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### Word List

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A new look

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

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

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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 …

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 **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 **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 **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 __________. 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 …
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 Read and listen to Jo Mack and answer the questions.
   1 Who does she work for?  
   2 What is she doing there?  
   3 Where is she now?

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 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 32º. 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.

- Some verbs have stative meanings. They describe states: not ‘happening’. You cannot use them with continuous forms.
  I believe the temperature is 32º. (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 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 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. 1 Are you enjoying the festival?
Tom: Yes, I 2 have a really good time.
Jo: 3 I love your T-shirt.
Tom: Oh, thanks! It’s my festival T-shirt!
Jo: Oh, it 4 looks great.
But why 5 are you wearing 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 don’t have any shorts!
Jo: So which bands 8 do you want to see today?
Tom: I 9 like Foo Fighters, but I 10 don’t know when they’re on. I 11 am looking for a festival programme.
Jo: I have one here – oh, they 12 are playing 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.
1 I  need a new pair of trainers.
2 I  wear my favourite T-shirt today.
3 I  buy all my clothes online.
4 I  like shopping.
5 I  think most clothes are too expensive.
6 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?

Grammar page 132
LISTENING

1.3 True/False

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

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

‘The best mirror you can have is an old friend.’

‘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.
1 Which saying do you like best? Why?
2 What qualities should a close friend have?
3 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)?
1 Jenny has a good relationship with all her online friends.
2 Jenny thinks it takes time to slowly find out about somebody.
3 Jenny says friends sometimes stop seeing each other when they’ve had an argument.
4 Fraser has similar interests to his close friends.
5 Fraser doesn’t think a good friend is always reliable in a crisis.
6 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 0
a They get along really well together.
b They’ve lost touch.
c They’re always there for each other.
d They’ve fallen out.
e They’re getting to know each other.

7 Complete the questions with an appropriate verb from WORD STORE 1D.
1 How easy was it to get to ______ your best friend?
2 Why do you ______ along so well together?
3 Have you ever ______ out?
4 What sort of places do you usually ______ out in?
5 Will you always ______ there for your best friend?
6 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.
1 515 – five hundred and fifteen
2 214 – two hundred and fourteen
3 3,330 – three thousand, three hundred and thirty
4 901 – nine hundred and one
5 7,880 – seven thousand, eight hundred and eighty
6 4,416 – four thousand, four hundred and sixteen

10 Write down three long numbers. Dictate the numbers to your partner. Check that your partner has written the same numbers as you.
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.
1 Why is a T-shirt called a T-shirt?
2 Which was the first profession to wear leather jackets?
3 How is the phrase ‘blue jeans’ connected to France?
4 When did young people start wearing jeans as fashion items?
5 Why are these clothes still popular with young people?

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 4 ___________ 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 5 ___________ fabric. There’s some amazing 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:
1 Do you or anyone in your family own a hoodie?
2 When and why do you wear it?
3 What is the link between the hoodie and: American footballers? Break-dancers? Graffiti artists? Skate-boarders? A high-profile social media boss?

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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.

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 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 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 Nîmes’). The first blue denim trousers were worn by sailors in Genoa – ‘Gênes’ in French. ‘Bleu de Gênes’ became ‘blue jeans’.

Blue jeans as we know them originated during the 1849 Californian Gold Rush. They were 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 their popularity 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 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.

What’s not to love?
1.5

PRESENT PERFECT CONTINUOUS

I can use the Present Perfect Continuous and Present Perfect Simple.

1. SPEAKING Look at the different versions of the Mona Lisa and discuss the questions.
   1. Which version do you like best? Why?
   2. 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 have you been waiting?
G: It’s OK. We haven’t waited long. We’ve been standing in this queue for about twenty minutes.
M: Right. Well, I’ll introduce you to Henri, our curator. He’s been working here for over twenty years.
G: Thanks. My son, Jack, is very excited. He’s been looking after the Mona Lisa for ten years.
J: Er … How long has (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 the same computer for 3 years.
2. I’ve been listening to the same music since 2010.
3. I’ve watched the Mona Lisa twice.
4. I’ve been seeing the piano for years.
5. I’ve never been going abroad.
6. We’ve never been visiting the Louvre seven times.

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?

1. I’ve seen / I’ve been seeing the Mona Lisa twice.
2. My mum has bought / she has been buying a new car.
3. It’s snowed / it’s been snowing since yesterday.
4. I’ve learnt / I’ve been learning the piano for years.
5. We have never been going / we have never been abroad.
6. I haven’t eaten / I 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.

1. messages / receive / today?
2. wear / the same watch?
3. have / the same bag?
4. foreign countries / visit?
5. books / read / in the past three months?

FOCUS VLOG About clothes

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

Grammar page 133
SPEAKING Look at the photos and discuss which hairstyles you think are acceptable for school.

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- to some to get the opposite meaning.

Note: You form most by adding -ly, -y, -ily.

honest – honestly, absolute – absolutely, angry – angrily

7 Complete the table with appropriate forms.

<table>
<thead>
<tr>
<th>NOUN</th>
<th>VERB</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>creation</td>
<td>create</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>educational</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>ridiculous</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>achievement</td>
<td>succeed</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>accept</td>
<td></td>
</tr>
</tbody>
</table>

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

1 The main duty of a school is to _______ its students. (education)
2 It’s _______ for schools to ban tattoos or piercings. (ridicule)
3 You can’t _______ a student for shaving his or her head. (punishment)
4 Female students worry more about their _______ than male students. (appear)
5 The fewer _______ about what students can and can’t wear, the better. (regulate)
6 It’s _______ for students to deliberately ignore sensible school rules. (accept)
7 _______ 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.

Use of English page 134
Describing a person

I can write a personal email to describe a person.

1. **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.

2. 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** …

3. Now read Maggie’s message and see which things on your list in Exercise 2 she mentioned.

4. **SPEAKING** Discuss whether you think you would get on well with Claire. Give reasons for your answers.

5. 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 / our age.
  He’s in his teens / 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 who always remembers your birthday / loves kids.
  She’d make a great teacher / doctor / friend.

- **Describe hair, eyes, skin and face**
  He’s got cool, short, hair.
  She’s got beautiful, long, , blond hair.
  She’s got a kind / friendly / unusual smile / face.

- **Mention height/build**
  She’s short / tall.
  He’s fairly well-built /

- **Mention clothes**
  She dresses casually / smartly / well / in black.
  He always wears casual / smart / scruffy / fashionable / stylish clothes.

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

   My friend Martin is the of person who can argue about anything. He always smartly and he’s very interesting, but he’s not always serious. He’s music and dancing, and he has a great of humour. He’s age, but he looks older. He’s got short and a friendly , I think he’d a good politician.

---

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 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 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 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.

Love Maggie x
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 to be upset.
- can be / could be + a little / a bit + adjective
  - His hair is too long = His hair could be a bit shorter.
- 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 always late.
- Quantifiers / softeners
  - She’s skinny = She’s a bit too slim.
  - He’s tiny = He’s a little short.
  - She’s old = She looks old.

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

1. Amanda’s rude. Amanda is polite.
2. Bryan’s mean. Bryan is exactly mean.
3. Caroline’s lazy. Caroline is always lazy.
4. David’s loud. David could be loud.
5. Elena’s insensitive. Elena can be insensitive.
6. Freddie’s untidy. Freddie tends to be untidy.

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.
1.8 SPEAKING

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?

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Size/Age</th>
<th>Colour/Pattern</th>
<th>Material</th>
<th>Make/Type</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>a lovely big old brown leather flying jacket</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 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.

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 a man and a woman shopping together. It's to say exactly how old they are, but they're in their twenties, and they're a couple. The man's wearing a red top and grey jeans. The woman is sitting on a white chair and bored. On the floor, to her chair, there are several shopping bags. I'm not what's in them, but I think they're probably clothes, and I think they've been shopping for a few hours already. It's hard to out exactly what kind of shop they're in, but it to be a men's clothes shop. It looks as they're near the changing rooms because there's a white curtain in the . The man is holding a shirt or a pair of trousers. He looks if he's thinking about trying it on. I think the woman looks very interested. 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?
UNIT 1 A new look

Word list

1.1 Vocabulary

ˌɡet ə ˈnəʊ
find out about
ˌɡet əˈlɒŋ
trainers
ˈskɪni
ʃɔːts
rɪˈpɔːt
baseball cap
wear
ˌvɪntɪdʒ
vintage sunglasses
ˈswetʃɜːt
slɪm
ˈʃæləʊ
practical clothes
necklace
look
necklace
practical clothes
rebellious
rebellious
rebellious
rebellious
raincoat
raincoat
raincoat
resemblance
profession
medium height
in his teens
in his early/mid/late twenties
medium height
mysterious
nervous
open to
open to
smart
smart
straight/dark/short/long hair
stylish
jumper
look as if
over and over again
queue

1.2 Grammar

band
baseball cap
report on
revise
shorts
skinny
trainers

1.3 Listening

be always there for
fall out with
find out about
get along (well)
get to know

1.4 Reading

banned
brightly-coloured
distressed jeans
cutting-edge
fast-drying
fusible
hard-wearing
iconic
imitation
look like
multi-purpose
originated
popular
raincoat
resemblance
resemblance
short-sleeved
suntan lotion
tailor
tailor
the elements
trousers
underwear
unisex
wardrobe
woollen
zip
zip
zip

1.5 Grammar

curator
look after
over and over again
queue

1.6 Use of English

accept
acceptable
acceptably
achievement
educate
education
educationally

Sample. Not for sale.
1 Complete the sentences with the words in the box. There are three extra words.

- carefree
- centre
- denim
- faded
- rebellious
- skin
- vain
- vintage

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

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

1. I didn’t mean to ______ (have an argument with) out with Kelly, but now she won’t speak to me.
2. This g______ (item of clothing) is so practical that you can wear it as a top, a dress or a skirt.
3. 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.
4. When it comes to clothes, teenagers usually go with the f______ (follow what other people do) of fashion.
5. 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.

1. Why ______ (you/look) at me like that? Is there something wrong with my hair?
2. Pam always ______ (listen) carefully to her friends’ advice, but she never does what they suggest.
3. I ______ (think) about having a talk with Jack about his rude behaviour.
4. Stuart ______ (look) very smart in his new woollen suit and black leather shoes.
5. 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.

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

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

1. 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
2. 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 hopeful  C success
3. 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
4. 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
5. 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 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
**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, dedication 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.
1.8 for an alternative. They
to turn their backs

2. Which verbs can complete question A and
question B? Why can certain verbs complete
question A only?

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

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

5. 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).

6. Why does the writer suggest that ‘we’re not as
original as we think we are’?

7. What do the verbs in brackets refer to?

8. What do the words in groups of three give each group
a heading?

9. What are you wearing today?
What (wear) today?

10. What is the difference between making friends online
and making friends in real life?

11. What do you think about fast fashion?

12. What (think) about fast fashion?

13. What (think) about the word ‘denim’?

14. What (think) about the word ‘denim’?

15. What do they have in common?

16. What is the origin of the word ‘denim’?

17. Why does the writer suggest that ‘we’re not as
original as we think we are’?
1.8 more carbon emissions than the air and 21 times faster than retail, thanks to
1.4 turn their backs
1.2
1.1
EXTRA PRACTICE

1.5 Complete the sentences with the Present Perfect Simple or Continuous form of the verbs in brackets and since or for.
1. I’ve
2. My grandparents
3. I
4. My mum
5. I
6. I got up this morning.
7. I
8. I
9. I

1.6 Form new words as instructed with an appropriate suffix (or prefix). Which new word has a different suffix (or prefix) to the other two?
1. verbs from nouns: regulation
2. nouns from verbs: regulation
3. adjectives from nouns: regulation
4. adjective opposites: regulation
5. nouns from verbs: regulation
6. adjectives from verbs: regulation

1.7 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/She’s in … (age) He/She’s … (personality)
He/She’s into … (interests)
He/She’s got … (hair/eyes/face) He/She’s … (build)
He/She always wears … (clothes)

1.8 Listen again and answer the questions.
1. What is the difference between making friends online and making friends in real life?
2. Why does Jenny think she has so many online friends?
3. What option do you have to end an online friendship?
4. What does Fraser think is the most important quality of a good friend?
5. What is the difference between making friends online and making friends in real life?

1.9 Complete the sentences on page 9 and answer the questions.
1. What does the writer suggest that ‘we’re not as change
2. What do the origins of the white T-shirt and the black leather jacket have in common?
3. What helped the leather jacket gain its iconic status?
4. What happened to T-shirts in the 1970s?
5. What is the origin of the word ‘denim’?
6. In your opinion, what other garments have achieved or will achieve iconic status?

1.10 Complete the text. Use an appropriate verb in the Present Perfect Simple or Continuous form.
change
change
change
change
change

1.11 Complete the sentences with the Present Perfect Simple or Continuous form of the verbs in brackets and since or for.
1. I’ve
2. My grandparents
3. I
4. My mum
5. I
6. I got up this morning.
7. I
8. I
9. I

1.12 Write questions with ‘you’ in the Present Simple or Continuous form of the verbs in brackets.
1. What are you doing?
2. What is he/she doing?
3. What are they doing?
4. What is the opposite sex doing?

1.13 Choose the correct option. Do you agree with the statements?
• Most young people naturally know friends easily and ‘go get along really well with one another.
• Friendship doesn’t last forever. Sometimes you hang out with someone for a while and then over time you grow in different directions and lose touch with one another.

1.14 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.

1. jeans
2. sunglasses
3. jacket
4. boots
5. shoes
6. jeans

1.5 1.1 1.3 1.4 1.6 1.7 1.8 1.9 1.10 1.11 1.12 1.13 1.14
Listening

1 A Which general point is made about choosing the clothes we wear?
B Parents have to help children decide what suits them and what doesn’t.
C The way we dress is often dictated by the fashion industry.

2 B Which statement is true according to the speaker?
A Some people are snobbish about clothes.
B Judgements of a person based on their clothes can be unfair.
C People tend to jump to conclusions about one another too hastily.

Reading

1 B Which of the following fits the gap in paragraph 2?
A distracting spectators
B enhancing performance
C impressing the authorities
D causing moral outrage

2 A Why was Steffen upset? (paragraph 2)
A Because her super-swimsuit was banned by the governing body.
B Because she failed to beat the 100m freestyle world record.
C Because her swimming skills were given less credit than her kit.

3 C But the priority in sportswear design has not always been to improve comfort and performance, not for women anyway. (paragraph 3) Welke andere prioriteit wordt genoemd in de tekst?
A comfort and performance
B fashion and comfort
C human achievement

4 A Which of the following fits the gap in paragraph 3?
A a masculine activity
B for the upper classes
C a fashion-free zone

5 C Which of the following fits the gap in paragraph 4?
A and forgive
B to sympathise with
C in thankfulness to
D and blame

6 B Which of the following fits the gap in paragraph 5?
A a forever
B As a result.
C For example
D Alternatively

7 B Why did women’s sportswear develop slowly in the early 20th century? (paragraph 6)
A Because manufacturers such as Speedo broke the law.
B Because it was illegal for women to go to the beach alone.
C Because the moral climate of the time was very restrictive.

8 B How has women’s football kit evolved since 1971? (paragraph 7)
A It has followed the development of the men’s kit.
B It has become more suited to the female form.
C 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 enhancing performance 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 her 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 a masculine activity. 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 and forgive Suzanne for delivering them from the tyranny of corsets,’ said American tennis champion Elizabeth Ryan, a contemporary of Lenglen.

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!
LISTENING

2. Listen to the recording. For questions 1–5, choose the correct answer.
A, B or C.

1. What general point is made about choosing the clothes we wear?
A. Parents have to help children decide what suits them and what doesn’t.
B. The way we dress is often dictated by the fashion industry.
C. We use our clothes as a kind of language to express who we are.

2. Which statement is true according to the speaker?
A. Some people are snobbish about clothes.
B. Judgements about a person based on their clothes can be true.
C. People tend to jump to conclusions about one another too hastily.

3. According to the speaker, the best way to correct people’s assumptions is to
A. dress in an interesting or attractive way.
B. wear clothes that reflect your best qualities.
C. act as if you’re a painter with a blank canvas.

4. Peter Blake’s self-portrait showed that he was
A. interested in public culture and down to earth.
B. unfriendly and disapproving of other people.
C. someone who likes his clothes to be ‘different’.

5. When we’re with people we know well, we don’t need to
A. compare our clothes with what they’re wearing.
B. wear clothes that express our personality.
C. put on a dressing gown or an old pullover.

6. What does the quote by Stendal’s, ‘Beauty is the promise of happiness’ refer to in this context?
A. Clothes can make you feel good about yourself in a variety of ways.
B. People are drawn to items of clothing depending on how confident they feel.
C. Different items of clothing contain different desirable qualities.

READING

1. Which of the following fits the gap in paragraph 2?
A. distracting spectators
B. enhancing performance
C. impressing the authorities
D. causing moral outrage

2. Why was Steffen upset? (paragraph 2)
A. Because her super-swimsuit was banned by the governing body.
B. Because she failed to beat the 100m freestyle world record.
C. Because her swimming skills were given less credit than her kit.

3. ‘But the priority in sportswear design has not always been to improve comfort and performance, not for women anyway.’ (paragraph 3) Which of the following words best convey this idea?
A. clothing
B. sports
C. priorities

4. Which of the following fits the gap in paragraph 3?
A. a masculine activity
B. for the upper classes
C. a fashion-free zone

5. Which of the following fits the gap in paragraph 4?
A. and forgive
B. to sympathise with
C. in thankfulness to
D. and blame

6. Which of the following fits the gap in paragraph 5?
A. However,
B. As a result,
C. For example,
D. Alternatively,

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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 sweat, moisture, keeping athletes comfortable and dry, unlike natural fibres like cotton. 

2. Some high-tech outfits are so effective 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 smashed 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 her 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 a men’s game. 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. 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 thin pads. In 1921, the 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!
It’s just a game

You can’t score if you don’t shoot.
A proverb

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
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. 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.

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.

Sherri, 16

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.

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SPORTING QUESTIONS

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**GRAMMAR**

**Narrative tenses**

*I can describe a past event using the Past Simple, Perfect and Continuous.*

1. **Read** *Running Wild*. **Answer the questions.**
   1. Had Chris Stewart run in Africa before?
   2. Why wasn’t he running very fast?
   3. Why did a local runner overtake him at high speed?

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 **Past Continuous** to set the scene.
  ... athletes were competing in a 20-kilometre race in Kenya.
- You use the **Past Simple** 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 **Past Perfect** 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.**
   1. Tom couldn’t play because
      a. he had forgotten his trainers.
      b. he forgot his trainers.
   2. Jeff broke his leg when
      a. he skied.  b. he was skiing.
   3. The referee blew his whistle and
      a. the game started.  b. the game was starting.
   4. 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.
   5. It was snowing when
      a. the marathon had begun.  b. the marathon began.
   6. 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.**

**Lucky Break**

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

6. **Write questions about Lucky Break using the correct tense.**
   1. Who / win / the 1956 FA Cup final and what / be / the score?
   2. Trautmann / ever play / in an FA Cup final before?
   3. What position / Trautmann / play / when he got injured?
   4. How / Trautmann / hurt himself?
   5. Trautmann / stay / on the pitch for the whole game?
   6. 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...*
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.

   1 Who were her role models when she started windsurfing?
   2 What other water sports has she tried?
   3 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.

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

WORD STORE 2D Phrasal verbs

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

   arm    court    draw    first    grew    heart    loose
   ski    speed    world

PRONUNCIATION FOCUS

9 [1.26] Listen and repeat the words in the table.

   Sound   Examples
   1 /i:/    team    served    skied    grew
   2 /aɪ/    serve    sport    shoe    start
   3 /ɔ:/    sport    shoe    start    loose
   4 /u:/    start    support    start    support
   5 /æ/    arm    court    draw    first    grew    heart    loose    ski    speed    world

10 [1.27] Add the words in the box to the table in Exercise 9. Then listen, check and repeat.
1. **SPEAKING** Complete UK TODAY with the words in the box. Then discuss the questions.

champions district grass matches tournament white

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

2. **Match the sportspeople with the rituals.**

<table>
<thead>
<tr>
<th>Number</th>
<th>Sportsperson</th>
<th>Ritual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sidney Crosby (Canada, ice hockey)</td>
<td>always waits near the net to let the opponent reach his/her chair first.</td>
</tr>
<tr>
<td>2</td>
<td>Stephanie Rice (Australia, swimming)</td>
<td>steps on a wet towel while wearing clean socks before a race.</td>
</tr>
<tr>
<td>3</td>
<td>Cristiano Ronaldo (Portugal, football)</td>
<td>swings his/her arms eight times, splashes his/her body with water four times.</td>
</tr>
<tr>
<td>4</td>
<td>Laura Kenny (UK, cycling)</td>
<td>steps onto the pitch with his/her right foot first.</td>
</tr>
<tr>
<td>5</td>
<td>Rafael Nadal (Spain, tennis)</td>
<td>has used the same stick for years.</td>
</tr>
</tbody>
</table>

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

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

4. **EXAM FOCUS** Gapped text

**UK TODAY**

- Wimbledon is the world’s oldest tennis tournament, established in 1877.
- Wimbledon is a **district** in southwest London.
- It is the only Grand Slam played on **grass**.
- Players must wear mostly **white** clothes.
- There are 674 **matches** over the two weeks.
- 4 **champions** 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
- 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
- a break from your routine: the first/last phase

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

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.

1. I’m not a **superstitious** person. (superstition)
2. I find it difficult to show **peace of mind** when people criticise me. (resilient)
3. I know swimming is good for me, but I find it boring and **repeat** (repeat)
4. I’m sure that leaving school will be a **decisive** moment in my life. (decide)
5. I don’t lead a very **active** 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.
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. 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 through my hair. Then I put on my bandanna. 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.

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. 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 with photographs of past champions and trophies behind glass frames, down some stairs and left 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 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 chair to my left, one neatly behind the other, diagonally aimed at the court. 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 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 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.
Verb patterns

I can use a range of verb patterns.

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 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 for important competitions.
  Examples: advise, allow, encourage, force, remind, teach, urge, warn (not)

- **verb + -ing**
  But after they've spent time 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 plenty of sleep …
  Examples: can, could, might, should, would

- **verb + object + infinitive without to**
  I make them and prepare the mind.
  Examples: make, let

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

**Visualisation**

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

**Positive thinking**

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

**Relaxation**

Even top athletes can't help (feel) nervous, especially when they find themselves standing next to last year's champion! I let (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 (control) their nerves, they tend (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?

1. I'm happy to lend money to my friends. (don't mind)
   I don't mind lending money to my friends.

2. I don't have enough money to buy new trainers. (can't afford)
   I can't afford buying new trainers.

3. I would like to learn how to skate one day. (hope)
   I hope to learn how to skate one day.

4. My uncle showed me how to swim. (teach)
   My uncle taught me how to swim.

5. I don't want to take up jogging. (not intend)
   I don't intend taking up jogging.

6. My parents won't allow me to stay out all night with my friends. (let)
   My parents won't let me stay out all night with my friends.

6. **Complete the sentences to make them true for you.**

Write four true sentences and one false one.

1. I can't stand …
   I can't stand watching sport on TV.

2. I enjoyed …
   I enjoyed playing tennis.

3. I wasted a lot of time …
   I wasted a lot of time procrastinating.

4. I spend a lot of time …
   I spend a lot of time studying.

5. I've refused …
   I've refused to go jogging.

7. **SPEAKING**

Read your sentences. Guess which of your partner's sentences is false.
1.32 Listen to dialogues 1–5 about sports and match them with photos A–E. Then answer the questions.

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

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

1. We had so many chances. So _______ they!
2. I don’t aim at your head. Neither ________ I!
4. I can’t think of any women drivers. I ________ either.
5. I’ve never thought about it. Nor _________ I.
6. He’s one of the best players in the country. So _________ Steph Houghton.
7. I couldn’t do it. No, neither ________ .
8. I’d love to be able to run properly. I ________ too.

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

1. Our neighbours do a lot of sport.
2. My mum can’t stand watching football on TV.
3. I’d like to have a go in a Formula One car.
4. I’ve played for the school team several times.
5. My brother couldn’t ride a bike until he was eight.
6. 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.

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

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

1. X: I must do more exercise. Y: _______.
2. X: I’ve never been to a football match. Y: _______.
   A Nor do I.  B Neither have I.  C I didn’t either.
3. X: My parents are very sporty. Y: _______.
4. X: My local sports centre hasn’t got a sauna. Y: _______.
   A Mine hasn’t either.  B Oh, mine hasn’t.  C Mine is great.
5. X: We went swimming yesterday. Y: _______.
   A Oh, we did.  B So did we.  C So did we.

Complete the sentences to make them true for you.

1. I’d like to …
2. I’m interested in …
3. I can’t …
4. I used to …
5. I don’t mind …
6. I should …

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

FOCUS VLOG About sport

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

A story
I can write a story with a simple linear sequence.

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 were both feeling quite nervous.
  • Use the Past Simple to describe the main events.
    We took the lift up the mountain.
  • Use the Past Perfect to make it clear that one past action happened before another past action.
    We booked lessons before we arrived.
  • Use adverbs and strong adjectives to make the story exciting.
    By the end of the first day, we were exhausted.
  • Use sequencers so the reader can follow the story.
    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.
    ‘Where did he go?’ 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.

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.

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. After / Then very little training, my best friend and I attempted our first 100km walking race. Finally / 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. Finally / On the first day we walked forty-three kilometres and were not really speaking to each other anymore. Finally / Before 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! Eventually / 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.

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

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 1.33 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 sure about that.
Tom: What do you know about football?
Jan: I know that some football players get millions of euros a month! If they earn too much.
Tom: That’s true. 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 you serious? 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 football players can only play when they’re young so they have to earn a lot in a short time.
Jan: I’m afraid I completely disagree. I just don’t think footballers are good role models.
Tom: I’m sorry, Dad. 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 do you think about that?
Dad: That’s ridiculous.
Jan: You see!
Dad: To you, I think he should get at least ten million!

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

1 Watch the video and practise. Then role-play your dialogue.
UNIT 2
It’s just a game

Word list

vocabulary

athlete /ˈæθlɪt/ • athletics /æθˈlɛtɪks/ • basketball/handball/netball/volleyball • best/worst • come first/second/last • come first/second • compete • competitive sport • competitor • cricket/football/hockey/rugby • drop out of • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • rugged/rough • 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FOCUS REVIEW 2

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 He 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 REPAT is the best way to learn difficult tricks.
   2 You can access your device by touching the screen and entering the password. ACTIVE
   3 That runner has such a POWER way to learn difficult tricks.
   4 You have to be DECIDE basketball because there is no time to stop and think.
   5 Athletes need to show RESILIENT when they are recovering from injuries and defeat.
   6 That player is so SUPERSTITION that he won’t go on the field without wearing his ‘lucky’ ring.

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 already 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 of 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 think that B I agree that C I agree
   3 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 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 Match verbs in box A with nouns in box B to make collocations.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>beat</td>
<td>a goal a match an opponent</td>
</tr>
<tr>
<td>break</td>
<td>a record first in shape</td>
</tr>
<tr>
<td>come</td>
<td>an opponent</td>
</tr>
<tr>
<td>keep</td>
<td>a record first in shape</td>
</tr>
<tr>
<td>score</td>
<td>an opponent</td>
</tr>
<tr>
<td>win</td>
<td>a record first in shape</td>
</tr>
</tbody>
</table>

2.2 Complete the text with the verbs in brackets. Use the Past Simple, Past Continuous or Past Perfect tenses.

The 158th Oxford Cambridge boat race took place on 7th April 2012. Oxford were the favourites because they started again and Cambridge took six lengths. It was the first time a winner finished first and the race in the event’s long history.

2.3 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 any other necessary changes.

- give up
- look up
- pick sb up
- put sb off
- take after sb
- talk sb into
- try stb out

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

2.4 Write the adjectives so the phrases have a similar meaning.

0 a moment of magic = a magical moment
1 a sequence that is repeated over and over = a
2 to show remarkable resilience = to be remarkably
3 a feeling of power = a feeling
4 a moment of decision = a moment
5 to have superstitions = to be
6 to be ready for action = to be

2.5 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?

A
- I attempt / I did too / I did not
- to do sport every day.
B
- I / I did / I did not
- people to do sport every day.
C
- I / I did / I did not
- doing sport every day.
D
- D / I did / I did not
- do sport every day.

2.6 Match statements 0–6 with responses a–g.

0 I love sailing.
1 I can’t stand golf.
2 I couldn’t train today.
3 I’ve taken up judo.
4 I’m never going to give up sport.
5 I’ve never won a competition.
6 I did too.

a I did too.
b Nor am I.
c Neither can I.
d Really? I have.
e So do I.
f I couldn’t either.
g So have I.

2.7 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

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

Tennis players are famous for their superstitions and rituals and Serena Williams is no exception. In the lead-up to a tournament, a ¸ from her routine could lose her the match. The first / was to travel to a match with the same bag, and then use the same shower. A ¶ 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 ¶ the sequence before her second serve. This time, it’s two bounces. She does the same thing ¶ at the beginning of every match. She doesn’t do the bouncing to put her opponent off – she does it to give herself ¶ of mind and stay calm. Oh, and she plays all Grand Slam events in one pair of socks.

2.8 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.

- It’s not my fault if I am useless at hockey.
- It’s not my fault if I am useless at hockey.
- I was falling off my bike on the way to hockey practice.
- I walked home from school when I bumped into an old friend.
- I was breaking my leg once when I went skiing with my friend.
- I continually tried to give it up, but they wouldn’t let me.

2.9 Write three-word responses to the statements.

0 I’ve never really enjoyed PE lessons at school. →
Neither have I. NEITHER
1 I can’t stand being in big crowds. →
NEITHER
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. →
OURS
5 My dentist runs a lot of marathons. →
DOESN’T
6 I’ve never been interested in team sports. →
NEITHER

2.10 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.

Tennis players are famous for their superstitions and rituals and Serena Williams is no exception. In the lead-up to a tournament, a ¹ from her routine could lose her the match. The first ² is to travel to a match with the same bag, and then use the same shower. A ³ 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 the sequence before her second serve. This time, it’s two bounces. She does the same thing ⁵ at the beginning of every match. She doesn’t do the bouncing to put her opponent off – she does it to give herself ⁶ of mind and stay calm. Oh, and she plays all Grand Slam events in one pair of socks.
1.24 of mind and stay calm. (have) beat Oxford protest against from is to travel to a match with the same the win more races in the period leading up

EXTRA PRACTICE  UNIT 2

2.1 B Match verbs in box A with nouns in box B to make collocations.
A
a goal a match an opponent a record first in shape
B
beat break come keep score win or lose

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

The 158th Oxford Cambridge boat race *look (take) place on 7th April 2012. Oxford were the Favourites because they *(win) more races in the period leading up to the race. The race *(progress) well with both boats level when the organisers suddenly *(have) to stop the event because a man had swum out in front of the boats. He said he *(protest) against government spending cuts. After 31 minutes the race started again and Cambridge *(beat) Oxford by four lengths. It was the first time that a swimmer *(take) the race. The race *(place) on 7th April 2012. Oxford were the favourites because *(have) a strong team. Cambridge *(beat) Oxford by four lengths. It was the first time that a swimmer *(take) the race. The race *(place) on 7th April 2012. Oxford were the favourites because *(have) a strong team. Cambridge *(beat) Oxford by four lengths. It was the first time that a swimmer *(take) the race. The race *(place) on 7th April 2012. Oxford were the favourites because *(have)

2.3 T 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 pick sth up put sb off take after sb talk into try sth out

0 People think I’m like my mother. I don’t agree. People think I’m like my mother. I don’t agree. 1 My parents *(discourage) me from playing team sports. 2 I didn’t want to take up snowboarding, it was my father who *(encourage) me. 3 If you want something, I don’t think you should *(stop) trying until you’ve got it. 4 If I’m shown a new dance, I *(learn) it quickly. 5 My grandfather was a champion tennis player. I *(admire) and *(respect) him. 6 I’m always keen to *(do) a new sport for the first time.

2.4 T Write the adjectives so the phrases have a similar meaning.
0 a moment of magic = a magical moment 1 a sequence that is repeated over and over = a sequence 2 to show remarkable resilience = to be remarkably 3 a feeling of power = a feeling 4 a moment of decision = a moment 5 to have superstitions = to be 6 to be ready for action = to

STEP IT UP  UNIT 2

2.1 T 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 T Find the mistaken verb forms. Rewrite the corrected sentences in your notebook.

1 When I woke up this morning the sun was shining. 2 I missed the first goal because when I switched on the TV the game began. 3 I advised them not to come to the game. 4 I walked home from school when I bumped into an old friend. 5 I was falling off my bike so I had to give up before I arrived. 6 Nobody came to training because the coach was watching the practice yesterday.

2.3 T 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 T Complete the text with one word in each gap. The first letters are given.

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

Tennis players are famous for their superstitions and rituals and Serena Williams is no *exception. In the lead-up to a tournament, a *bag from her routine could lose her the match. The first *sequence is to travel to a match with the same bag, and then use the same shower. A *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 *the sequence before her second serve. This time, it’s two bounces. She does the same *of mind and stay calm. Oh, and she plays all Grand Slam events in one pair of socks.

2.5 T 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 T Write three-word responses to the statements.

Use the word in capitals as one of the three words.

NO I love playing tennis. PERTH

Ours 1 I can’t stand being in big crowds. 2 Our neighbours watch a lot of football. 3 I’d love to have a go at ski-jumping. 4 My mum played for the school hockey team. 5 My dentist runs a lot of marathons.

DONT 6 I’ve never been interested in team sports. 7 It’s not my fault if I am useless at hockey.

2.7 T Write a story (100–140 words) about a really good or a horrible sporting experience you’ve had. Include:

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

31A 31B
UNIT 1 VIDEO WORKSHEETS

BBC Distressing jeans

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.

<table>
<thead>
<tr>
<th>Destroyed</th>
<th>Distressed</th>
<th>Immaculate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pristine</td>
<td>Second-hand</td>
<td>Vintage</td>
</tr>
</tbody>
</table>

New/Good condition | Old/Bad condition

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

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’?
Focus Vlog  About clothes

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

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

   I have one pair of jeans that I wear with everything. They’re black, they’re 4  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. 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. Watch the rest of the video (1:40–2:35) and answer the questions.
   1. Why hasn’t Holly bought a bag yet?
   2. What kind of jacket does Noah need?
   3. What does Laura want to buy?
   4. Why does Kristina need new sunglasses?
   5. What kind of running shoes does Peter want to buy?
   6. 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 about 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.

2 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 Watch the video and check your ideas in Exercise 2.

4 Watch the video again and answer the questions.

1 What are the Brujas?
2 Where do they meet?
3 Who has started the group?
4 Why have they created the group?
5 How many members does the group have at the moment?
6 What do the Brujas want?

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

- settle
- give you a sense of
- take you by
- be exclusive
- degrading
- have a special
- be proud
- out of

- a belonging
- b bond
- c of sth/sb
- d for sth
- e your comfort zone
- f comments
- g surprise
- h to sb

6 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?
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 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.

3 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 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 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.

**Muhammad Ali timeline**

| date of birth (as Cassius Marcellus Clay Jr.) | 1942 |
| gold medal at Rome Summer Olympics | 1954 |
| retirement from boxing | 1981 |
| first boxing lessons | 1954 |
| world heavyweight champion | 1964 |

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:

- 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?

Do 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?

What are you looking at?

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. I ___________ (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 / feels / 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.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/We/They have (have) been crying</td>
<td>I/You/We/They haven’t (have not) been crying.</td>
</tr>
<tr>
<td>He/She/It’s (has) been crying</td>
<td>He/She/It hasn’t (has not) been crying.</td>
</tr>
</tbody>
</table>

Yes/No questions

Have I/you/we/they been crying?
Yes, I/you/we/they have. 
No, I/you/we/they haven’t.

Has he/she/it been crying?
Yes, he/she/it has. 
No, he/she/it hasn’t.

Wh-questions

How long have I/you/we/they been crying?
Who has he/she/it been crying?

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. When ___________ (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?
   B: Not long, I ___________ (buy) it for you for an hour!
5 A: This essay is ___________ (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 Choose the correct option.

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

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

(colour energy familiar legal respectful responsible sensitive)

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

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

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

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

1. It was rather _______ (polite) of Pete to attend his friend's wedding reception in faded jeans.
2. To me, _______ (energy) people tend to go for a casual look.
3. Buying vintage clothes is not always _______ (economy) as they can be pretty expensive.
4. They _______ (behave) strangely today.
5. Don't you think Claire _______ (look) amazing in this turquoise dress?
6. 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 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.

1 John _________ (walk) towards the stadium when he _________ (hear) some supporters singing.
2 The play _________ (end) and everyone _________ (leave) the theatre.
3 _________ (Sue/work) at the restaurant when she _________ (meet) Frank?
4 We _________ (cross) Green Street when we _________ (see) a bank robbery.
5 While I _________ (watch) tennis on TV, my sisters _________ (play) a video game.
6 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.

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

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

1 Sarah ____ in the park when she met her neighbour.
A jogged B had jogged C was jogging
2 Tim ____ at 7:30, had breakfast and went to the pool.
A got up B had got up C was getting up
3 We were cycling in the forest while Tom ____ in the lake.
A swam B swimming C had swum
4 Adam didn’t go horse-riding because he ____ his riding boots.
A was forgetting B had forgotten C forgot
5 She didn’t believe that I ____ volleyball before.
A had never played B was never playing C never played
6 When we ____ at the court, the match had already finished.
A arrived B had arrived C were arriving
7 Kim ____ her skating boots and stepped onto the ice rink.
A was putting on B put on C had put on
8 Mark ____ injured while he was overtaking his rivals.
A was getting B had got C got
9 Nina realised she ____ her mobile at home when she was already on the bus.
A left B had left C has left
10 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.

1 A: What _________ (you/do) when they _________ (announce) the results?
   B: I _________ (just/take) a shower and _________ (relax) in my room.
2 A: When _________ (you/realise) you _________ (leave) your goggles at home?
   B: Well, just as I _________ (I/stand) at the top of the slope, with my skis on.
3 A: Why _________ (Nick/not work out) yesterday?
   B: He _________ (promise) his daughter he would play with her, I think.
4 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.
5 A: So, how was _________ (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 _________ (wish) to sunbathe.
6 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:
  - I can’t help being tired.
- after: aim, arrange, attempt, can’t afford, decide, expect, hope, intend, manage, offer, plan, refuse, remember, seem, tend, try, want: (not) to + infinitive:
  - She taught me to believe in myself.
- after modal verbs: can, could, might, should, would:
  - I can’t help being tired.
- 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 modal verbs: can, could, might, should, would:
  - I can’t help being tired.
- 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 modal verbs: can, could, might, should, would:
  - I can’t help being tired.

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

   - **climb** do go improve play
   - **show** take up watch

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

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

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

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

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

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

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

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/No 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.
1 Alex is a great tennis player. **So / Too** is Stefanos.
2 My cricket bat isn’t new. **So / Nor** is Tom’s.
3 We watched the Olympic Games. **So we did / did we.**
4 He won’t go to practice tomorrow. **Neither / So will I.**
5 Emma didn’t go cycling. David didn’t either / neither.
6 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.
1 To keep fit, Dan goes for a swim every Friday. **______** Pam.
2 Martin has never played squash. **______** they.
3 Sam is going to try out the new gym. **______** I.
4 They shouldn’t give up chess. **______** we.
5 As a child, Olga wasn’t very competitive. Her sister **________.**
6 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.

1 A: They have never let their coach down.  
   B: __________, (neither/we)
2 A: Their teammates are really ambitious.  
   B: __________, (ours/too)
3 A: Unfortunately, Pat lost a match yesterday.  
   B: __________, (I/too)
4 A: We aren’t going to go in for that competition.  
   B: __________, (really/we)
5 A: My sister doesn’t watch any sport on TV.  
   B: __________, (nor/mine)
6 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.

1 X: Can you imagine? They have never lost a match.  
   Y:  
   A: Neither have we.  
   B: We too.
   C: So have we.

2 X: I think they should be more decisive.  
   Y:  
   A: Really? I shouldn’t.  
   B: Really? I don’t.
   C: Oh. So should I.

3 X: She is going to watch a rugby match tonight.  
   Y:  
   A: Neither am I.  
   B: I am too.
   C: I’m not either.

4 X: You look sad. What’s the matter?  
   Y:  
   A: My friend can’t help helping me.  
   B: can’t afford to help me.
   C: doesn’t mind helping me.

5 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.

6 X: Are you going to enter this competition?  
   Y:  
   A: Definitely. I love new challenges.  
   B: taking on  
   C: burning off
UNIT 1 Present Perfect Simple vs Present Perfect Continuous

We use 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 know we have six new trees.)
- We’ve seen this film. (Resultaat: I know what it is about.)

We use Present Perfect Continuous:
- met statische werkwoorden.
- Het altijd gisteren de kleur gebeen.

We use The Present Continuous om de nadruk te leggen op het moment als de actie:
- nog steeds in gang gezet kan worden of hun is gaant.; meestal ligt de nadruk op het duur van de actie.
- We’ve been talking about it for 2 hours now (= dat is een lange tijd)
- recent is beëindigd maar we kunnen nog steeds het bewijs van de actie zien.
- I’ve been chopping onions. (Resultaat: We hebben bewijs van de actie gezien.

We kunnen we beide tijden gebruiken met een klein de tijd in waar de nadruk op ligt:
- I’ve been waiting for this phone call all day. (= de nadruk is op hoe lang je hebt moeten wachten)
- I’ve waited for this phone call all day. (= de nadruk is op het feit dat er uiteindelijk toch gebeld is)

1 Choose the correct option.

0 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!
- 4 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 I ______ (rain) non-stop for the last week!
1 There’s no coffee in the pot! I ______ (pull) the plunger out.
2 You’ve lost weight. The house ______ (look) a mess!
3 The house looks a mess! I ______ (study) pages 1-56. I still have 20 pages to go.
4 How many eggs are there? She ______ (work) (work) really hard recently.
5 Are you ready for the test? I ______ (drink) all of it.
6 The fields are flooded. I’ll tidy up when we finish.

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

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

UNIT 2 Narrative Tenses

We use The Past Continuous en de de Past Simple als we spreken over een actie die al begon.

We use The Past Continuous wanneer een andere actie (actie 1, Past Continuous) voordat een andere actie plaatsvond (Actie 2, Simple Past).

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

0 As he ______ (drive) to work, his car ______ (break) down.
1 We ______ (lose) the game because we ______ (not practise) enough.
2 I ______ (play) the piano while Natalie ______ (sing)
3 They ______ (call) just as we ______ (get) ready to go out.
4 Mum ______ (cook) dinner while dad ______ (make) the dessert.
5 Fortunately the plane ______ (land) just as we ______ (get) to the airport.
6 When I ______ (see) them, she ______ (roll) (roller skate) and he ______ (cycle) beside her.
7 By the time we ______ (arrive) at the theatre, the play ______ (start) so we weren’t allowed in.
8 I ______ (listen) to music on my MP3 player, so I ______ (not hear) the phone ring.
2.3

2.2

2.1

GRAMMAR TIME

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 bevinding maar we kunnen nog steeds het bewijs van de actie zien.
- I've been chopping onions. That's why my eyes are red. (= bewijs van de actie zien)

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.

0 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!
2 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.
3 I've played / been playing video games all morning.
I've gone / been going up three levels!
4 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 A: It was raining non-stop for the last week!
B: We have (use) three, so there must be three more left.
C: I have (study) pages 1–56. I still have 20 pages to go.
D: I have (exercise) more.
E: I know. Maria drinks all of it.
F: She's been working (work) really hard recently.
G: We have (decorate) the house.

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

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

UNIT 2 Narrative Tenses

We gebruiken The Past Continuous en de 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

Actie 2

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 A

Actie B

While it was raining, 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 afgelopen.

Actie 1, Past Continuous: Omdat we terwijl we actie 2, Past Simple plaatsvond.

Sleutel: actie beginnen x actie beëindigen

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

0 As he was driving (drive) to work, his car broke down.
1 We lost / lost the game because we (not practise) enough.
2 I (play) the piano while Natalie (sing).
3 They (call) just as we got ready to go out.
4 Mum (cook) dinner while dad (make) the dessert.
5 Fortunately the plane (land) only just (land) when I got (get) to the airport.
6 When I saw / saw them, she was (roller skate) and he was (cycle) beside her.
7 By the time we arrived (arrive) at the theatre, the play started (start) so we weren't allowed in.
8 I (listen) to music on my MP3 player, so I (not hear) the phone ring.
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 of 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?
got 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): I spend 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 (3.5): I voted for the Labour candidate in the last election.
work for (1.2): He was 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 listen 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): Costa will double by the end of 2025.
thanks to (3.4): She learnt new things about the world thanks to her smartphone.
PHRASAL VERBS

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

goose 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 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.
give sb/sth away (1.3) – : They hand out with their friends a lot.
break down – 3.6 – : They’re having a new bathroom put in.
break into (8.1) – : In the past, bars were used to break into houses to steal TVs and DVD players.
break out (7.8) – : If you work out, you break out calories.
come across sb/sth (2.1) – : You’ll make yourself at home if you are busy on working so much.
come across as (2.3) – : You don’t come across as shy when you carry on working so much.
come across (1.1) – : Be careful you don’t come across as shallow or vain.
come across sth (5.1) – : I came across this photograph among some old newspapers.
come in (of tide) (5.1) – : The tide comes in.
come in (of tide) (5.1) – : The tide comes in.
come into (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 sb 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 (of tide) (2.1) – : Bill dropped out of college after his first year.
fall into sth (5.3) – : I slipped and fell into the hole.
fall off (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 (9.4) – : 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.
PRONOUNS & NUMERALS

SUBJECT, OBJECT AND POSSESSIVE PRONOUNS, POSSESSIVE ADJECTIVES

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<tr>
<th>Subject pronouns</th>
<th>Object pronouns</th>
<th>Possessive pronouns (+ noun)</th>
<th>Possessive pronouns (no noun)</th>
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<tr>
<td>I’m a student.</td>
<td>Come with me.</td>
<td>It’s my house.</td>
<td>It’s mine.</td>
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<tr>
<td>Have you got a cat?</td>
<td>I like you.</td>
<td>It’s your bike.</td>
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<tr>
<td>She’s been to Prague.</td>
<td>Listen to her.</td>
<td>It’s her room.</td>
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<tr>
<td>Is it a famous city?</td>
<td>I can’t find it.</td>
<td>Oxford (= it) is famous for its university.</td>
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<td>We live in Peru.</td>
<td>Wait for us.</td>
<td>It’s our tablet.</td>
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<td>You can’t sit here.</td>
<td>Can I talk to you?</td>
<td>It’s your car.</td>
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<td>Are they working?</td>
<td>Do you know them?</td>
<td>It’s their money.</td>
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DEMONSTRATIVE, QUESTION AND RELATIVE PRONOUNS

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<tr>
<th>Demonstrative pronouns</th>
<th>Question pronouns</th>
<th>Relative pronouns</th>
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(How often? How long? How far? How much? How many?)

NUMBERS

Numbers: 1 – 100

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<td>101 – one/a hundred and one</td>
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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
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<th>Past Simple</th>
<th>Past Participle</th>
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<td>Phrasal verbs</td>
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<td>WORD IN FOCUS</td>
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<tr>
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<tbody>
<tr>
<td>Modern society</td>
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Multiple-choice cloze

1 Read the text and and choose the correct answer A, B, C or D.

Exchange programmes
When did you start to \( \text{A} \) interested in clothes? When you were at school, \( \text{B} \) your teens or much younger? It’s not unusual for children to become fashion-conscious at an \( \text{C} \) age. Most under-fives have a fairly clear idea of what they like to \( \text{D} \) 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 \( \text{E} \) 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 \( \text{F} \) and sheets of paper. Angie gave her pictures of celebrities wearing \( \text{G} \) 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 \( \text{H} \) all thanks to her Mum? Not at all! Angie says that she herself is completely unfashionable and nowhere near as \( \text{I} \) as her daughter. Watch out for Mayhem’s new fashion line next spring!

<table>
<thead>
<tr>
<th>0</th>
<th>A go</th>
<th>B get</th>
<th>C find</th>
<th>D take</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A on</td>
<td>B at</td>
<td>C in</td>
<td>D by</td>
</tr>
<tr>
<td>2</td>
<td>A young</td>
<td>B early</td>
<td>C mature</td>
<td>D childish</td>
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<tr>
<td>3</td>
<td>A wear</td>
<td>B carry</td>
<td>C dress</td>
<td>D resemble</td>
</tr>
<tr>
<td>4</td>
<td>A like</td>
<td>B as</td>
<td>C for</td>
<td>D so</td>
</tr>
<tr>
<td>5</td>
<td>A scarves</td>
<td>B trainers</td>
<td>C bangles</td>
<td>D beanies</td>
</tr>
<tr>
<td>6</td>
<td>A fashion</td>
<td>B good-looking</td>
<td>C trendy</td>
<td>D well-dressed</td>
</tr>
<tr>
<td>7</td>
<td>A success</td>
<td>B successful</td>
<td>C succeed</td>
<td>D successfully</td>
</tr>
<tr>
<td>8</td>
<td>A disobedient</td>
<td>B caring</td>
<td>C creative</td>
<td>D shallow</td>
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</table>

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 \text{down-to-earth person} I’ve ever known. |
| 1 | This is my big brother’s suitcase – he bought it last summer. BELONGS  This suitcase \text{belonged} \ – he bought it last summer. |
| 2 | Susie’s new top has got short sleeves and it’s black. SHORT-SLEEVED  Susie’s got a \text{short-sleeved} top. |
| 3 | Simon joined the company in 2010. WORKING  Simon \text{has been working} here since 2010. |
| 4 | You should make it clear what you want. CLARIFY  You should \text{clarify} \ . |
| 5 | Yumi is twenty-two years old, but she looks younger. EARLY  Yumi is \text{early}, but she looks younger. |
| 6 | This is a great film. ENJOYING  I’m \text{enjoying} . |
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 1 men. However, female boxers 2 found following their sport particularly hard. The 2012 Olympics in London were the first games that allowed women boxers 3 compete and that was when Nicola Adams became the first female gold medal winner.

Nicola started 4 when she was just thirteen. She went to classes at a gym 5 her mother was doing aerobics classes and discovered that she loved the sport. Success, however, wasn’t easy for Nicola as 6 were very few competitions for women. In fact, women’s boxing was banned by the Amateur Boxing Association 7 1996.

Then, 8 lots of discussions, women’s boxing became an Olympic sport. Nicola qualified for the British team although she wasn’t on top form. She 9 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.
It's just a game

WORD STORE 2A | Phrasal verbs
1. cheer sb on
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 first/second/last
4. lose a match/a game/a point
5. score a goal
6. win a goal/
7. win a prize/
8. win a game/a point

WORD STORE 2C | People in sport
coach/trainer fan/supporter opponent
teacher spectator teammate

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
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 activate active
2. decision decide
3. repetition
4. repetition
5. repetition
6. repetition

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.