

BBC

FOCUS 3

SECOND EDITION

STUDENT'S BOOK

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	VOCABULARY	GRAMMAR	LISTENING
1 A new look p. 116 Distressing jeans	pp. 4–5 Clothes and accessories; fashion and style; personality Quiz: Style trial p. 15 Word list	p. 6 Dynamic and state verbs 	p. 7 Friendship Vocabulary: Relationship phrases Exam Focus: True/False Pronunciation Focus: Numbers
2 It's just a game p. 118 The Brujas	pp. 18–19 Phrasal verbs; collocations; people in sport Reading: Sporting questions p. 29 Word list	p. 20 Narrative tenses 	p. 21 Role models Vocabulary: Phrasal verbs Exam Focus: Note completion Pronunciation Focus: Long vowel sounds
3 On the go p. 120 A hotel in the clouds	pp. 32–33 Noun phrases; collocations; synonyms for <i>trip</i> Listening: Extreme journeys to school p. 43 Word list	p. 34 Present and past speculation 	p. 35 Different holiday experiences Vocabulary: Compound nouns Exam Focus: Multiple choice Pronunciation Focus: Word stress
4 Eat, drink and be healthy p. 122 Umami	pp. 46–47 Fruit and vegetables; describing food; collocations Reading: Celebrity diets p. 57 Word list	p. 48 Future forms p. 123 FOCUS VLOG	p. 49 Diets Vocabulary: Collocations Exam Focus: Matching Pronunciation Focus: Vowel sounds
5 Planet Earth p. 124 Chameleons	pp. 60–61 Phrasal verbs; collocations; word families Quiz: Mysteries of the ocean p. 71 Word list	p. 62 Articles: no article, <i>a/an</i> or <i>the</i> p. 125 FOCUS VLOG	p. 63 Eco school Vocabulary: Compound nouns; environment protection Exam Focus: Multiple choice Pronunciation Focus: Word stress
6 Good health p. 126 Caffeine alternatives	pp. 74–75 Parts of the body; injuries; body idioms Reading: Excuses for missing school p. 85 Word list	p. 76 Second Conditional; <i>wish/if only</i> 	p. 77 Charity events Vocabulary: Charity fund-raising Exam Focus: Note completion Pronunciation Focus: Vowel sounds
7 Entertain me p. 128 Shakespeare's avatars	pp. 88–89 Entertainment; people in entertainment; phrasal verbs Listening: An interview with a young performer p. 99 Word list	p. 90 Reported Speech – statements; reporting verbs 	p. 91 Viral videos Vocabulary: Collocations Exam Focus: Matching Pronunciation Focus: Word families and word stress
8 Modern society p. 130 Coffee stalls	pp. 102–103 Crime and criminals; people involved in a crime case; the justice system Reading: UK crime trends p. 113 Word list	p. 104 The Passive 	p. 105 A young ex-offender Vocabulary: Prison Exam Focus: Multiple choice Pronunciation Focus: Word stress

pp. 116–131 **Video worksheets** pp. 132–155 **Grammar** and **Use of English** reference and practice

READING	GRAMMAR	USE OF ENGLISH	WRITING	SPEAKING	FOCUS REVIEW
pp. 8–9 Icons of fashion Vocabulary: Clothing; compound adjectives Exam Focus: Note completion	p. 10 Present Perfect Continuous GRAMMAR ANIMATION p. 117 FOCUS VLOG 	p. 11 Word formation – common suffixes Sentence transformation	pp. 12–13 Writing Focus: Describing a person Language Focus: Tentative language	p. 14 Describing a photo	pp. 16–17
pp. 22–23 Rafa: My story Vocabulary: Rituals and routines; word families Exam Focus: Gapped text	p. 24 Verb patterns GRAMMAR ANIMATION 	p. 25 <i>so, too, neither/nor, not either</i> Multiple choice p. 119 FOCUS VLOG 	pp. 26–27 Writing Focus: A story Language Focus: Linkers to describe events in a sequence	p. 28 Asking for and giving an opinion; agreeing and disagreeing ROLE-PLAY 	pp. 30–31
pp. 36–37 Travel and the smartphone generation Vocabulary: Negative adjectives; verb phrases Exam Focus: Multiple choice	p. 38 <i>Used to and would</i> GRAMMAR ANIMATION p. 121 FOCUS VLOG 	p. 39 Phrasal verbs Gapped sentences	pp. 40–41 Writing Focus: A personal email giving advice Language Focus: Ellipsis	p. 42 Asking for and giving advice ROLE-PLAY 	pp. 44–45
pp. 50–51 The Real Junk Food Project Vocabulary: Collocations; cooking verbs Exam Focus: Open-ended questions	p. 52 Future Continuous and Future Perfect GRAMMAR ANIMATION 	p. 53 Question tags Multiple choice	pp. 54–55 Writing Focus: A formal email asking for information and clarification Language Focus: Indirect questions	p. 56 In a restaurant; indirect questions ROLE-PLAY 	pp. 58–59
pp. 64–65 Camping in the wild Vocabulary: In the woods; verb phrases Exam Focus: Multiple choice	p. 66 Non-defining relative clauses GRAMMAR ANIMATION 	p. 67 Prepositions at the end of clauses Open cloze	pp. 68–69 Writing Focus: A 'for and against' essay Language Focus: Linkers	p. 70 Expressing and justifying an opinion; describing and contrasting pictures ROLE-PLAY 	pp. 72–73
pp. 78–79 Medical professions Vocabulary: Health issues Exam Focus: Matching	p. 80 Third Conditional GRAMMAR ANIMATION 	p. 81 Clauses of purpose Open cloze p. 127 FOCUS VLOG 	pp. 82–83 Writing Focus: A factual article Language Focus: Comment and opinion adverbs	p. 84 At the doctor's surgery	pp. 86–87
pp. 92–93 Book soundtracks Vocabulary: Phrases related to reading; word building Exam Focus: Gapped text	p. 94 Reported Speech – questions and imperatives GRAMMAR ANIMATION 	p. 95 Nouns Sentence transformation p. 129 FOCUS VLOG 	pp. 96–97 Writing Focus: An article reviewing an event Language Focus: Modifiers with base and extreme adjectives	p. 98 Asking for permission; polite requests ROLE-PLAY 	pp. 100–101
pp. 106–107 Random acts of kindness Vocabulary: Verb phrases; synonyms Exam Focus: Multiple choice	p. 108 <i>Have something done</i> GRAMMAR ANIMATION 	p. 109 Reflexive pronouns Sentence transformation p. 131 FOCUS VLOG 	pp. 110–111 Writing Focus: An opinion essay Language Focus: Giving your opinion and emphasising a point	p. 112 Opinions: talking about advantages and disadvantages ROLE-PLAY 	pp. 114–115

p. 156 Prepositions p. 157 Phrasal verbs p. 158 Pronouns and numerals p. 159 Irregular verbs

1

A new look

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

Andrew Grant

B B C



DISTRESSING JEANS

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

VOCABULARY



Clothes and accessories • fashion and style
• personality

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

SHOW WHAT YOU KNOW

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

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

Personality	Appearance	Clothes/Materials
	<i>bald</i>	

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 **1.2** Complete WORD STORE 1A with the words from Exercise 4. Then listen, check and repeat.
- 6 **SPEAKING** Describe in detail the type of clothes you would wear in the following situations. Use the words in WORD STORE 1A and your own ideas.

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

WORD STORE 1B Fashion and style

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

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

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

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

WORD STORE 1C Personality

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

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

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

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

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

1.2

GRAMMAR

Dynamic and state verbs

I can use dynamic and state verbs correctly.

- SPEAKING** Imagine you are going to a weekend music festival in the summer. Discuss what you would wear.
- 1.5** Read and listen to Jo Mack and answer the questions.
 - Who does she work for? 3 What is she doing there?
 - Where is she now?

HOW TO DRESS:

FESTIVAL FASHION

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



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

- 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 G2

Dynamic and state verbs

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

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

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

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

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

Note:

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

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

(*think* = *believe* → stative)

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

(*think* = *consider* → dynamic)

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

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

Anna: Thanks. I don't usually wear hats.

But it's really hot, so I'm wearing this baseball cap. It belongs to my brother. He doesn't need it

because he isn't here today. He's revising for his exams!

Jo: Oh, that's a shame.

Anna: No, it's OK. My brother hates festivals.

He prefers listening to music at home.

I really want to see Kings of Leon – I listen to their music all the time!



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

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

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

Jo: I ³_____ (love) your T-shirt.

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

Jo: Oh, it ⁴_____ (look) great.

But why ⁵_____ (you/wear) jeans? It's so hot!

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

Jo: So which bands ⁸_____ (you/want) to see today? Tom: I ⁹_____ (like) Foo Fighters, but

I ¹⁰_____ (not know) when they're on.

I ¹¹_____ (look) for a festival programme.

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

Tom: Oh right – thanks! See you.



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

- 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.

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

Do you need a new pair of trainers?

1.3

LISTENING

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



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

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

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

- SPEAKING** Read sayings A–C about friendship and discuss the questions.
 - Which saying do you like best? Why?
 - What qualities should a close friend have?
 - How would you complete the sentence: 'A true friend ...'?
- 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)
- SPEAKING** Discuss how many friends you have. Talk about online friends, close friends and friends of the opposite sex.

EXAM FOCUS True/False

- 1.8** Listen to the radio programme again. Are statements 1–6 true (T) or false (F)?
 - Jenny **has a good relationship with** all her online friends.
 - Jenny thinks it takes time to **slowly fi rd out about** somebody.
 - Jenny says friends sometimes **stop seeing each other** when they've **had an argument**.
 - Fraser has similar interests to his close friends.
 - Fraser doesn't think a good friend **is always reliable** in a crisis.
 - Fraser **socialises with** both boys and girls.

WORD STORE 1D Relationship phrases

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

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

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------	----------------------------

 - They get along really well together.
 - They've lost touch.
 - They're always there for each other.
 - They've fallen out.
 - They're getting to know each other.
- Complete the questions with an appropriate verb from WORD STORE 1D.
 - How easy was it to get to _____ your best friend?
 - Why do you _____ along so well together?
 - Have you ever _____ out?
 - What sort of places do you usually _____ out in?
 - Will you always _____ there for your best friend?
 - Do you think you'll ever _____ touch with each other?

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

PRONUNCIATION FOCUS

- 1.11** Write the numbers in full. Then listen, check and repeat.
 - 515 – five hundred **and** fifteen
 - 214 – two hundred _____ fourteen
 - 3,330 – three thousand, _____ hundred _____ thirty
 - 901 – nine _____
 - 7,880 – _____ thousand, _____ _____ eighty
 - 4,416 – four _____ , _____ _____

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

1.4

READING

Note completion

I can identify key information in an extended article.

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

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

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

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

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

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

EXAM FOCUS Note completion

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

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

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

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

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

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

WORD STORE 1E Compound adjectives

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

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

Hi Karen,

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

Hi Sam,

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

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

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

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



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

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

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

ICONS

of fashion

1.12

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

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

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

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



Marlon Brando



The Ramones

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

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

GRAMMAR

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.

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



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

STOP ASKING SILLY QUESTIONS

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

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



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

GRAMMAR FOCUS 3

Present Perfect Continuous

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

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

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

+ *I've been working.*

- *He hasn't been working.*

? *Have you been working?*

Yes, I **have**. / No, I **haven't**.

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

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

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

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

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

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

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

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

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

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

- I **'ve had** (have) the same computer for 3 years.
- I _____ (study) English since _____.
- I _____ (listen) to the same music since _____.
- I _____ (go) to the same hairdresser's for _____.
- I _____ (know) my oldest friend since _____.
- I _____ (sit) in this chair since _____.

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

How long have you had the same computer?

REMEMBER THIS

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

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

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

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

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

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

FOCUS VLOG 4 About clothes

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

1.6

USE OF ENGLISH

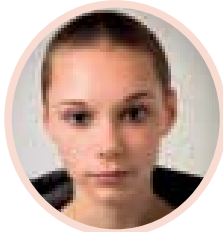
Word formation – common suffixes

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

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



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



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

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

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

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

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

Nouns: _____

Verbs: _____

Adjectives: _____

Adverbs: _____

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

(adjectives (x3) adverbs nouns verbs)

LANGUAGE FOCUS

Word formation – common suffixes

- Many different words are formed by adding suffixes to nouns, verbs and adjectives.
Forming ¹ _____: -ance/-ence, -ion, -ity, -ment, -ship
Forming ² _____: -ate, -en, -ify, -ise
Forming ³ _____: -able, -al, -ed, -ful, -ic, -ing, -ive, -less, -ous
 - You can add prefixes **un-**, **in-**, **im-**, **il-**, **ir-**, **dis-** to some ⁴ _____ to get the opposite meaning.
acceptable – **un**acceptable, *respectful* – **dis**respectful
- Note:** You form most ⁵ _____ by adding **-ly**, **-y**, **-ily** to ⁶ _____.
honest – **honestly**, *absolute* – **absolutely**, *angry* – **angrily**

- 7 Complete the table with appropriate forms.

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

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

- 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.

Describing a person

I can write a personal email to describe a person.

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

Hi Dominic,

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

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

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

- She's also very pretty ;-). She's about **medium height** and **slim**, and she's got long, **straight, dark** hair. She **dresses** fashionably, though
- 15 usually in black. I think she looks kind of punky but in a good way.

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

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

- 20 Love Maggie x



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

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

WRITING FOCUS

Describing a person

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

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

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

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

LANGUAGE FOCUS

Tentative language: making language less negative or extreme.

• **kind of/sort of**

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

• **tend to be/get + adjective**

She gets upset = She tends ² _____ .

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

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

She's moody = She can be ³ _____ .

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

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

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

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

• **Quantifiers/softeners**

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

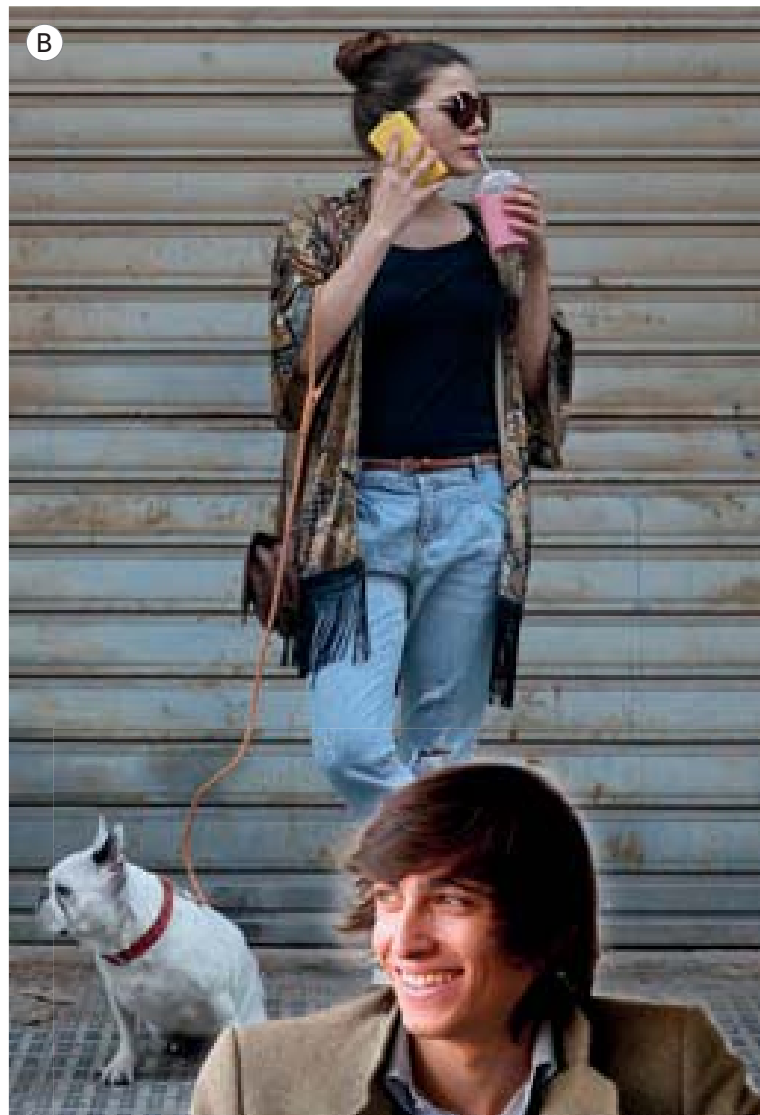
He's tiny = He's a little short.

She's old = She looks ⁵ _____ .

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

- 1 Amanda's rude. Amanda _____ . (polite)
- 2 Bryan's mean. Bryan _____ . (exactly)
- 3 Caroline's lazy. Caroline _____ . (always)
- 4 David's loud. David _____ . (could)
- 5 Elena's insensitive. Elena _____ . (can)
- 6 Freddie's untidy. Freddie _____ . (tends)

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



SHOW WHAT YOU'VE LEARNT

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

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

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

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?

Adjective order

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

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



- 5 **1.17** Read the **SPEAKING FOCUS** and complete the description of photo A with one word in each gap. Then listen again and check.
- The photo ¹ _____ a man and a woman shopping together. It's ² _____ to say exactly how old they are, but I ³ _____ they're in their twenties, and they're ⁴ _____ a couple. The man's wearing a red top and grey jeans. The woman is sitting on a white chair and she ⁵ _____ bored. On the floor, ⁶ _____ to her chair, there are several shopping bags. I'm not ⁷ _____ what's in them, but I think they're probably clothes, and I ⁸ _____ they've been shopping for a few hours already. It's hard to ⁹ _____ out exactly what kind of shop they are in, but it ¹⁰ _____ to be a men's clothes shop. It looks as ¹¹ _____ they're near the changing rooms because there's a white curtain in the ¹² _____. The man is holding up a shirt or a pair of trousers. He looks ¹³ _____ if he's thinking about trying it on. I ¹⁴ _____ think the woman looks very interested. ¹⁵ _____, I think she wants to go to a women's clothes shop.
- 6 **SPEAKING** Look at photo B. Then follow the instructions below to talk about it. Use the phrases in the **SPEAKING FOCUS** to help you.
- Say what the photo shows.
 - Speculate about the people and the situation.
 - Take it in turns to describe the photo to your partner.
- 7 **SPEAKING** Ask and answer three more questions based on photos A and B.
- 1 How often do you go shopping?
 - 2 Who do you usually go with? Why?
 - 3 What are your favourite or least favourite shops? Why?

SPEAKING FOCUS

Beginning a description
 The photo shows ...
 In this photo, I can see .../there is .../there are ...

Saying where (in the photo)
 in the background/in the middle/in the foreground
 on the left/on the right
 in front of/behind/next to

Showing uncertainty
 It's hard to say/make out ..., but ...
 I'm not sure ..., but ...

Speculating
 He/She/It looks ...
 He/She/It looks as if/as though/like ...
 It seems to be .../Perhaps it's .../Maybe it's ...
 I imagine they're .../They're probably ...

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

1.1 Vocabulary 4.1

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

1.2 Grammar 4.2

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

1.3 Listening 4.3

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

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

1.4 Reading 4.4

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

1.5 Grammar 4.5

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

1.6 Use of English 4.6

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

educationally /,edju'keɪʃənəli/
 hope /həʊp/
 hopeful /'həʊpfəl/
 hopefully /'həʊpfəli/
 hopeless /'həʊpləs/
 hopelessly /'həʊpləsli/
 succeed /sək'sɪd/
 success /sək'ses/
 successful /sək'sesfəl/
 successfully /sək'sesfəli/

1.7 Writing 4.7

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

1.8 Speaking 4.8

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

VOCABULARY AND GRAMMAR

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

(carefree centre denim faded rebellious skin vain vintage)

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

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

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

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

- Why _____ (you/look) at me like that? Is there something wrong with my hair?² Pam always (listen) carefully _____ to her friends' advice, but she never does what they suggest.
- I _____ (think) about having a talk with Jack about his rude behaviour.
- Stuart _____ (look) very smart in his new woollen suit and black leather shoes.
- Jane, _____ (believe) that people should always be kind to each other?

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

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

USE OF ENGLISH

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

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

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

Fashion and the Human Form

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

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

READING

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

Stella McCartney

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

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

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

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

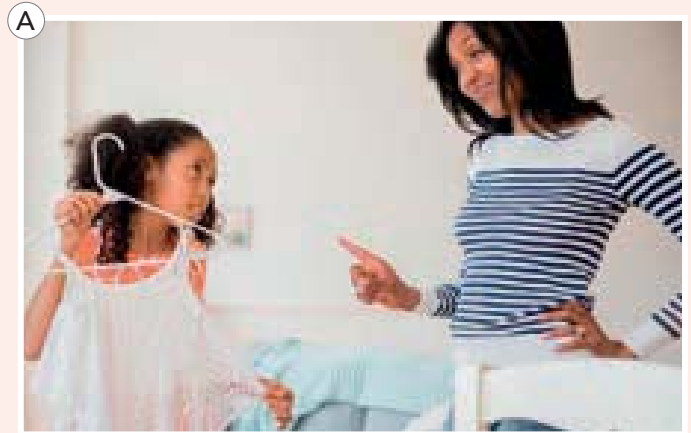
Stella's ethical fashion also aims to help poor workers. For this reason, she has created a range of cloth bags together with the United Nations' International Trade Centre. The programme provides work for poor communities in Kenya, where the bags are created by hand. So far, 160 people in disadvantaged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

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

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

SPEAKING

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



- 9 Ask and answer the questions.

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

- 10 Can you wear informal clothes everywhere? Discuss.

WRITING

- 11 Read the writing task and write an email.

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

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

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

2

It's just a game

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

A proverb

BBC



THE BRUJAS

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

VOCABULARY

2.1

Sport • phrasal verbs • collocations
• people in sport

I can talk about sports.

SHOW WHAT YOU KNOW

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

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

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

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

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

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

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

3 Which are individual sports and which are team sports?

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

basketball – basketball player cycling – cyclist

athletics – athlete



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

SPORTING QUESTIONS

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

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



Jordan, 16

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



Jack, 17

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



Sherri, 16

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



Megan, 17

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

WORD STORE 2A Phrasal verbs

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

WORD STORE 2B Collocations

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

WORD STORE 2C People in sport

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

2.2

GRAMMAR

Narrative tenses

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

1 Read *Running Wild*. Answer the questions.

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



RUNNING WILD

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

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

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

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

GRAMMAR FOCUS 6

Narrative tenses

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

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

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

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

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

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

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

7 **SPEAKING** Ask and answer the questions in Exercise 6.8 **SPEAKING** You are going to tell your partner a story. Choose option A or option B. Think about what to say and how to say it. Then tell the story.

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

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

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