɪnt/
 win a game/match/prize /,wɪn ə 'geɪm/
 'mætʃ/'praɪz/
 work out /,wɜ:k 'aʊt/
 wrestling /'reslɪŋ/

2.2 Grammar 4.10

blow a whistle /,bləʊ ə 'wɪsəl/
 break your neck /,breɪk jə 'nek/
 chase after /'tʃeɪs ,ɑ:ftə/
 crash through /'kræʃ ,θru:/
 cycle race /'saɪklə reɪs/
 dive for the ball /,daɪv fə ðə 'bɔ:l/
 FA cup /,ef eɪ 'kʌp/
 final /'faɪnəl/
 get injured /,get 'ɪndʒəd/
 goalkeeper /'gəʊl,kɪ:pə/
 hurt yourself /'hɜ:t jɔ: ,self/
 lead /li:d/
 (long-distance) race /,(lɒŋ 'dɪstənts)
 reɪs/
 marathon /'mærəθən/
 overtake /,əʊvə'teɪk/
 position /pə'zɪʃən/
 rival /'raɪvəl/
 runner /'rʌnə/
 speed /spi:d/
 speed up /,spi:d 'ʌp/
 sports event /'spɔ:ts ɪ'vent/

2.3 Listening 4.11

be passionate about /,bi 'pæʃənət
 ə ,baʊt/
 caring /'keərɪŋ/
 courageous /kə'reɪdʒəs/
 determined /dɪ'tɜ:mənd/
 enter a competition /,entə ə
 ,kɒmpə'tɪʃən/
 generous /'dʒenərəs/
 give (sth) up /,gɪv (,sæmθɪŋ) 'ʌp/
 inspiration /,ɪnspə'reɪʃən/
 inspiring /ɪn'spaɪərɪŋ/
 join a club /,dʒɔɪn ə 'klʌb/
 look up to /,lʊk 'ʌp tə/
 modest /'mɒdəst/
 pick up /,pɪk 'ʌp/
 positive /'pɒzətɪv/
 put sb off /,pʊt ,sæmbədi 'ɒf/
 role model /'rəʊl ,mɒdl/
 row /rəʊ/
 sailing club /'seɪlɪŋ klʌb/
 take after / ,teɪk 'ɑ:ftə/
 talk sb into /,tɔ:k ,sæmbədi 'ɪntə/
 try out /,traɪ 'aʊt/

2.4 Reading 4.12

action /'ækʃən/
 activate /'æktɪveɪt/
 active /'æktɪv/
 bandage a knee /'bændɪdʒ ə ni:/
 bandanna /bæn'dænə/
 bounce the ball /,baʊns ðə 'bɔ:l/
 break from your routine /,breɪk frəm jə
 ,ru:'ti:n/
 decide /dɪ'saɪd/

decision /dɪ'sɪʒən/
 decisive /dɪ'saɪsɪv/
 decisive moment /dɪ'saɪsɪv 'məʊmənt/
 do the same thing over /,du: ðə ,seɪm
 ,θɪŋ 'əʊvə/
 emerge /ɪ'mɜ:dʒ/
 fall over sth /,fɔ:l əʊvə ,sæmθɪŋ/
 give sb peace of mind /,gɪv ,sæmbədi
 ,pi:s əv 'maɪnd/
 goggles /'gɒɡəlz/
 gold medal /,gəʊld 'medl/
 hand over /,hand 'əʊvə/
 intrude on /ɪn'tru:d ɒn/
 locker room /'lɒkə ru:m/
 physical therapist /,fɪzɪkəl 'θerəpɪst/
 power /'paʊə/
 powerful /'paʊəfəl/
 racket /'rækət/
 repeat a sequence /rɪ'pi:t ə 'si:kwəns/
 repetition /repɪ'tɪʃən/
 repetitive /rɪ'petɪtɪv/
 resilience /rɪ'zɪliəns/
 resilient /rɪ'zɪliənt/
 splash your body with water /,splæʃ jə
 ,bɒdi wɪð 'wɔ:tə/
 superstition /,su:pə'stɪʃən/
 superstitious /,su:pə'stɪʃəs/
 swimming /'swɪmɪŋ/
 swing your arms /,swɪŋ jə(r) 'ɑɪmz/
 take a sip /,teɪk ə 'sɪp/
 the first/last phase /ðə ,fɜ:st/,la:st 'feɪz/
 the first/last step /ðə ,fɜ:st/,la:st 'step/
 the point of no return /ðə ,pɔɪnt əv
 ,nəʊ rɪ'tɜ:n/
 trophy /'trɒfi/
 turn professional /,tɜ:n prə'feʃənəl/

2.5 Grammar 4.13

jogging /'dʒɒŋɪŋ/
 refuse /rɪ'fju:z/
 stadium /'steɪdiəm/
 urge /ɜ:dʒ/

2.6 Use of English 4.14

(hockey) stick /('hɒki) stɪk/
 motor racing /'məʊtə ,reɪsɪŋ/
 sauna /'səʊnə/

2.7 Writing 4.15

cry of horror /kraɪ əv 'hɒrə/
 extreme sport /ɪk'stri:m 'spɔ:t/
 mountain biking /'maʊntən ,baɪkɪŋ/
 rafting /'rɑ:ftɪŋ/
 rock climbing /'rɒk ,klaɪmɪŋ/
 slope /sləʊp/
 take the lift up the mountain /,teɪk ðə
 ,lɪft ʌp ðə 'maʊntən/
 walking race /'wɔ:kɪŋ reɪs/
 water skiing /'wɔ:tə ,skiɪŋ/

2.8 Speaking 4.16

deserve sth /dɪ'zɜ:v sæmθɪŋ/
 do sport /,du: 'spɔ:t/
 kick a ball /,kɪk ə 'bɔ:l/
 ridiculous /rɪ'dɪkələs/
 violent /'vaɪələnt/

VOCABULARY AND GRAMMAR

1 Choose the correct option.

- 1 The *opponent* / *referee* showed two red cards during the first half of the match.
- 2 I'm confident England can *win* / *beat* almost any team they play against this season.
- 3 Steven was sorry for *letting* / *dropping* the other players down when he missed the goal.
- 4 Julie was so fast that she *hit* / *broke* the world record by five seconds.
- 5 Giles is a popular *trainer* / *spectator* because he shows players how they can improve.
- 6 I've decided not to *come* / *go* in for the basketball team this year, but I'll still play for fun.

2 Complete the sentences with the correct form of the words in capitals.

- 1 In figure skating, constant _____ is the best way to learn difficult tricks. **REPEAT**
- 2 You can _____ your device by touching the screen and entering the password. **ACTIVE**
- 3 That runner has such a _____ start that he seems to take off like a racing car. **POWER**
- 4 You have to be _____ in a game like basketball because there is no time to stop and think. **DECIDE**
- 5 Athletes need to show _____ when they are recovering from injuries and defeat. **RESILIENT**
- 6 That player is so _____ that he won't go on the field without wearing his 'lucky' ring. **SUPERSTITION**

3 Write sentences from the prompts. Use the Past Simple, Past Continuous or Past Perfect.

- 1 The match / not / start / at 7 o'clock / because / it / snow.
- 2 Ann / get / lots of / money / when / she / win / the tennis competition?
- 3 John / buy / squash racket / even though / he / not / play / squash / before.
- 4 you / play / golf / when / you / hurt / yourself?
- 5 I / swim / calmly / when / suddenly / someone / jump / into the pool.
- 6 When / Juliet / get home / Henry / already / go to / the match.

4 Choose the correct option.

- 1 I don't think my parents will let me *go* / *to go* to the rugby match on my own.
- 2 The doctor has advised me *give up* / *to give up* professional sport if I don't want to get injured seriously.
- 3 Tim tends *getting tired* / *to get tired* easily, so he has to be very active to keep in shape.
- 4 You really should stop *wasting* / *to waste* your time at table tennis practice.
- 5 Everyone at the stadium expected their team *winning* / *to win* the match.
- 6 I can't help *laughing* / *to laugh* when I see that video of me trying to learn to ski.

USE OF ENGLISH


5 Choose the correct answer, A, B or C, to complete both sentences in each pair.

- 1 Sarah and Lena _____ after their mother – they look the same and have similar personalities too. James is always ready to _____ on a challenge. Now he is training to climb Mt Everest.
A go B take C come
- 2 Marcus was thrilled to get _____ the school swimming team after doing the trials three times. We tried to talk my dad _____ coaching the rugby team, but he just didn't have time.
A about B out of C into
- 3 If you're tired of karate, maybe you should try _____ kickboxing. It's a lot of fun! After hurting his knee, Brad dropped _____ of the long jump competition.
A out B off C on
- 4 I look _____ to famous athletes who help young people. Darren picked _____ basketball while playing with his older brothers.
A around B out C up
- 5 Maria was excited to score the final _____ of the match. It looked like a perfect shot, but he missed the _____ by centimetres.
A goal B mark C point
- 6 Learning about the risk of head injuries put Todd _____ American football completely. Going to the gym is good, but you can burn _____ even more calories in a dance class.
A out B off C up

6 Choose the word or phrase, A, B or C, that has a similar meaning to the underlined words in each sentence.

- 1 In the end, Joanna didn't join the team, and Kim didn't either.
A either Joanna or Kim joined the team
B neither Joanna nor Kim joined the team
C Joanna joined the team but Kim didn't
- 2 If you ask me, golf is a very boring sport.
A I agree that B I'm sorry but C I think that
- 3 The athletes completed the 20-kilometre run and then they got ready for the swimming race.
A After the athletes had completed the 20-kilometre run,
B Before completing the 20-kilometre run,
C While the athletes were completing the 20-kilometre run,
- 4 I enjoy playing baseball and my sister enjoys it as well.
A so does my sister B nor does my sister
C so my sister does
- 5 The local football team coach tries not to talk to the press after his team loses a match.
A stops talking B refuses to talk C avoids talking

LISTENING

- 7  1.35 Listen to Jim and Beth's conversation and complete the sentences with a word or short phrase.

- 1 Beth is going _____ for running shoes.
- 2 She needs them for a competition _____.
- 3 Jim trains _____ times a week.
- 4 Jim is sure Beth will start winning _____ soon.
- 5 Beth is taking part in the _____-metre race on Sunday.
- 6 Jim has a match in the morning, but he's free after _____.
- 7 Beth's event starts at _____ o'clock.

READING

- 8 Read the article and choose from the sentences (A–E) the one which fits each gap. There are two extra sentences.

Olympic Opening Ceremonies

The Olympic Opening Ceremony is always a highlight of the games. Read on to find out how different countries have used the ceremony to promote their cultures.

The opening ceremony of the Sydney games in 2000 explored Australia's history from the earliest days of Aboriginal culture. ¹ _____ The show celebrated the great Australian landscape, the cities and the diversity of the people.

In 2004 the Olympics returned to their birthplace, and Greece presented a stunning picture of its history and achievements. ² _____ This vision symbolised Greece as a tiny country with far-reaching ideas that changed the world.

China's ceremony in 2008 definitely scored a goal. An awe-inspiring display by 15,000 performers was almost military in its exactness. ³ _____ For sheer size and precision, the Beijing ceremony seems impossible to beat.

Not surprisingly, the 2012 London ceremony was a total contrast. It replaced Chinese precision with British eccentricity and humour. Perhaps Queen Elizabeth II parachuting from a plane in the arms of James Bond seemed unrelated to the Olympic spirit, but it certainly made a statement about Britain!

- A While there were several mistakes during the show, on the whole it was an amazing display.
- B It is hard to imagine the training that had gone into keeping so many people in order.
- C It painted a picture of the energetic, multicultural country Australia has become.
- D Some Greek people thought hosting the Olympics was too expensive, but others saw big advantages.
- E As the centrepiece of the ceremony, the stadium floor filled with water and a young boy in a small boat sailed across it.

SPEAKING

- 9 Do the task in pairs.

Student A

Your school wants to organise a Family Sport Day. Your class is responsible for preparing a competition in any sport you choose. Start the conversation with Student B to discuss what you have to do. Topics you should mention:

- Awards
- Age groups
- Judges
- Type of sport

Student B

You're Student A's classmate. Your school wants to organise a Family Sport Day. Your class is responsible for preparing a competition in any sport you choose. Student A starts the conversation to discuss what you have to do. Use some or all of the following sentences:

- So, tell me, what kind of sports competition should we organise?
- I'm not sure it's a good idea.
- I think we need to organise the competition for different age groups.
- What exactly do you mean by (a small prize)?

WRITING

- 10 Read this announcement in an international magazine for schools and write a short story in reply.

Holiday surprises

We are looking for stories about surprises that you've had on holiday. Write a story that begins with this sentence:

I woke up feeling sad because it was the last day of my holiday.

Mention in your story:

- the beach
- a competition.

- 2.1 **R** Match verbs in box A with nouns in box B to make collocations.

A (beat break come keep score win or lose)

B (a goal a match an opponent a record first in shape)

beat an opponent

- 2.2 **T1** Complete the text with the verbs in brackets. Use the Past Simple, Past Continuous or Past Perfect forms.

The 158th Oxford Cambridge boat race ⁰ took (take) place on 7th April 2012. Oxford were the favourites because they ¹ _____ (win) more races in the period leading up to the race. The race ² _____ (progress) well with both boats level when the organisers suddenly ³ _____ (have) to stop the event because a man had swum out in front of the boats. He said he ⁴ _____ (protest) against government spending cuts. After 31 minutes the race started again and Cambridge ⁵ _____ (beat) Oxford by four lengths. It was the first time that a swimmer ⁶ _____ (disrupt) the race in the event's long history.

- 2.3 **T1** In your notebook, rewrite these sentences about windsurfing champion Jackie. Replace the underlined words with the correct form of a phrasal verb in the box and make any other necessary changes.

(give up look up to pick sth up put sb off
take after sb talk sb into try sth out)

- People think I'm like my mother. I don't agree.
People think I take after my mother. I don't agree.
- My parents discouraged me from playing team sports.
- I didn't want to take up snowboarding, it was my father who encouraged me.
- If you want something, I don't think you should stop trying until you've got it.
- If I'm shown a new dance, I learn it quite quickly.
- My grandfather was a champion tennis player. I admire and respect him.
- I'm always keen to do a new sport for the first time

- 2.4 **T1** Write the adjectives so the phrases have a similar meaning.

- a moment of magic = a magical moment
- a sequence that is repeated over and over = a _____ sequence
- to show remarkable resilience = to be remarkably _____
- a feeling of power = a _____ feeling
- a moment of decision = a _____ moment
- to have superstitions = to be _____
- to be ready for action = to be _____

- 2.5 **T1** In your notebooks, write three alternative sentences for prompts A–D using the verbs in the box. Are any of the sentences true for you?

(advise attempt avoid can't could don't mind
miss need refuse remind should urge)

- I attempt / _____ / _____ to do sport every day.
- I _____ / _____ / _____ people to do sport every day.
- I _____ / _____ / _____ doing sport every day.
- I _____ / _____ / _____ do sport every day.

- 2.6 **T1** Match statements 0–6 with responses a–g.

- | | |
|--------------------------------------|----------------------|
| 0 I love sailing. | a I did too. |
| 1 I can't stand golf. | b Nor am I. |
| 2 I couldn't train today. | c Neither can I. |
| 3 I watched the cup final yesterday. | d Really? I have. |
| 4 I've taken up judo. | e So do I. |
| 5 I'm never going to give up sport. | f I couldn't either. |
| 6 I've never won a competition. | g So have I. |

- 2.7 **T1** Write a true story about yourself using one of the suggested openings or your own ideas. Include at least five linkers and make sure your story has a beginning, a middle and an end.

(eventually before we arrived later at first
in the end after that finally the following day)

The last time I went ... away for the weekend / skiing / on holiday / abroad / to visit relatives

2.1 **T2** In your notebook, describe what these people do in the world of sport.

(a coach a fan an opponent a referee)
(a role model a spectator a teammate)

A coach trains a person or a team in a sport.

2.2 **T2** Find the mistaken verb forms. Rewrite the corrected sentences in your notebook.

- 0 When I woke up this morning the sun shone.
When I woke up this morning the sun was shining
- 1 I missed the first goal because when I switched on the TV the game began.
- 2 I was breaking my leg once when I went skiing with the school.
- 3 Last night I wanted to watch a film about Ayrton Senna but my friend already saw it.
- 4 I walked home from school when I bumped into an old friend.
- 5 I was falling off my bike on the way to hockey practice yesterday.
- 6 Nobody came to training because the coach was forgetting to tell anyone.

2.3 **T2** **1.24** Listen to the interview with Jackie again.

- 1 In three or four sentences, explain how Jackie's mum and her cousin Rachel were role models for her.
- 2 In what ways did each of them inspire Jackie and help her to become a windsurfing champion?

2.4 **T2** Complete the text with one word in each gap. The first letters are given.

Tennis players are famous for their superstitions and rituals and Serena Williams is no ⁰ exception. In the lead-up to a tournament, a ¹ b from her routine could lose her the match. The first ² s is to travel to a match with the same bag, and then use the same shower. A ³ d moment on court is the first serve. It's all about the rhythm, and to achieve that, she bounces the ball five times. But she doesn't ⁴ r the sequence before her second serve. This time, it's two bounces. She does the same thing ⁵ o at the beginning of every match. She doesn't do the bouncing to put her opponent off – she does it to give herself ⁶ p of mind and stay calm. Oh, and she plays all Grand Slam events in one pair of socks.

2.5 **T2** In your notebook, write a second sentence so that it has a similar meaning to the first. Use an appropriate verb in the box and adjust the grammar as necessary.

(can't help decide encourage keep make)
(refuse warn)

- 0 My parents talked me into taking up hockey.
My dad encouraged me to take up hockey.
- 1 They forced me to go to practice.
- 2 I continually tried to give it up, but they wouldn't let me.
- 3 They made a plan to come and watch me.
- 4 I advised them not to come to the game.
- 5 We lost. I played badly and my teammates wouldn't speak to me.
- 6 It's not my fault if I am useless at hockey.

2.6 **T2** Write three-word responses to the statements. Use the word in capitals as one of the three words.

- 0 I've never really enjoyed PE lessons at school. → *Neither have I.* NEITHER
- 1 I can't stand being in big crowds. → _____ NOR
- 2 Our neighbours watch a lot of football. → _____ OURS
- 3 I'd love to have a go at ski-jumping. → _____ REALLY?
- 4 My mum played for the school hockey team. → _____ MINE
- 5 My dentist runs a lot of marathons. → _____ DOESN'T
- 6 I've never been interested in team sports. → _____ NEITHER

2.7 **I** Write a story (100–140 words) about a really good or a horrible sporting experience you've had. Include:

- an intriguing first sentence,
- a range of narrative tenses to tell the story,
- an exciting, funny or unexpected ending.



BEFORE YOU WATCH

1 **SPEAKING** Discuss the questions.

- 1 How many pairs of jeans do you have?
- 2 Where were your jeans made?
- 3 Which styles and colours do you like best? Why?

2 Put the adjectives describing jeans under the appropriate heading. Use a dictionary if necessary.

destroyed distressed immaculate
pristine second-hand vintage

New/Good condition

Old/Bad condition

destroyed

WHILE YOU WATCH

3 **1** Watch the video and answer the questions about distressed jeans.

- 1 Where are they made?
- 2 Why are they made?
- 3 How are they made?

4 **1** Complete four extracts from the first part of the video (up to 02:01) with the adjectives from Exercise 2. Then watch again and check your answers.

- 1 The worldwide market for denim jeans is enormous, and one of the most popular styles is _____ jeans.
- 2 We're in India, we're just heading towards a denim factory that distresses denim and makes it look _____.
- 3 Do you find it slightly strange that you take something that is _____ and _____ and you totally destroy it?
- 4 Yes, mostly young people like garments with a more distressed look, more _____ look.

5 How does the presenter sum up the difference between young people's and old people's attitude to jeans?

6 **1** Watch the rest of the video (02:01–03:16) again and put the stages of the distressing process in the correct order.

- a The grinding machine
- b More washing with stones and bleach
- c Adjusting the crinkles by hand
- d Using sand paper to produce white lines
- e It's finished!
- f More sanding to produce holes
- g It's over to the wet processing area

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7 How does the presenter react to his jeans being distressed?

AFTER YOU WATCH

8 **SPEAKING** Discuss the questions.

- 1 Why do you think people pay more for distressed jeans than normal jeans?
- 2 Do you agree that 'destroying denim is all about pretending that you've been through something that you haven't'?

Have you bought any new clothes recently?



- 1 Which of the clothes in the box do you own? Compare with a partner.

a beanie boots a hoodie fun socks a necklace
a perfect-fitting blazer running shoes sandals
shorts sunglasses swimwear a trench coat
a waterproof jacket

- 2 **SPEAKING** Ask and answer the questions.

- Have you got a piece of clothing that you wear with everything?
- Have you been shopping recently? What did you get? Is there anything you've been planning to buy but haven't yet?
- What is your favourite place to go shopping for clothes?
- Do you spend a lot on clothes? Why?/Why not?

- 3 **4** Watch the beginning of the video (up to 0:48) and complete the text. What is Jason's problem?

I ¹ _____ one pair of jeans that I wear with everything. They're black, they're ² _____ and they're perfect for me. But they're so ³ _____ and tatty now, I need to find some new ones. I tried to go shopping the other day, but I just couldn't ⁴ _____ any that I liked.

- 4 **4** Watch the second part of the video (0:49–1:39) and write down what the people have bought recently.

Holly	
Noah	
Laura	
Kristina	
Peter	
Lauren	

- 5 **4** Watch the rest of the video (1:40–2:35) and answer the questions.

- Why hasn't Holly bought a bag yet?
- What kind of jacket does Noah need?
- What does Laura want to buy?
- Why does Kristina need new sunglasses?
- What kind of running shoes does Peter want to buy?
- How long has Lauren been looking for a blazer?

FOCUS ON LIFE SKILLS

Communication • Creativity • Teamwork

- 6 Work in groups of four or five and create a 30–60-second advert for a piece of clothing.

Step 1: Think of examples of clothing adverts you like or remember. Answer the following questions:

- Did the adverts make you laugh? Did they inspire emotions?
- What do you particularly remember about these adverts?

TIP: Most successful adverts inspire positive emotions. Think what feelings you would like your viewers to have.

Step 2: Select a piece of clothing or an accessory you want to sell. Choose an item from Exercise 1 or use your own ideas.

- Give it a name.
- Answer the following questions:
What is most important about the product?
What makes it different?
Why might people want to buy it?
Then think how you can show this in your advert.
- Create a short story (script) for your ad. Think about the action (what happens), the location (setting) and the characters. You may take notes or draw pictures to help you.
- Write the advert's slogan(s).

Step 3:

- Practise performing the advert.
- Perform it to your class live OR record a video and show it to the class.



BEFORE YOU WATCH

- 1 SPEAKING** What do you know about skateboarding? Tell a partner in 60 seconds.
- Think about the positive and negative aspects of being a female skater. Use the words and phrases in the box and your own ideas. Compare with a partner.

being called 'witches' male comments
belonging to an all-female crew falling
going fast lack of female-only skate parks

Being called witches: negative.

WHILE YOU WATCH

- 3** **5** Watch the video and check your ideas in Exercise 2.
- 4** **5** Watch the video again and answer the questions.
 - 1 What are the Brujas?
 - 2 Where do they meet?
 - 2 Who has started the group?
 - 3 Why have they created the group?
 - 4 How many members does the group have at the moment?
 - 5 What do the Brujas want?

- 5 Match 1–8 with a–h to make phrases. Use a dictionary if necessary.**

- | | | |
|-----------------------|--------------------------|---------------------|
| 1 settle | <input type="checkbox"/> | a belonging |
| 2 give you a sense of | <input type="checkbox"/> | b bond |
| 3 take you by | <input type="checkbox"/> | c of sth/sb |
| 4 be exclusive | <input type="checkbox"/> | d for sth |
| 5 degrading | <input type="checkbox"/> | e your comfort zone |
| 6 have a special | <input type="checkbox"/> | f comments |
| 7 be proud | <input type="checkbox"/> | g surprise |
| 8 out of | <input type="checkbox"/> | h to sb |

- 6** **5** Complete the sentences with the phrases in Exercise 5. Then watch the second part of the video (00:45–02:46) again and check your answers.

- 1 Ideally, the Brujas would like their own skatepark but in the meantime, they'd _____ one day a week when only girls were allowed.
- 2 The Brujas have _____. They're _____ their heritage and being part of an all-female skater crew gives them _____.
- 3 Street culture, it's still _____ men. Just when you're at the park, like, it can be very uncomfortable sometimes to hear, you know, _____ or even just the way that some of these men talk about the women in their lives.
- 4 Falling is, in its own way, one of my favourite things about skating, because it kind of _____ and knocks you _____, and you hit the ground, and you're like 'argh!' But then you feel invigorated by falling.

AFTER YOU WATCH

- 7 SPEAKING** Discuss the questions.
 - 1 Which activities (if any) are better in boy-only or girl-only groups?
 - 2 What are the advantages of being part of a group?
 - 3 Do you belong to any groups or teams? What kind?
 - 4 What kind of activities take you out of your comfort zone? Do you enjoy it? Why?/Why not?

Are you interested in sports?



1 **SPEAKING** Put the words in the correct order to make five questions. Then ask and answer with a partner.

- 1 sports / you / Are / in / interested ?
- 2 watching / you / Do / doing / prefer / or / sports ?
- 3 do / there / any / really / can / sport / Is / you / well ?
- 4 ever / sporting / won / you / Have / a / competition ?
- 5 Olympics / last / watch / you / Did / the ?

2 **8** Watch the beginning of the video (up to 0:41). Are the sentences true (T) or false (F)?

- 1 Jason's neighbours' team is doing well in the match.
- 2 Jason loves playing football.
- 3 His cousin is worse at football than he is.
- 4 Jason enjoys watching athletics.

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3 **8** Watch the second part of the video (0:42–1:37) and match the descriptions with the names in the box. There are two extra names.

(Ini Nicky Senthan Grace Ed Gillian)

- 1 This person prefers art to sport. _____
- 2 This person finds sport quite boring. _____
- 3 This person loves football and plays for a team. _____
- 4 This person likes sport, especially football, rugby and basketball. _____

4 **8** Watch the rest of the video (1:38–4:12) and complete the sentences with one word.

- 1 Ed says watching sport can be hard when you want to be _____.
- 2 Ini can ride _____ really well.
- 3 Gillian does Olympic style _____.
- 4 Senthan watched the _____ in the last Olympics.
- 5 Gillian thinks figure skating is beautiful and _____.

5 **8** Watch the whole video again and write down Jason's responses to the statements. Then change the responses to make them true for you.

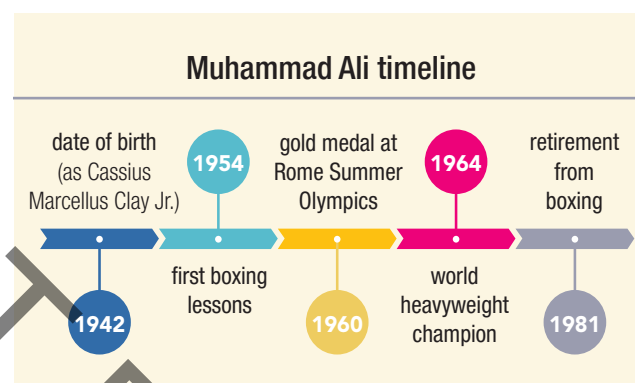
- 1 I'm interested in football, rugby and basketball.
- 2 I prefer playing sport, definitely.
- 3 There's no sport I can do really well.
- 4 I've never won a sporting competition.
- 5 I didn't watch as much of the last Olympics as I wanted to.
- 6 I watched the athletics, the running, Usain Bolt.

FOCUS ON LIFE SKILLS

Communication • Creativity • Digital skills

6 **Make a timeline.**

A timeline is a graphical representation of a period of time on which important events are marked. Look at the example below.



Choose a famous athlete. Research his/her biography, then prepare a timeline with the most important facts of his/her life.

TIP: It's best to use at least three different sources of information, e.g. an encyclopedia, an official website and newspaper articles.

Step 1: Research your topic.

- While reading and collecting information about the athlete of your choice, begin making notes about important or interesting events.
- Make a list of events to include (at least five).

Step 2: Create your project.

- Draw your timeline and label it with the project title.
- Put the most important dates on the timeline and write down a short description of each one.
- Use different colours or fonts to make your timeline attractive and to draw attention to its most important elements.

Step 3: Use the timeline to make a short presentation about the athlete of your choice.

1.2 Dynamic and state verbs

Dynamic verbs like *do*, *work* and *play* describe actions and can be used in both types of tenses – simple (e.g. the **Present Simple**) and continuous (e.g. the **Present Continuous**):

*I often **listen** to classical music.*

*I'm **listening** to Mozart now.*

State (or stative) verbs include:

- attitude verbs (describing feelings, emotions, preferences, etc.), e.g. *hate*, *like*, *love*, *prefer*
- mental/thinking verbs, e.g. *believe*, *know*, *need*, *remember*, *think*, *understand*, *want*
- sense/perception verbs, e.g. *feel*, *hear*, *see*.

State verbs are mostly used in simple tenses, even if they refer to something happening at the moment of speaking:

*Do you **understand** me?*

*Does she **want** to go to a music festival?*

Some state verbs can be used in the continuous form, but with a change in meaning (e.g. *think*, *have*, *look*):

*Do I **look** good in this dress?* (state)

*What **are** you **looking** at?* (action)

1 Choose the correct option.

- 1 I *think* / 'm *thinking* about going to a fashion show tomorrow.
- 2 I *don't think* / 'm *not thinking* the show was a success.
- 3 Do you *have* / Are you *having* a favourite fashion designer?
- 4 Does Tim *have* / Is Tim *having* breakfast right now?
- 5 What does Sally *look* / is Sally *looking* like? Is she tall?
- 6 I *need* / I'm *needing* to go to the shop. Can I get you anything?
- 7 Can you talk to Luisa? She is in the canteen and she is *asking* / *asks* everybody weird questions.
- 8 Every time I watch this film, I'm *feeling* / I *feel* really sad.

2 Complete the dialogues with the correct form of the words in brackets. Use the Present Simple or the Present Continuous.

- 1 A: _____ (George/talk) to that fashion journalist in French?
B: No way! He _____ (not speak) any foreign languages.
- 2 A: _____ (you/like) reading fashion magazines?
B: Of course. I _____ (buy) a few every month.
- 3 A: Why _____ (he/want) to buy that expensive suit?
B: Because he _____ (believe) it will make him look smarter.
- 4 A: You _____ (look) miserable. What's wrong?
B: I _____ (not usually/wear) high heels and the ones I _____ (wear) today are very uncomfortable.
- 5 A: Oh, look! There's Kimberly. What _____ (she/buy)?
B: Something awful again. I don't know why she _____ (prefer) pink to all other colours.

3 Complete the sentences with the correct form of the words in brackets. Use the Present Simple or the Present Continuous.

- 1 My brother _____ (love) faded jeans.
- 2 I _____ (see) what you mean.
- 3 She _____ (think) of buying a new denim jacket.
- 4 Today, I _____ (need) to buy a silk tie for my dad.
- 5 At the moment he _____ (have) two cars and a motorbike.
- 6 _____ (Ben/have) a bath now?
- 7 I _____ (not/think) I'll buy those boots.
- 8 Our boss _____ (want) to know why we haven't sent him the documents yet.

4 Choose the correct option.

- 1 Unfortunately, they *don't remember* / *are not remembering* anything now.
- 2 Pete *plays* / *is playing* video games again.
- 3 Why does Meg *hate* / *is Meg hating* wearing leggings?
- 4 Now I *don't understand* / 'm *not understanding* anything he's saying.
- 5 Kate *smells* / *is smelling* her new perfume, again. She must like it a lot.
- 6 What do you *think* / *are you thinking* about this fleece? Is the colour OK?
- 7 Sue *looks* / *is looking* gorgeous in this new silk blouse. Everybody *looks* / *is looking* at her.
- 8 Did you hear Mark's story about those Spanish people he met? I *don't believe* / I'm *not believing* him. He doesn't even speak Spanish.

5 Write sentences from the prompts. Use the Present Simple or Present Continuous. Add extra words where necessary.

- 1 we / have / great time / here, in Barcelona.

- 2 why / it / feel / so cold / in this building?

- 3 I / not / remember / anything / right now.

- 4 you / recognise / this place?

- 5 my mum / not drive / today.

- 6 you / hear / that sound?

- 7 we / think / of / buy / new laptop.

- 8 Mika / not / drink / tea, he / hate / it.

- 9 he / work / on a new project / right now?

- 10 I usually / have / fun / at Megan's parties.

1.5 Present Perfect Continuous

We use the **Present Perfect Continuous** to talk about:

- actions which started in the past and continue into the present:
*I **have been waiting** for her since 8 o'clock.*
- events which lasted for some time (and may continue into the present) and whose results can be seen now:
*I'm tired because I've **been painting** all day.*

Like the Present Perfect Simple, common time expressions used with the Present Perfect Continuous include **for** and **since**.

Affirmative			Negative		
I/You/ We/ They	have (have)	been crying.	I/ You/ We/ They	haven't (have not)	been crying.
He/ She/It	's (has)		He/ She/ It	hasn't (has not)	
Yes/No questions			Short answers		
Have	I/you/ we/they	been crying?	Yes, I/you/we/they have . No, I/you/we/they haven't .		
Has	he/she/ it		Yes, he/she/it has . No, he/she/it hasn't .		
Wh- questions			Subject questions		
How long	have	I/you/ we/they	been crying?	Who	has been crying?
	has	he/she/it			

Present Perfect Continuous or Present Perfect Simple?

- We use the **Present Perfect Continuous** to focus on an action or process (which may or may not be complete). Questions in the Present Perfect Continuous often begin with **how long**:
How long has she been writing books?
- We use the **Present Perfect Simple** to focus on an achievement or the result of an action. Questions in the Present Perfect Simple often begin with **how many**:
How many books has he written?
- We don't use *when* in questions in either of the two tenses.
- State verbs are generally used in the **Present Perfect Simple** only.

1 Write sentences from the prompts. Use the Present Perfect Continuous. Add *since* or *for* where necessary.

- 1 I / study / art / 2018.
- 2 How long / you / wear / your glasses?
- 3 you / swim / all afternoon?
- 4 It / rain / two hours now.
- 5 We / not / watch / the match.
- 6 My parents / study English / five years.
- 7 How long / Joanna / work in that café?
- 8 Amy / surf the Internet / all day?
- 9 My sister / work as a photographer / three years.
- 10 Hannah and Eve / revise for their exam / all evening?

2 Choose the correct option.

- 1 I've *looked* / *been looking* for you for an hour!
- 2 How many paintings have you *sold* / *been selling*?
- 3 We have *travelled* / *been travelling* for a couple of weeks now.
- 4 The professor has *answered* / *been answering* more than 100 questions about the Louvre.
- 5 John has *known* / *been knowing* Cynthia since primary school.
- 6 I've *seen* / *been seeing* most of his paintings.
- 7 How long have you *waited* / *been waiting*?
- 8 Have you *written* / *been writing* your essay all morning?
- 9 How many art galleries has Dan *been visiting* / *visited* today?
- 10 How long have you *had* / *been having* this painting by van Gogh?

3 Complete the sentences with information about yourself. Use the Present Perfect Simple or Continuous.

- 1 _____ since last weekend.
- 2 _____ for at least a month.
- 3 _____ since my last birthday party.
- 4 _____ since yesterday.
- 5 _____ for more than a year.
- 6 _____ since I was ten.
- 7 _____ for two days.
- 8 _____ since I was a small child.
- 9 _____ for many years.
- 10 _____ since this morning.

4 Complete the dialogues with the correct form of the verbs in brackets. Use the Present Perfect Simple or Continuous.

- 1 A: _____ (you/finish) your essay?
B: Well, not really. I _____ (write) it all day and hope to finish it tomorrow.
- 2 A: You look tired. _____ (you/run)?
B: Oh, yes. I _____ (run) fifteen km.
- 3 A: I _____ (try) to call you since this morning. What's up?
B: Oh sorry, I _____ (lose) my mobile.
- 4 A: How long _____ (he/have) that suit?
It doesn't look too good.
B: Not long, I think but he _____ (wear) it all week.
- 5 A: What _____ (you/do)? You're covered in mud!
B: I _____ (dig) in the garden. I _____ (plant) three rose bushes, but I've still got two more to go.
- 6 A: I need a break, I _____ (study) since 8 o'clock! How about some lunch?
B: Sorry, I can't. I _____ (not finish) this essay yet.

1.6 Common suffixes

Many different words are formed by adding suffixes to nouns, verbs and adjectives.

Most common suffixes used to form nouns:

-ance/-ence, used to make nouns from adjectives by changing the **-ant/-ent** ending:

important – **importance**, **violent** – **violence**

-ion, used to form nouns from verbs: **decide** – **decision**

-ity: **stupid** – **stupidity**

-ment: **develop** – **development**

-ship: **relation** – **relationship**

Most common suffixes used to form verbs:

-ate: **local** – **locate**

-en, usually added to adjectives and nouns related to measurement: **deep** – **deepen**, **length** – **lengthen**

-ify: **simple** – **simplify**

-ise: **legal** – **legalise**

Most common suffixes used to form adjectives:

-able: **comfort** – **comfortable** **-ive**: **support** – **supportive**

-ed: **amaze** – **amazed**

-ous: **courage** – **courageous**

-ing: **amaze** – **amazing**

-ic: **energy** – **energetic**

-ful: **colour** – **colourful**

-al: **economy** – **economical**

-less: **colour** – **colourless**

Most common suffixes used to form adverbs:

-ly: **strange** – **strangely**

-y, when the adjective ends with **-le**: **possible** – **possibly**

-ily, when the adjective ends with **-y**: **heavy** – **heavily**

You can add prefixes **un-**, **in-**, **im-**, **il-**, **ir-**, **dis-** to some adjectives to get the opposite meaning:

-un: **familiar** – **unfamiliar**

-im, most often added to adjectives beginning with **p**, **b** and **m**: **balanced** – **imbalanced**, **mature** – **immature**, **polite** – **impolite**

-ir, most often added to adjectives beginning with **r**: **responsible** – **irresponsible**

-il, most often added to adjectives beginning with **l**: **legal** – **illegal**

-dis: **respectful** – **disrespectful**

-in: **sensitive** – **insensitive**

1 Choose the correct option.

- You need to understand the *important* / *importance* of looking stylish.
- My parents have always been *supported* / *supportive* of my ambition to become a designer.
- The silly comments he made online showed his *immaturity* / *immature*.
- The clothes she buys are all made *locally* / *locate* by British companies.
- We had to make a difficult *decisive* / *decision* about the future of our fashion brand.
- Although the sales were on, the shopping centre was *stranger* / *strangely* quiet.
- A good suit is a *necessary* / *necessity* if you are working in banking.
- It's more *economical* / *economic* to buy a few well-made clothes than lots of cheap items.

2 Choose the correct option, A, B or C.

- What is the ___ of this fabric?
A long B length C lengthen
- She puts on some make-up every day to make herself _____.
A beauty B beautify C beautiful
- What I like best about Mark's clothes is their _____.
A simplify B simplicity C simple
- Some young people are really ___ when it comes to their hairstyles.
A courageous B encouraging C discouraged
- Although Tina studies fashion, her ___ with the history of design is rather limited.
A unfamiliar B familiarise C familiarity
- What appeals to me about the company is how they ___ their offer.
A diversity B diverse C diversify
- Ana's parents were very helpful and ___ when she decided to move abroad.
A support B supported C supportive

3 Complete the sentences with the correct form of the words in the box.

(colour energy familiar legal respectful)
responsible sensitive

- Going to an exam in a beanie will definitely make you look _____.
- You shouldn't have spent so much on this blouse. It was quite _____ of you.
- Sue doesn't want to be the centre of attention so she wears _____ sweatshirts, mainly beige.
- My sister's style is completely _____ to me, but she feels comfortable in her own skin.
- It was rather _____ of Kate to criticise her friend's new fleece.
- Producing cheap copies of designer clothes is _____.
- Sami's little brother is so _____. He's never tired.

4 UNIT REVIEW Complete the sentences with the correct form of the words in brackets. Sometimes more than one answer is possible.

- It was rather _____ (polite) of Pete to attend his friend's wedding reception in faded jeans.
- To me, _____ (energy) people tend to go for a casual look.
- Buying vintage clothes is not always _____ (economy) as they can be pretty expensive.
- They _____ (behave) strangely today.
- Don't you think Claire _____ (look) amazing in this turquoise dress?
- Karen _____ (always/be) sensitive about her appearance.

2.2 Narrative tenses

We use the **Past Continuous**:

- to describe a background scene in a story or in a description of a main event:

*On the day of the match, it **was raining** and the fans **were getting** wet.*

- to talk about an action that was in progress when another action took place (for the shorter action, which happened while the longer one was in progress, we use the Past Simple):

*I **was riding** my bike when a policeman **stopped** me.*

- to talk about actions in progress at the same time:

*While Ann **was doing** some experiments, Terry **was taking** some measurements.*

We use the **Past Simple** for a series of actions that happened one after the other:

*Julia **got up** and **put on** her trainers.*

We use the **Past Perfect** to talk about an action that happened before another action in the past (for the action that came second, we use the Past Simple):

*In the taxi I realised that I **had left** the ticket at home.*

1 Complete the sentences with the correct form of the words in brackets. Use the Past Simple or the Past Continuous.

- John _____ (walk) towards the stadium when he _____ (hear) some supporters singing.
- The play _____ (end) and everyone _____ (leave) the theatre.
- _____ (Sue/work) at the restaurant when she _____ (meet) Frank?
- We _____ (cross) Green Street when we _____ (see) a bank robbery.
- While I _____ (watch) tennis on TV, my sisters _____ (play) a video game.
- What _____ (you/do) when I _____ (call) you last night?

2 Complete the second sentence so that it has a similar meaning to the first. Use the words in capitals and the Past Simple or the Past Perfect.

- I saw Lionel Messi in the street. Nobody believed it. **THAT**
Nobody believed _____.
- The match started. Then I got back home. **WHEN**
The match _____.
- Jack's team didn't train enough. They lost the match. **BECAUSE**
Jack's team _____.
- Ann looked at her watch. She realised she was late for the meeting. **AND**
Ann _____.
- Andrew didn't lock his car. Somebody stole it. **BECAUSE**
Somebody _____.
- The film finished. Then Mark switched the TV on. **ALREADY**
When Mark _____.

3 Choose the correct option, A, B or C.

- Sarah _____ in the park when she met her neighbour.
A jogged B had jogged C was jogging
- Tim _____ at 7:30, had breakfast and went to the pool.
A got up B had got up C was getting up
- We were cycling in the forest while Tom _____ in the lake.
A swam B was swimming C had swum
- Adam didn't go horse-riding because he _____ his riding boots.
A was forgetting B had forgotten C forgot
- She didn't believe that I _____ volleyball before.
A had never played B was never playing C never played
- When we _____ at the court, the match had already finished.
A arrived B had arrived C were arriving
- Kim _____ her skating boots and stepped onto the ice rink.
A was putting on B put on C had put on
- Mark _____ injured while he was overtaking his rivals.
A was getting B had got C got
- Nina realised she _____ her mobile at home when she was already on the bus.
A left B had left C has left
- We _____ in a restaurant when we heard about the accident.
A were eating B ate C had eaten

4 Complete the conversations with the correct form of the verbs in brackets. Use the Past Simple, the Past Continuous or the Past Perfect.

- A: What _____ (you/do) when they _____ (announce) the results?
B: I _____ (just/take) a shower and I _____ (relax) in my room.
- A: When _____ (you/realise) you _____ (leave) your goggles at home?
B: Well, just as _____ (I/stand) at the top of the slope, with my skis on.
- A: Why _____ (Nick/not work out) yesterday?
B: He _____ (promise) his daughter he would play with her, I think.
- A: What _____ (you/do) at the sports camp?
B: Every day we _____ (get up) early, then we _____ (go) to the gym and then we _____ (play) basketball.
- A: So, how _____ (be) your holiday?
B: OK. A bit boring really. We just _____ (go) to the beach every day. Earlier, I _____ (hope) we would do something exciting, but my family only _____ (want) to sunbathe.
- A: Can you tell me what you _____ (do) in your last job?
B: Of course. I _____ (work) as an assistant in marketing, which _____ (be) a big difference for me. Before that I _____ (work) in the call centre.

2.5 Verb patterns

Verbs which follow other verbs follow different patterns:

- after: *aim, arrange, attempt, can't afford, decide, expect, hope, intend, manage, offer, plan, refuse, remember, seem, tend, try, want*: **(not) to + infinitive**:
They **decided not to work** with a sports psychologist.
- after: *advise, allow, encourage, force, remind, teach, urge, warn*: **object + (not) to + infinitive**:
She **taught me to believe** in myself.
- after: *avoid, can't help, can't stand, don't mind, enjoy, fancy, finish, imagine, keep, miss, stop, waste time*: **-ing**:
Just **imagine winning** the competition!
- after modal verbs: *can, could, might, should, would*: **infinitive**:
You **should answer** his question right now.
- after *make* and *let*: **object + infinitive**:
They **let me visit** the stadium.

1 Complete the sentences with the correct form of the verbs in brackets. Add *me* or *you* where necessary.

- I can _____ (ski) really well, but I've never tried snowboarding.
- Did your parents make _____ (play) the piano when you were a child?
- I can't afford _____ (buy) a new tennis racket. It's too expensive.
- This pool is OK, but I miss _____ (swim) in the ocean.
- My PE teacher at school encouraged _____ (pursue) my passion for swimming.
- The footballer refused _____ (join) the national team.
- You shouldn't waste so much time _____ (watch) TV.
- The doctor has warned _____ (not go) running for a month.

2 Complete the sentences with the correct form of the words in brackets.

- I _____ (can't stand/wait) for exam results.
- Has he _____ (decide/finish) his sports career yet?
- My mother _____ (not let/me/do) motor-racing.
- The coach _____ (remind/us/not eat) anything just before the match.
- _____ (try/not worry) about the future.
- Our team should _____ (aim/win) all the matches this season.
- She'll always _____ (remember/meet) her favourite tennis player last year.
- We were training hard, so we _____ (stop/take) a break.

3 Complete the sentences with the correct form of the verbs in the box.

(climb do go improve play)
(show take up watch)

- They arranged _____ for a swim on Saturday.
- Paul offered _____ me how to play tennis.
- Do you fancy _____ badminton this afternoon?
- I cannot imagine _____ in winter. It's too dangerous.
- Kate has never avoided _____ sport. That's why she's so fit.
- Last year my dad attempted _____ his skiing. He's slightly better now.
- I don't mind _____ boxing on TV from time to time.
- Kim should _____ yoga. It will help her relax.

4 Choose the correct option.

- I can't help *to watch / watching* sport on TV every day.
- Please remind them *not to leave / to not leave* before 6 p.m.
- Last week my brother managed *to swim / swimming* the whole distance.
- Does your coach ever let you *eat / to eat* junk food?
- Unfortunately, she cannot afford *buying / to buy* a new tennis racket.
- Mark expects her *to win / winning* a medal during the next competition.
- My mum intends *taking up / to take up* cycling this summer.
- We can't *go / going* horse-riding today.

5 Choose the correct option, A, B or C.

- We might _____ a tennis club to improve our fitness.
A join B to join C joining
- She hopes _____ the marathon next week.
A win B to win C winning
- Have you finished _____ the replay of the football final yet?
A watch B to watch C watching
- The football players don't seem _____ too upset by the score.
A be B to be C being
- You could easily _____ me at chess if you really tried.
A beat B to beat C beating
- Just keep _____ hard and you could be a champion one day.
A train B to train C training
- My doctor advised the athlete _____ more protein in his diet.
A have B to have C having
- Alice enjoys _____ in the sea, even in winter.
A swim B to swim C swimming

2.6 so, too, neither/nor, either

We use expressions **so/too** and **neither/nor/either** in short statements meaning (me) *too* or (me) *neither*. We use these constructions in reaction to somebody's statements to let the other person know that we are in the same situation.

We use **so** and **too** in positive statements. The form of an auxiliary or modal verb in short statements must be the same as the form of the main verb and the subject in the sentence to which it refers.

The structure of the short statement is the following:

- **so + auxiliary/modal verb + subject (noun/pronoun):**
Our football team has let us down recently. **So** has ours.
I should go jogging every day. **So** should I.
- **subject (noun/pronoun) + auxiliary/modal verb + too:**
Michael broke his personal record yesterday. You did **too**.

We use **neither/nor** and **either** to say something is the same or agree with a negative statement.

The structure of the short statement is the following:

- **neither/nor + auxiliary/modal verb in a positive form + subject (noun/pronoun):**
My coach isn't going to be pleased with my score.
Neither/Nor is mine.
Jerry will never give up running marathons.
Neither/Nor will I.
- **subject (noun/pronoun) + auxiliary/modal verb in a negative form + either:**
She didn't play for the school team last year. I didn't **either**.

In the **Present Simple** the auxiliary verb is *do/does*:

Rob takes part in tennis competitions twice a year.
So does Joan.

In the **Past Simple** the auxiliary verb is *did*:

Last week we qualified for the finals. **So did** we.

Using **Really?** and **Oh**, we react to other person's statement to say something is different, or to disagree with a statement.

The structure of the short comment is the following:

Really?/Oh + subject (noun/pronoun) + auxiliary/modal verb in a form opposite to the one used in the statement to which we are reacting:

I believe that some children should start training at a very early age. **Really?** I don't.

Most of our fans couldn't get tickets to watch the match.

Oh. Ours could.

1 Choose the correct option.

- Alex is a great tennis player. *So / Too* is Stefanos.
- My cricket bat isn't new. *So / Nor* is Tom's.
- We watched the Olympic Games. *So we did / did we*.
- He won't go to practice tomorrow. *Neither / So* will I.
- Emma didn't go cycling. David didn't *either / neither*.
- We've got our tickets for the match. *So do / have* we.

2 Complete the sentences with *so/too* or *neither/either* and the correct auxiliary.

- To keep fit, Dan goes for a swim every Friday.
_____ Pam.
- Martin has never played squash.
_____ they.
- Sam is going to try out the new gym.
_____ I.
- They shouldn't give up chess.
_____ we.
- As a child, Olga wasn't very competitive.
Her sister _____.
- Hopefully, Pete will talk his parents into doing Nordic walking.
Tina _____.

3 Complete the conversations with the words in brackets. Add verb forms where necessary.

- A: They have never let their coach down.
B: _____. (neither/we)
- A: Their teammates are really ambitious.
B: _____. (ours/too)
- A: Unfortunately, Pat lost a match yesterday.
B: _____. (I/too)
- A: We aren't going to go in for that competition.
B: _____. (really/we)
- A: My sister doesn't watch any sport on TV.
B: _____. (nor/mine)
- A: My dad will never take up yoga.
B: _____. (really/mine)

4 UNIT REVIEW Choose the correct sentence, A, B, or C to complete the conversations.

- X: Can you imagine? They have never lost a match.
Y: _____.
A Neither have we. B We too.
C So have we.
- X: I think they should be more decisive.
Y: _____.
A Really? I shouldn't. B Really? I don't.
C Oh. So should I.
- X: She is going to watch a rugby match tonight.
Y: _____.
A Neither am I. B I am too.
C I'm not either.
- X: You look sad. What's the matter?
Y: My friend _____.
A can't help helping me. B can't afford to help me.
C doesn't mind helping me.
- X: What did you do when you saw that accident?
Y: _____.
A I called an ambulance.
B I was calling an ambulance.
C I had called an ambulance.
- X: Are you going to enter this competition?
Y: Definitely. I love _____ new challenges.
A taking on B giving up
C burning off

UNIT 1 Present Perfect Simple vs Present Perfect Continuous

We gebruiken Present Perfect Simple:

- om de nadruk te leggen op het resultaat van een actie die is afgelopen.

We've planted six trees in our garden. (Resultaat: We now have six new trees.)

I've seen this film. (Resultaat: I know what it is about.)

- met statische werkwoorden.

I've known Erica since 2016.

He's always hated the colour green.

We gebruiken The Present Continuous om de nadruk te leggen op de actie zelf als de actie:

- nog steeds bezig en door zou kunnen gaan; meestal ligt de nadruk op de duur van de actie.

We've been cooking since 10 a.m. this morning! (= dat is een lange tijd)

- recent is beëindigd maar we kunnen nog steeds het bewijs van de actie zien.

I've been chopping onions. That's why my eyes are red. (= bewijs)

Soms kunnen we beide tijden gebruiken met een klein verschil in waar je de nadruk op legt:

I've been waiting for this phone call all day. (= de nadruk ligt op hoe lang je hebt moeten wachten)

I've waited for this phone call all day. (= de nadruk ligt op het feit dat er uiteindelijk toch gebeld is)

1 Choose the correct option.

- I've looked / been looking for my glasses all morning! Where can they be?
Oh, I've found / *been finding* them! They were behind the sofa.
- I've made / *been making* forty party decorations so far.
I've worked / *been working* on them for the last three days!
- Paul's written / *been writing* his first novel. Here it is.
He's wanted / *been wanting* to be a published author since he was six.
- I've played / *been playing* video games all morning.
I've gone / *been going* up three levels!
- A: They've done / *been doing* roadworks in our street for the past two months!
B: At least they've covered / *been covering* all the holes.

2 Complete the sentences with the Present Perfect Simple or Continuous form of the verbs in brackets. Then match 1-6 to A-G to make mini-dialogues.

- | | |
|---------------------------------------|--|
| 0 <u>F</u> Jackie looks tired. | A It _____ (rain) non-stop for the last week! |
| 1 _____ There's no coffee in the pot! | B We _____ (use) three, so there must be three more left. |
| 2 _____ You've lost weight. | C I _____ (study) pages 1-56. I still have 20 pages to go. |
| 3 _____ The house looks a mess! | D I _____ (exercise) more. |
| 4 _____ How many eggs are there? | E I know. Maria _____ (drink) all of it. |
| 5 _____ Are you ready for the test? | F She <u>'s been working</u> (work) really hard recently. |
| 6 _____ The fields are flooded. | G We _____ (redecorate). I'll tidy up when we finish. |

3 Complete the sentences with the Present Perfect Simple or Continuous form of the verbs in brackets.

- How many new words have you learned (you/learn) so far?
- That man looks suspicious. He _____ (stare) at the bank entrance all morning.
- I _____ (understand) what you said but this doesn't mean I agree with you.
- This brand isn't very popular. They _____ (reduce) their prices three times but still no one's buying.
- I _____ (use) the same recipe for chicken soup all my life! I don't know what went wrong with it today.
- John _____ (walk) the dogs in the rain. They're so muddy you can't even tell what colour they are!
- I feel much better these days. I think it's because I _____ (sleep) better.
- We _____ (already/ring) the bell twice but no answer. I don't think he is in.
- My brother's mad about technology! He _____ (wait) in a queue to get a new phone since midnight!

UNIT 2 Narrative Tenses

We gebruiken The Past Continuous en de the Past Simple als we spreken over een actie die al bezig was.

(actie 1, Past Continuous) wanneer een andere actie (actie 2, Past Simple) plaatsvond.

Actie 1 →—————X

Actie 2 →—X

While we were having dinner (actie 1), the doorbell rang (actie 2).

We gebruiken de Past Continuous als we spreken over twee acties die tegelijkertijd plaatsvonden.

Actie 1 →—————X

Actie 2 →—————

While I was studying, my brother was playing a computer game.

We gebruiken de Past Perfect en de Past Simple als we spreken over een actie die al is afgerond.

(Actie 1, Past Perfect) voordat een andere actie plaatsvond (Actie 2, Simple Past).

Actie 1 →—X Actie 2 →—————X

People queued for hours for tickets on the day of the concert (actie 2), but fortunately, we had bought ours online (actie 1).

Sleutel: → actie begonnen X actie beëindigd

1 Complete the sentences with the Past Simple, Past Continuous or Past Perfect form of the verbs in brackets.

- As he *was driving* (drive) to work, his car *broke* (break) down.
- We _____ (lose) the game because we _____ (not practise) enough.
- I _____ (play) the piano while Natalie _____ (sing).
- They _____ (call) just as we _____ (get) ready to go out.
- Mum _____ (cook) dinner while dad _____ (make) the dessert.
- Fortunately the plane _____ only just _____ (land) when I _____ (get) to the airport.
- When I _____ (see) them, she _____ (roller skate) and he _____ (cycle) beside her.
- By the time we _____ (arrive) at the theatre, the play _____ (start) so we weren't allowed in.
- I _____ (listen) to music on my MP3 player, so I _____ (not hear) the phone ring.

PREPOSITIONS IN PHRASES

AT

at a (house) party/wedding (3.7): I met him at a party a couple of months ago.
at the beach/a ski resort (3.3): We stayed at a well-known Swiss ski resort.
at work/home/school/university (1.1): Dad's at work.

FOR

for charity (1.1): The children collected over fifty toys for charity.
for instance (4.4): We can cut down on food waste, for instance by sharing food with other people.

IN

in a boat (3.1): He's crossing the river in a boat.
in a crisis (1.3): It's important to have employees you can rely on in a crisis.
in a queue (1.5): We stood in a queue for half an hour.
in addition (5.7): The school has twelve classrooms. In addition, there is a large office that could be used for meetings.
in baggage reclaim (3.2): The plane landed over an hour ago. Bill must still be in baggage reclaim.
in common (2.3): I found I had a lot in common with Jo.
in conclusion (5.7): In conclusion, I would like to say how much I have enjoyed myself today.
in fact (1.2): I know the mayor really well. In fact, I had dinner with her last week.
in love with (2.7): I fell in love with bungee jumping.
in other words (7.4): So he is a fraud, a common thief in other words.
in prison (8.1): He was sentenced to five years in prison.
in shape (2.1): She's bought an exercise bike to keep in shape.
in spite of (3.4): We went out in spite of the rain.
in the background/middle/foreground (1.8): In the background you can see my college friends.
in the centre (5.2): The capital city is located in the centre of the country.
in the middle (of) (1.8): Alan was standing in the middle of the room.
in the mind (2.5): He's one of those doctors who say you're not really sick and it's all in the mind.
in the photo/picture/poster (1.1): In the photo you can see a group of teenagers.
(just) in time (6.5): They weren't late, they arrived just in time for dinner.
in your early/mid/late twenties (1.7): She was in her early twenties when I met her.
in your teens (1.7): He was in his teens when he started playing the violin.

OF

of course (2.5): Of course, there are exceptions to every rule.
of all time (7.1): What's your favourite hit single of all time?

ON

on a plane (3.1): You can't talk to him now. He's on a plane over the Atlantic.
on a campsite (5.4): We'll stay on a campsite outside the village.
on a night out (1.1): I met him on a night out.
on average (8.2): On average, men still earn more than women.
on land (3.1): The crocodile lays its eggs on land.
on stage (7.1): If you mess up on stage, don't worry about it.
on the loose (3.2): The police have issued a warning about a dangerous criminal on the loose.
on the one hand (5.7): On the one hand, there are several arguments for making contact.
on the other hand (5.7): On the other hand, there are also many arguments against making contact.
on the road (=travelling) (3.1): We were on the road just one hour after landing.
on the way (to) (8.4): She should be on the way to Brighton by now.
on time (7.1): Always turn up on time. Being late doesn't make a good impression.
on top (4.1): The cake was a bit burnt on top.
on your own (8.6): I've been living on my own for two years.

PREPOSITIONS AFTER NOUNS

a couple of (3.1): There are a couple of girls waiting for you.
advantages/disadvantages of (3.4): One of the many advantages of living in New York is that you can eat out at almost any time of day.
amount of (4.4): They spend equal amounts of time in California and New York.
combination of (4.7): The menu you suggested represents an ideal combination of healthy and exciting food.
contact with (5.7): Animals become stressed because of contact with zoo visitors.
flight from (3.1): There are two non-stop flights from London to Tehran daily.
break from (2.4): I wanted a break from university life.
leader of (5.5): He is the leader of the local community.
means of transport (3.1): For most people, the car is still their main means of transport.
member of (1.4): He is a member of the local tennis club.
number of (2.1): The number of people using this technology is increasing daily.
pain in (6.8): I had a nasty pain in my leg.
parts of the body (6.1): More heat is lost through the head than any other part of the body.

plenty of (2.5): No need to hurry – you've got plenty of time.
prize for (2.1): The prize for best original screenplay has been won by a young British writer.
programme about (1.3): There's a programme about killer whales in ten minutes.
relationship with (1.3): I have a good relationship with my parents.
sense of humour (1.7): It's vital to have a sense of humour in this job.
slice of (7.4): Can you pass me a slice of bread?
variety of (4.3): The girls come from a variety of different backgrounds.
way of life (5.7): The British way of life is not much different from ours.

PREPOSITIONS AFTER VERBS

be into sth (1.7): I'm really into folk music.
be made of/from (1.4): Paper is made from wood. This shirt is made of silk.
be there for sb (1.3): That's what I loved about my father – he was always there for me.
blame sb for (8.6): Marie still blames herself for Patrick's accident.
charge sb with sth (8.1): Gibbons has been charged with murder.
come first/last in (2.1): The choir came first in all sections of the competition.
compete in (2.1): He'd like to compete in the 1,000 metres.
cover sth in (4.1): I'm making a pizza and I want to cover it in cheese.
die from (5.4): The drug will not help patients who are dying from cancer.
donate money to (6.3): Last year he donated \$1,000 to cancer research.
escape from (3.2): He escaped from prison in October.
feel about (4.7): How would you feel about working with Nicole for a while?
get rid of (2.1): You should get rid of all these old toys.
learn from (7.1): We learn from our mistakes.
lose touch with (1.3): I'm moving abroad, but I don't want to lose touch with you.
make contact with (5.7): We'd like to make contact with other schools in the area.
nominate sb for sth (7.5): Ferraro was nominated for the job of vice president.
pay for (3.3): Mum paid for my driving lessons.
play for (2.1): Moxon played for England in ten matches.
raise money for (6.3): We're organising a concert to raise money for charity.
recover from (6.4): He's in hospital, recovering from a heart attack.
release from (8.3): Mike was released from hospital yesterday.
report on (1.2): The Times sent her to Bangladesh to report on the floods.
sentence to (8.1): Sanchez was sentenced to three years in prison.
share with (6.3): I have an office that I share with some other teachers.
take part in (2.1): About 400 students took part in the protest.
train for (6.3): Brenda spends two hours a day training for the marathon.
travel by air/car/train (3.5): Emma and Jo travelled by train across Eastern Europe.
vote for (7.5): I voted for the Labour candidate in the last election.
work for (1.2): He works for a law firm.
worry about (1.6): I worry about my brother.

PREPOSITIONS AFTER ADJECTIVES

addicted to (8.7): Fifty million Americans are addicted to nicotine.
allergic to (4.8): I'm allergic to onions.
aware of (8.7): Most smokers are aware of the dangers of smoking.
dependent on (8.8): You don't earn money, so you are still dependent on your parents for everything.
famous for (5.2): Italy is famous for its olive oil.
good/bad for (2.4): Watching so much TV isn't good for you.
guilty of (8.1): They were found guilty of murder.
important for (2.8): It was important for the president to continue his visit.
independent from (8.8): I think we should learn to be independent from our parents.
interested in (1.1): He's interested in computer games.
involved in (8.1): How many politicians are involved in the scandal?
open to new ideas (1.7): Here at PLX, we listen to our employees. We're always open to new ideas.
passionate about (4.4): I'm passionate about football.
proud of (1.1): Her parents are very proud of her.
responsible for (5.8): He's the man responsible for the Oklahoma bombing.
sure about (2.8): Are you quite sure about this?
unusual for (8.7): It's unusual for Dave to be late.

OTHER

because of (1.4): He had to retire because of health problems.
by the end of (2.7): Costs will double by the end of 2025.
thanks to (3.4): She learnt new things about the world thanks to her smartphone.

Use a dictionary to translate the phrasal verbs into your language.

base sth on sth (1.2) – _____: He has based his theory on scientific facts and figures.

beat yourself up (7.1) – _____: When you make a mistake, don't beat yourself up – we learn from our mistakes.

break down (3.6) – _____: What happened when the car broke down?

break into (8.1) – _____: In the past, burglars used to break into houses to steal TVs and DVD players.

burn off sth (2.1) – _____: If you work out at the gym, you burn off calories.

call on sb (8.8) – _____: Why don't you call on Mary and see how she's feeling?

carry on (3.6) – _____: You'll make yourself seriously ill if you carry on working so much.

cheer sb on (2.1) – _____: There were thousands of fans in the stadium, all cheering their team on.

come across as (1.1) – _____: Be careful you don't come across as shallow or vain.

come across sb/sth (5.1) – _____: I came across this photograph among some old newspapers.

come from (1.1) – _____: His father came from France.

come in (of tide) (5.1) – The tide comes in.

come out (7.1) – _____: When does his new book come out?

concentrate on sth (2.5) – _____: I want to concentrate on my career for a while.

cut sth off (4.1) – _____: I only like lean meat so I cut off the fat and leave it on the side of my plate.

cut sb off from sth (3.4) – _____: It's common to complain that computers cut us off from reality.

deal with sth (5.6) – _____: These kinds of fires are very difficult to deal with.

die out (5.1) – _____: The wild population of koalas is in danger of dying out.

dress up (1.1) – _____: It's only a small party. You don't need to dress up.

drop sb off (3.6) – _____: I'll drop you off on my way home.

drop out (of sth) (2.1) – _____: Bill dropped out of college after his first year.

fall into sth (5.5) – _____: I slipped and fell into the hole.

fall off sth (2.2) – _____: He fell off his bike and broke his wrist.

fall out (with sb) (1.3) – _____: Nina's fallen out with her brother.

fall over (2.4) – _____: My hair keeps falling over my eyes.

find sth out (1.3) – _____: We never found out who sent the letter.

get along/on (well) with sb (1.3) – _____: They get along really well together.

get into sth (2.1) – _____: You'll have to work harder if you want to get into university.

get off (3.6) – _____: Let's get off at the next stop.

get out of sth (8.4) – _____: There's a reason to get out of bed in the morning.

give sth away (8.4) – _____: In my local coffee shop, I tried to give away a cup of coffee.

give (sth) up (2.3) – _____: Mark has given up trying to teach me to ski.

go ahead (7.8) – _____: 'Do you mind if I open the window?' 'No, go ahead.'

go away (3.3) – _____: We're going away for the weekend.

go in for sth (2.1) – _____: I go in for competitions.

go off – _____: 1. (5.4) The cheese and bread had to be eaten before they went off. 2. (5.4) – I continue sleeping in spite of my alarm going off in the morning.

go out – _____: 1. (4.4) Are we going out tomorrow? 2. (of tide) (5.1) Where does the water depth only change by ten centimetres when the tide comes in and goes out?

go over to sb/sth (5.5) – _____: The gorilla went over to the boy.

go through sth (8.4) – _____: Dave went through his pockets looking for the keys.

hand sth over (2.4) – _____: I handed over my bag but took out one racket.

hang out with sb (1.3) – _____: They hang out with their friends a lot.

heat sth up (5.1) – _____: I heated up the remains of last night's supper.

hold sb up (3.6) – _____: I don't want to hold you up – I know you're in a hurry.

hurry up (4.2) – _____: Hurry up! We'll miss the bus.

keep up with sb (3.6) – _____: Dave isn't keeping up with the rest of the class in reading.

let sb down (2.1) – _____: Sometimes it's difficult when you let your team down.

lock sb (up) (8.3) – _____: The guards locked the prisoner up in the cell.

look after sb/sth (1.5) – _____: We look after his children in the evening.

look at sb/sth (1.1) – _____: 'It's time to go,' said Patrick, looking at his watch.

look into sth (7.4) – _____: We're looking into the cause of the fire.

look up to sb (2.3) – _____: He looks up to his older brother.

make sth into sth (8.2) – _____: It has been made into a museum.

make sth out (1.8) – _____: I can't make the sign out.

mess up (7.1) – _____: If you mess up on stage, don't worry about it. Just carry on.

pick sth up (2.3) – _____: She picked up how to windsurf as soon as she could swim.

pick sb up (3.6) – _____: Mum's picking me up at midday.

point out (7.2) – _____: Art critics pointed out that a child could not produce those paintings.

pull over (3.6) – _____: He pulled the car over.

put sth in (8.5) – _____: They're having a new bathroom put in.

put sb off sth (2.3) – _____: Don't be put off by the title – it's a really good book!

put sth on (2.4) – _____: Put your hat on – it's cold outside.

put on (7.1) – _____: One summer the children put on a play.

put on (weight) (7.5) – _____: Mary put on weight when she quit smoking.

put sb up (3.6) – _____: I was hoping Kenny could put me up for a few days.

put sth up (3.6) – _____: The kids were putting a tent up in the garden.

rely on sb/sth (5.6) – _____: We're relying on him to help.

run out of sth (3.6) – _____: I've run out of milk.

sell out (4.2) – _____: I'm sorry, but the tickets are all sold out.

set off (on a journey) (3.6) – _____: We'd better set off now, before it gets dark.

set sth up (4.4) – _____: In 2000, he set up his own company.

sign up for (7.1) – _____: I'm thinking of signing up for a yoga course.

sit around (5.4) – _____: We sat around for a bit, chatting.

sleep through sth (5.4) – _____: How did you manage to sleep through that thunderstorm?

speed up (2.2) – _____: The truck speeded up going down the hill.

split up with (7.5) – _____: Eve's parents split up when she was three.

start out (7.1) – _____: When the band first started out, they played at small clubs.

stay out (2.5) – _____: She lets her children stay out until midnight.

stir sth up – _____: 1. (5.1) The wind had stirred up a powdery red dust. 2. (7.3) These clips stirred up our emotions.

switch sth off (8.6) – _____: My phone switches itself off if I don't use it for a while.

take after sb (2.3) – _____: Sue takes after her Dad.

take sth away (8.8) – _____: Voluntary work could take time away from your studies.

take sth off (2.4) – _____: He took off his shoes.

take on (a challenge) (2.1) – _____: I like taking on new challenges.

take sth up (2.5) – _____: My best friend is going to take up running.

take up sth (8.8) – _____: Voluntary work can take up a lot of time.

talk sb into sth (2.3) – _____: Has anybody ever talked you into taking up a sport or joining a team?

throw sth away (4.4) – _____: Do you need these newspapers, or can I throw them away?

try sth on (1.8) – _____: Would you like to try these jeans on?

try sth out (2.3) – _____: Can I try out your new motorbike?

turn into (3.6) – _____: The company has turned into a global corporation.

turn up (3.6) – _____: Danny turned up late as usual.

wake up (5.4) – _____: I woke up at 7 a.m. today.

walk away from sth (3.6) – _____: You can't just walk away from fifteen years of marriage!

wear off (7.1) – _____: When you feel you are stuck, keep practising and eventually the feeling will wear off.

write back (4.7) – _____: I sent them a card once, but they never wrote back.

work out – _____: 1. (2.1) She works out at the gym twice a week. 2. (3.7) Don't worry. I'm sure everything will work out fine.

SUBJECT, OBJECT AND POSSESSIVE PRONOUNS, POSSESSIVE ADJECTIVES

Subject pronouns	Object pronouns	Possessive pronouns (+ noun)	Possessive pronouns (no noun)
I'm a student.	Come with me .	It's my house.	It's mine .
Have you got a cat?	I like you .	It's your bike.	It's yours .
He works at home.	Can you help him ?	It's his book.	It's his .
She's been to Prague.	Listen to her .	It's her room.	It's hers .
Is it a famous city?	I can't find it .	Oxford (= it) is famous for its university.	—
We live in Peru.	Wait for us .	It's our tablet.	It's ours .
You can't sit here.	Can I talk to you ?	It's your car.	It's yours .
Are they working?	Do you know them ?	It's their money.	It's theirs .

DEMONSTRATIVE, QUESTION AND RELATIVE PRONOUNS

Demonstrative pronouns		Question pronouns	Relative pronouns
Singular	Plural		
this that	these those	What? Who? Whose? Which? Where? When? Why? How? (How often? How long? How far? How much? How many?)	who which that whose when where

NUMBERS

Numbers: 1 – 100

Cardinal numbers	Ordinal numbers	Cardinal numbers	Ordinal numbers
1 – one	first (1st)	20 – twenty	twentieth (20th)
2 – two	second (2nd)	21 – twenty-one	twenty-first (21st)
3 – three	third (3rd)	22 – twenty-two	twenty-second (22nd)
4 – four	fourth (4th)	23 – twenty-three	twenty-third (23rd)
5 – five	fifth (5th)	24 – twenty-four	twenty-fourth (24th)
6 – six	sixth (6th)	25 – twenty-five	twenty-fifth (25th)
7 – seven	seventh (7th)	26 – twenty-six	twenty-sixth (26th)
8 – eight	eighth (8th)	27 – twenty-seven	twenty-seventh (27th)
9 – nine	ninth (9th)	28 – twenty-eight	twenty-eighth (28th)
10 – ten	tenth (10th)	29 – twenty-nine	twenty-ninth (29th)
11 – eleven	eleventh (11th)	30 – thirty	thirtieth (30th)
12 – twelve	twelfth (12th)	40 – forty	fortieth (40th)
13 – thirteen	thirteenth (13th)	50 – fifty	fiftieth (50th)
14 – fourteen	fourteenth (14th)	60 – sixty	sixtieth (60th)
15 – fifteen	fifteenth (15th)	70 – seventy	seventieth (70th)
16 – sixteen	sixteenth (16th)	80 – eighty	eightieth (80th)
17 – seventeen	seventeenth (17th)	90 – ninety	ninetieth (90th)
18 – eighteen	eighteenth (18th)	100 – one/a hundred	hundredth (100th)
19 – nineteen	nineteenth (19th)	101 – one/a hundred and one	hundred and first (101st)

Examples of numbers over 100

1,000 – one/a thousand
3,555 – three thousand, five hundred and fifty-five
56,223 – fifty-six thousand, two hundred and twenty-three
725,000 – seven hundred and twenty-five thousand
1,000,000 – one/a million
1,000,000,000 – one/a billion

Infinitive	Past Simple	Past Participle	Infinitive	Past Simple	Past Participle
be [bi:]	was/were [wɒz/wɜ:]	been [bi:n]	lend [lend]	lent [lent]	lent [lent]
beat [bi:t]	beat [bi:t]	beaten ['bi:tən]	let [let]	let [let]	let [let]
become [br'kʌm]	became [br'keɪm]	become [br'kʌm]	lie [laɪ]	lay [leɪ]	lain [leɪn]
begin [br'gɪn]	began [br'gæn]	begun [br'gʌn]	light [laɪt]	lit [lɪt]	lit [lɪt]
bite [baɪt]	bit [bɪt]	bitten ['bɪtən]	lose [lu:z]	lost [lɒst]	lost [lɒst]
bleed [bli:d]	bled [bled]	bled [bled]	make [meɪk]	made [meɪd]	made [meɪd]
blow [bləʊ]	blew [blu:]	blown [bləʊn]	mean [mi:n]	meant [ment]	meant [ment]
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]	meet [mi:t]	met [met]	met [met]
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	overtake [,əʊvə'teɪk]	overtook [,əʊvə'tʊk]	overtaken [,əʊvə'teɪkən]
broadcast ['brɔ:dkʌst]	broadcast ['brɔ:dkʌst]	broadcast ['brɔ:dkʌst]	pay [peɪ]	paid [peɪd]	paid [peɪd]
build [bɪld]	built [bɪlt]	built [bɪlt]	put [pʊt]	put [pʊt]	put [pʊt]
burn [bɜ:n]	burned [bɜ:nd]/burnt [bɜ:nt]	burned [bɜ:nd]/burnt [bɜ:nt]	read [ri:d]	read [red]	read [red]
burst [bɜ:st]	burst [bɜ:st]	burst [bɜ:st]	ride [raɪd]	rode [rəʊd]	ridden ['rɪdn]
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]
can [kæn]	could [kʊd]	been able to [bi:n 'eɪbl tə]	rise [raɪz]	rose [rəʊz]	risen [rɪzən]
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	run [rʌn]	ran [ræn]	run [rʌn]
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]	say [seɪ]	said [sed]	said [sed]
come [kʌm]	came [keɪm]	come [kʌm]	see [si:]	saw [sɔ:]	seen [si:n]
cost [kɒst]	cost [kɒst]	cost [kɒst]	seek [si:k]	sought [sɔ:t]	sought [sɔ:t]
cut [kʌt]	cut [kʌt]	cut [kʌt]	sell [sel]	sold [səʊld]	sold [səʊld]
deal [di:l]	dealt [delt]	dealt [delt]	send [send]	sent [sent]	sent [sent]
dig [dɪg]	dug [dʌg]	dug [dʌg]	set [set]	set [set]	set [set]
do [du:]	did [dɪd]	done [dʌn]	shake [ʃeɪk]	shook [ʃʊk]	shaken [ʃeɪkən]
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]
dream [dri:m]	dreamed [dri:md]/ dreamt [dremt]	dreamed [dri:md]/ dreamt [dremt]	show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]
drive [draɪv]	drove [drəʊv]	driven ['drɪvn]	sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]
eat [i:t]	ate [et]	eaten ['i:tən]	sit [sɪt]	sat [sæt]	sat [sæt]
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	sleep [sli:p]	slept [slept]	slept [slept]
feed [fi:d]	fed [fed]	fed [fed]	slide [slaɪd]	slid [slɪd]	slid [slɪd]
feel [fi:l]	felt [felt]	felt [felt]	smell [smel]	smelled [smeld]/ smelt [smelt]	smelled [smeld]/ smelt [smelt]
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkən]
find [faɪnd]	found [faʊnd]	found [faʊnd]	spend [spend]	spent [spent]	spent [spent]
fit [fɪt]	fit [fɪt]	fit [fɪt]	spill [spɪl]	spilled [spɪld]/spilt [spɪlt]	spilled [spɪld]/spilt [spɪlt]
fly [flaɪ]	flew [flu:]	flown [fləʊn]	split [splɪt]	split [splɪt]	split [splɪt]
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]	spread [spred]	spread [spred]	spread [spred]
forgive [fə'grɪv]	forgave [fə'geɪv]	forgiven [fə'grɪvən]	stand [stænd]	stood [stʊd]	stood [stʊd]
freeze [fri:z]	froze [frəʊz]	frozen ['frəʊzən]	steal [sti:l]	stole [stəʊl]	stolen ['stəʊlən]
get [get]	got [gɒt]	got [gɒt]	stick [stɪk]	stuck [stʌk]	stuck [stʌk]
give [gɪv]	gave [geɪv]	given ['gɪvən]	sting [stɪŋ]	stung [stʌŋ]	stung [stʌŋ]
go [gəʊ]	went [went]	gone [gɒn]/been [bi:n]	strike [straɪk]	struck [strʌk]	struck [strʌk]
grow [grəʊ]	grew [gru:]	grown [grəʊn]	swell [swel]	swelled [sweld]	swollen ['swəʊlən]
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	swim [swɪm]	swam [swæm]	swum [swʌm]
have [hæv]	had [hæd]	had [hæd]	take [teɪk]	took [tʊk]	taken ['teɪkən]
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]	tear [teə]	tore [tɔ:]	torn [tɔ:n]
hit [hɪt]	hit [hɪt]	hit [hɪt]	tell [tel]	told [təʊld]	told [təʊld]
hold [həʊld]	held [held]	held [held]	think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]
keep [ki:p]	kept [kept]	kept [kept]	understand [,ʌndə'stænd]	understood [,ʌndə'stʊd]	understood [,ʌndə'stʊd]
know [nəʊ]	knew [nju:]	known [nəʊn]	upset [ʌp'set]	upset [ʌp'set]	upset [ʌp'set]
lead [li:d]	led [led]	led [led]	wake [weɪk]	woke [wəʊk]	woken ['wəʊkən]
learn [lɜ:n]	learned [lɜ:nd]/ learnt [lɜ:nt]	learned [lɜ:nd]/ learnt [lɜ:nt]	wear [weə]	wore [wɔ:]	worn [wɔ:n]
leave [li:v]	left [left]	left [left]	win [wɪn]	won [wʌn]	won [wʌn]
			write [raɪt]	wrote [rəʊt]	written ['rɪtn]

1 A new look	USE OF ENGLISH 1	WORD STORE 1
	p. 2	p. 3 Clothes and accessories Fashion and style Personality Relationship phrases Compound adjectives WORD IN FOCUS <i>look</i>
2 It's just a game	USE OF ENGLISH 2	WORD STORE 2
	p. 4	p. 5 Phrasal verbs (x 2) Collocations People in sport Word families WORD IN FOCUS <i>just</i>
3 On the go	USE OF ENGLISH 3	WORD STORE 3
	p. 6	p. 7 Noun phrases Collocations Synonyms for <i>trip</i> Compound nouns Negative adjectives WORD IN FOCUS <i>go</i>
4 Eat, drink and be healthy	USE OF ENGLISH 4	WORD STORE 4
	p. 8	p. 9 Fruit and vegetables Describing food Collocations (x 3) WORD IN FOCUS <i>up</i>
5 Planet Earth	USE OF ENGLISH 5	WORD STORE 5
	p. 10	p. 11 Phrasal verbs Collocations Word families Compound nouns Verb phrases WORD IN FOCUS <i>one</i>
6 Good health	USE OF ENGLISH 6	WORD STORE 6
	p. 12	p. 13 Parts of the body Injuries Body idioms Charity fund-raising Health issues WORD IN FOCUS <i>get</i>
7 Entertain me	USE OF ENGLISH 7	WORD STORE 7
	p. 14	p. 15 Entertainment People in entertainment Phrasal verbs Collocations Word building WORD IN FOCUS <i>in</i>
8 Modern society	USE OF ENGLISH 8	WORD STORE 8
	p. 16	p. 17 Crime and criminals People involved in a crime case The justice system Prison Synonyms WORD IN FOCUS <i>good</i>

Multiple-choice cloze

1 Read the text and choose the correct answer A, B, C or D.

Exchange programmes

When did you start to ⁰ _____ interested in clothes? When you were at school, ¹ _____ your teens or much younger? It's not unusual for children to become fashion-conscious at a(n) ² _____ age. Most under-fives have a fairly clear idea of what they like to ³ _____ and what colours they want. Most often this is because of what their friends have or what they see in films or on TV. However, it looks ⁴ _____ though one little girl in the USA has gone a step further. Four-year-old Mayhem has started to design her own clothes.

According to her mother, Angie, Mayhem decided that she didn't like the princess dresses in the stores and started to make her own from cotton ⁵ _____ and sheets of paper. Angie gave her pictures of celebrities wearing ⁶ _____ dresses at award shows and Mayhem copied them. Now she has her own ideas and an important fashion chain likes them a lot.

Is Mayhem ⁷ _____ all thanks to her Mum? Not at all! Angie says that she herself is completely unfashionable and nowhere near as ⁸ _____ as her daughter. Watch out for Mayhem's new fashion line next spring!

- | | | | |
|-----------------|----------------|------------|----------------|
| 0 A go | B get | C find | D take |
| 1 A on | B at | C in | D by |
| 2 A young | B early | C mature | D childish |
| 3 A wear | B carry | C dress | D resemble |
| 4 A like | B as | C for | D so |
| 5 A scarves | B trainers | C bangles | D beanies |
| 6 A fashion | B good-looking | C trendy | D well-dressed |
| 7 A success | B successful | C succeed | D successfully |
| 8 A disobedient | B caring | C creative | D shallow |

Sentence transformation

2 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Do not change the word in capitals.

- 0 Anna is the most sensible and practical person I've ever known. **EARTH**
Anna is the most down-to-earth person I've ever known.
- 1 This is my big brother's suitcase – he bought it last summer. **BELONGS**
This suitcase _____ – he bought it last summer.
- 2 Susie's new top has got short sleeves and it's black. **SHORT-SLEEVED**
Susie's got a _____ top.
- 3 Simon joined the company in 2010. **WORKING**
Simon _____ here since 2010.
- 4 You should make it clear what you want. **CLARIFY**
You should _____.
- 5 Yumi is twenty-two years old, but she looks younger. **EARLY**
Yumi is _____, but she looks younger.
- 6 This is a great film. **ENJOYING**
I'm _____.

WORD STORE 1A | Clothes and accessories



1 a waistcoat



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____



11 _____



12 _____



13 _____



14 _____



15 _____



16 _____

WORD STORE 1B | Fashion and style

He/she ...

- 1 knows what's in fashion or out of fashion.
- 2 likes to be the _____ of attention.
- 3 goes _____ a casual look.
- 4 comes _____ as kind and friendly.
- 5 cares a lot _____ his/her appearance.
- 6 feels comfortable in his/her own _____.
- 7 likes to go _____ the flow.
- 8 is _____.

WORD STORE 1C | Personality

- 1 carefree = happy and without worries
- 2 _____ = sensible and practical
- 3 _____ = difficult or disobedient
- 4 _____ = not interested in serious things
- 5 _____ = not easily upset or annoyed
- 6 _____ = too proud of the way you look

WORD STORE 1D | Relationship phrases

- 1 hang out with = socialise with
- 2 lose touch with = _____
- 3 get to know = _____
- 4 be always there for = _____
- 5 fall out with = _____
- 6 get along with = _____

WORD STORE 1E | Compound adjectives

- 1 fast-drying _____
- 2 short-_____
- 3 hard-_____
- 4 brightly-_____
- 5 cutting-_____
- 6 multi-_____

WORD IN FOCUS | look

look + at/for = focus your attention to see or find sth

Look at the painting.
I'm looking for a festival programme.

look as a noun

the 'festival look' = the 'festival style'

look + like + noun = have a similar appearance to sb/sth

It looks like a word in my language.

look + as if/as though + clause = suggest an appearance or situation is because of sth

It looks as though they're near the changing rooms.
He looks as if he's thinking about trying it on.

look + adjective = have a particular appearance

I just want to look good. It looks great. She looks bored.

look in phrasal verbs

look after sb/sth = take care of sb/sth

Open cloze

1 Complete the text with one word in each gap.

A boxing success

Women have always had a more difficult time in sport ⁰ than men. However, female boxers ¹ _____ found following their sport particularly hard. The 2012 Olympics in London were the first games that allowed women boxers ² _____ compete and that was when Nicola Adams became the first female gold medal winner.

Nicola started ³ _____ when she was just thirteen. She went to classes at a gym ⁴ _____ her mother was doing aerobics classes and discovered that she loved the sport. Success, however, wasn't easy for Nicola as ⁵ _____ were very few competitions for women. In fact, women's boxing was banned by the Amateur Boxing Association ⁶ _____ 1996.

Then, ⁷ _____ lots of discussions, women's boxing became an Olympic sport. Nicola qualified for the British team although she wasn't on top form. She ⁸ _____ fallen down the stairs a year before and her back was still giving her a lot of pain. But Nicola is a real fighter and the rest is history!

Sentence transformation

2 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Do not change the word in capitals.

0 I started playing tennis when I was five. **BEEN**I've been playing tennis since I was five.1 Sophie doesn't like swimming. Mark doesn't like it either. **NEITHER**

_____ like swimming.

2 I'm happy to help you practise for the game. **MIND**

I _____ practise for the game.

3 Don't worry about the competition. **STOP**

You _____ about the game.

4 Mike broke his ankle during the football match. **WHILE**

Mike broke his ankle _____ football in the match.

5 I forgot my racket and I couldn't play tennis. **BECAUSE**

I couldn't play tennis _____ my racket.

6 Peter said, 'Tim, you need to spend more time at the gym.' **ADVISED**

Peter _____ more time at the gym.

WORD STORE 2A | Phrasal verbs

- 1 cheer sb on = shout loudly to encourage sb
- 2 _____ = get rid of (fat or calories)
- 3 _____ = quit being part of sth
- 4 _____ = be chosen for (a team)
- 5 _____ = take part in sth
- 6 _____ = make sb disappointed
- 7 _____ = accept sth (a challenge)

WORD STORE 2B | Collocations

- 1 beat or defeat an opponent /the champion
- 2 break a world record
- 3 come _____ /second/last
- 4 keep fit/_____
- 5 lose a match/a game/a point
- 6 miss a goal
- 7 score a goal/_____
- 8 win a prize/_____ /a game/a point

WORD STORE 2C | People in sport

coach/trainer fan/supporter opponent
referee spectator teammate



fan/supporter

WORD STORE 2D | Phrasal verbs

~~give up~~ look up to pick sth up put sb off
take after talk sb into try sth out

- 1 give up = stop trying sth
- 2 _____ = be like sb
- 3 _____ = learn sth
- 4 _____ = do sth for the first time
- 5 _____ = admire and respect sb
- 6 _____ = encourage sb
- 7 _____ = discourage sb

WORD STORE 2E | Word families

NOUN	VERB	ADJECTIVE
1 action	<u>activate</u>	active
2 decision	decide	_____
3 _____	–	powerful
4 repetition	_____	repetitive
5 _____	–	resilient
6 _____	–	superstitious

WORD IN FOCUS | just

just = only*It's just me against my opponent.***just = very recently***Messi's just scored a fantastic goal.***just to add emphasis***I just don't think they are good role models.
Your head just gets in the way.*