



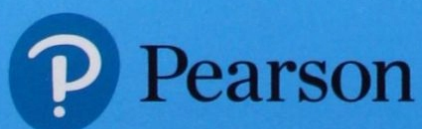
with
Online Resources

high note 3

Student's Book

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B1+/B2



high note 3

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01

Looking good

VOCABULARY	Appearance, clothes, footwear and accessories, fashion
GRAMMAR	Present Simple and Continuous, state and action verbs, articles Use of English > page 191
SPEAKING	Participating in conversations
WRITING	An informal email
VIDEO	Grammar Documentary Communication

A night to remember

It's 9 p.m. and in the ballroom of a large UK hotel, a group of well-dressed secondary school students are dancing, gossiping and taking selfies. Exams are finished and everyone is waiting for their results. However, this is the school's first prom, and no one is worrying about grades tonight.

Proms first became popular in the US in the 1930s. For some teens, this 'night to remember' is their first real chance to get dressed up. Preparations often cost a fortune, and the average US family spends nearly \$1,000 per child on clothing, accessories, hair, etc.

The high cost of proms and the pressure to look good mean that attitudes are changing. Organisations such as Operation Prom, which provide low-income students with free formal clothing are becoming more and more popular. Moreover, an increasing number of students are organising their own cheaper, more relaxed celebrations.

At the same time, prom nights are becoming more common in the UK, probably thanks to the influence of American film and TV culture. Everyone here in the hotel tonight seems happy and relaxed, but what do they really think of their first prom night?

Emma: "People usually organise their own end-of-year celebrations, but this is great fun! It's nice to get together and everyone looks brilliant."

Guy: "I decided to wear trainers and a T-shirt with my suit, but I regret it now. I feel underdressed. I'm thinking of going home and getting changed."

Brandon: "I didn't buy a suit because I'm saving for a holiday. This one belongs to my brother. I usually dress casually, but actually I think smart clothes are OK. Several people have told me I look good, although one of them was my mum."



1A GRAMMAR AND VOCABULARY

1 In pairs, look at the photo and the title of the text and answer these questions.

- What do you think the people in the photo are celebrating?
- When do you wear formal outfits? Do you like them? Say why.

2 Read the first paragraph of the text to check your answer to question 1 in Exercise 1. Then read the rest of the text to answer these questions.

- How much does the average US family spend per child on prom night?
- Why are attitudes to prom night changing in the US?
- Why are proms becoming more popular in the UK these days?

Present Simple and Present Continuous

3 Match sentences 1–6 with meanings a–f in the Grammar box. Then find one more example underlined in the text for each rule.

- 1 ☐ Everyone is waiting for their results.
- 2 ☐ I think smart clothes are OK.
- 3 ☐ Preparations often cost a fortune.
- 4 ☐ No one is worrying about grades tonight.
- 5 ☐ Prom nights are becoming more common in the UK.
- 6 ☐ I usually dress casually.

Present Simple and Present Continuous

We use the Present Simple for:

- a** facts and general truths
- b** routines and habits
- c** state verbs (e.g. *want, know, prefer, remember, understand, mean, imagine, sound, appear, seem, own, belong to*)

Time expressions: always, every day, regularly, most days, usually, often, sometimes, hardly ever, never

We use the Present Continuous for:

- d** actions happening right now
- e** temporary situations happening around now
- f** changing situations

Time expressions: now, at the moment, these days, nowadays, this year

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WATCH OUT!

State verbs are usually only used in the Present Simple because they express states, beliefs, opinions or feelings. However, a small group of these verbs can be used in the Present Continuous with a change of meaning, e.g. *think, have, look, see*, for example:

We **think** proms are a great idea. (*think* = opinion)

I'm **thinking** of going home. (*think* = mental activity)

4 Choose the correct forms to complete the sentences.

- 1 My girlfriend and I *take / are taking* salsa dancing lessons this month and tonight we *'re learning / learn* a new dance routine.
- 2 It *gets / 's getting* late but I *don't want / 'm not wanting* to leave the dance floor!
- 3 I *'m not really enjoying / don't really enjoy* myself, to be honest. It all *is seeming / seems* a bit too much, like a Hollywood movie.
- 4 I *'m thinking / think* there's a lot of pressure to come to the prom with a date, but I *don't see / 'm not seeing* anyone at the moment so I just came with a friend.
- 5 My best friend *hates / 's hating* dancing so unfortunately we *'re never going / never go* dancing together.
- 6 People *love / are loving* those dancing shows on TV and ballroom dancing *is becoming / becomes* more popular because of them.

5 **1.2** Complete the conversation with the correct Present Simple or Present Continuous form of the verbs in brackets. Then listen and check.

Alice I can't believe we ¹ *'re wearing* (wear) the same dress! What a nightmare!

Clara Ha ha! Yep. I ² _____ (know) how you feel.

Alice Why didn't I think? Everyone ³ _____ (wear) pink this summer! ⁴ _____ (you/think) of going home and getting changed at all?

Clara Not really. I ⁵ _____ (live) quite far from here.

Alice Maybe you should. I'll pay for your taxi.

Clara No, thanks ... I ⁶ _____ (begin) to think it doesn't matter.

Alice Really?

Clara Yeah, it ⁷ _____ (not seem) worth it. I ⁸ _____ (not think) you should worry. Let's just enjoy ourselves.

Alice Yeah, we both ⁹ _____ (look) great in this dress anyway.

6 Find four of the phrases from the box in the text on page 4. Then use the phrases in the box to complete the sentences.

dress casually dressed up as get dressed get dressed up
get undressed overdressed underdressed well-dressed

- 1 Oh no! I'm the only person not wearing a suit. I'm totally underdressed.
- 2 Oh dear! Everyone else is wearing jeans and I'm in a dress. I'm completely _____.
- 3 These formal clothes are OK but I still prefer to _____.
- 4 I only _____ for weddings and funerals.
- 5 It's a shame nobody is _____ super heroes.
- 6 OK, it's 11 a.m. and I'm still in bed. I suppose I should get up, _____ and get going.
- 7 I was so tired after the prom I didn't _____ and went to bed in my suit. It looked terrible in the morning.
- 8 Appearance is important and I want people to think I'm a _____ person.

7 **SPEAKING** Use the phrases from Exercise 6 to make three true sentences and one false one about yourself. Can your partner guess which one is false?

1 Read the questions and watch the video. Say what the speakers answer. Then in pairs, ask and answer the questions.

- 1 What's everyone wearing this year?
- 2 What clothes styles are you wearing this season?



1B VOCABULARY | Appearance

- 1 **THINK BACK** Work in pairs. Add as many words as you can to these categories.

Clothes: trousers, vest, ...

Footwear: sandals, wellies, ...

Accessories: cap, shoulder bag, ...

- 2 Look at the photos and read the texts below. Why are these people unique?

- 3 Look at the photos again and, in pairs, match items 1–14 in the photos with their names in the box.

13 bow tie ☐ faded/ripped jeans ☐ fake fur jacket
☐ high-heeled shoes ☐ loose-fitting dress
☐ matching handbag ☐ nylon jacket
☐ plain white shirt ☐ trainers ☐ shiny suit
☐ sunglasses ☐ T-shirt with a logo on it
☐ tight trousers ☐ wide leather belt

- 4 Add the highlighted words from the texts to these categories.

Materials: cotton, denim, _____, gold, _____, linen, _____, silk, wool.

Patterns: checked, _____, striped, _____.

Shape: baggy, _____, narrow, _____, _____.

Other: _____, full-length, _____, _____.

- 5 In pairs, discuss what you usually wear on school days and at the weekend. Use the words from Exercises 3–4.

- 6 Look at the vocabulary map and use the words to describe Ashley and Tinie.

Hair/facial hair

balding clean-shaven
moustache straight/curly
wavy/medium-length
unshaven

Opinions

elegant fashionable
glamorous handsome
stunning stylish

PHYSICAL APPEARANCE

Body

broad shoulders full figure heavily-built
muscular overweight pale/dark/tanned skin
skinny slim thin waist well-built wide hips

- 7 **SPEAKING** In pairs, look at the photos of style icons and follow the instructions. Student A, go to page 196. Student B, go to page 199.

- 8 **REFLECT | Society** Fashion shows often present size-zero models. Do you think this is a problem? Say why. Discuss in pairs.

- 9 Who is your style icon at the moment? Find a photo of this person and write a description of him/her.

GREAT STYLE HAS NO SIZE

My style icon is Ashley Graham. She is stunning and glamorous. She has dark eyes, pale skin and long, straight hair. She's also well-built with a full figure and wide hips. In this photograph, she's wearing an elegant fake fur jacket over a loose-fitting black cotton dress, a wide leather belt and stylish black high-heeled shoes with a matching handbag. Ashley is probably the most famous plus-size model in the world. She believes the fashion industry is wrong to use skinny size-zero models and tours schools to talk about the importance of accepting one's body shape.



DIFFERENT LOOKS FOR DIFFERENT TIMES

My style icon is Tinie Tempah. He is slim and handsome with short curly hair. This rapper and TV personality often appears on lists of the world's best-dressed men. But Tinie doesn't always dress the same. When he performs on stage, he usually wears casual clothes. In the photo on the right he's wearing a white cotton T-shirt with a logo on it, a short blue nylon jacket, faded ripped jeans, designer sunglasses and white trainers. But in the photo on the left, Tinie is all dressed up. He looks fashionable in a shiny red suit with tight trousers, a plain white shirt and a black bow tie. I love his flexible style!

MARGOT ROBBIE



JARED LETO



BEFORE & AFTER



1C LISTENING AND VOCABULARY

- 1** Look at the photos. In what ways do actors change their appearance in films?

They wear a lot of make-up.

- 2** You are going to listen to a podcast about jobs in the entertainment industry. Study the 'Before you listen' section of Active Listening and the sentences in Exercise 5. Then answer questions 1 and 2.

- 1** What are the names of the people you will hear in the podcast?
- 2** What do you think their jobs are?

ACTIVE LISTENING | Listening effectively

Before you listen

- Read each question carefully to understand the situation.
- Use your experience to predict what the people might say.
- Predict what kind of information you need to answer each question – a number, a place, an adjective, etc.

While you are listening

- Listen for key words and phrases to:
 - help you understand the main ideas,
 - check your predictions.

- 3** **1.3** Listen and check your answers to Exercise 2.

- 4** In pairs, look at the sentences in Exercise 5 again and decide what kind of information you need in order to complete each sentence. Can you guess or remember any of the missing words?

- 5** **1.3** Study the 'While you are listening' section of Active Listening. Then listen again and complete the sentences with one or two words in each gap.

- 1** Blake can't give too much information about the TV series because it's a secret.
- 2** Blake's job is to transform Christine so she appears to be _____ years old.
- 3** He wants to make Christine's lips look _____.
- 4** He enjoys the _____ part of his job most of all.
- 5** Make-up and equipment cost Blake _____ pounds every year.
- 6** In the future, Blake would love to do make-up for a _____.

- 6** Would you enjoy Blake's job? Discuss in pairs.

I wouldn't like it because I'm not into make-up, but my sister would love it because she's very artistic.

- 7** Which of these features can you see in the photos?

bags under the eyes double chin full lips
long eyelashes shaped eyebrows smooth skin wrinkles

- 8** Work in pairs. Use the phrases in Exercise 7 to write seven sentences about people you know.

My grandfather has got a double chin.

- 9** **SPEAKING** In groups, say which of these statements you agree with.

- 1** With make-up, less is more.
- 2** It is not appropriate to wear make-up at school.
- 3** No one under the age of sixteen should wear make-up.
- 4** Make-up is not for men.

1D READING AND VOCABULARY

- 1 **SPEAKING** In pairs, talk about your favourite/least favourite clothes and accessories. Why do you like/dislike them? How do you feel when you wear them?

I love my long black coat. It's really warm and fashionable and I feel glamorous when I wear it. My friends say it's really elegant.

- 2 In pairs, look at the photos, the captions and the title of the article. What do you think it is about? Then read the article quickly to check your predictions.

- 3 Read the article again and choose the correct answers.

- 1 Why did Séan Garnier pretend to be an old man?
 - a To have the chance to play football with teenagers.
 - b To show that old people can play football well.
 - c To take part in a sports match.
 - d To persuade people to take up sport.
- 2 Katherine Quigg started her blog
 - a because she wanted to work in fashion.
 - b as part of her engineering degree.
 - c in order to shock her fellow engineers.
 - d to show that fashionable women can be scientists.
- 3 In the third paragraph, what does the writer suggest?
 - a The way you dress affects what you think of other people.
 - b In some fields, women who dress like men are more successful.
 - c Teachers know more if they dress well.
 - d People who wear uniforms are better listeners.
- 4 How can putting on a white coat influence you?
 - a It can make you believe you're a doctor.
 - b It can help you concentrate better.
 - c It can help you control other people.
 - d It can make you feel stronger.
- 5 What would be the most suitable sub-heading for this article?
 - a Some stereotypes are false, but the way people look does tell us a lot about them.
 - b Stereotypes are always wrong: we need to challenge them at all times.
 - c The way we look affects what people think of us and how we feel and behave.
 - d Studies show it's better to dress well if you want to be successful in life.

- 4 In pairs, rewrite these statements using the highlighted phrasal verbs from the article. Then say if the statements are true for you.

- 1 I admire people who have their own sense of style.
I look up to people who have their own sense of style.
- 2 I like to take part in conversations about fashion.
- 3 My sister is stylish but she doesn't think she's better than people (like me) who don't care about fashion.
- 4 I'd like to start my own fashion design company one day.
- 5 My parents often make a mistake when they buy me clothes.

- 5 Study *Watch out!* and rewrite sentences 1–5 using compound adjectives. Then in pairs, use compound adjectives to talk about the people you know.

- 1 I've got broad shoulders and curly hair.
- 2 I can't decide whether to wear a shirt with short sleeves or long sleeves.
- 3 I've got pale skin but my best friend has dark skin.
- 4 My hair is short, but my friend has long hair.
- 5 My eyes are blue, but my sister's are brown.

My dad is middle-aged but he isn't grey-haired, he's brown-haired.

WATCH OUT!

We can use compound adjectives to describe clothes and people.

If a person has **grey hair**, we say he/she is **grey-haired**.

If shoes have **high heels**, we say they're **high-heeled** shoes.

If a person is neither young nor old, we say he/she is **middle-aged**.

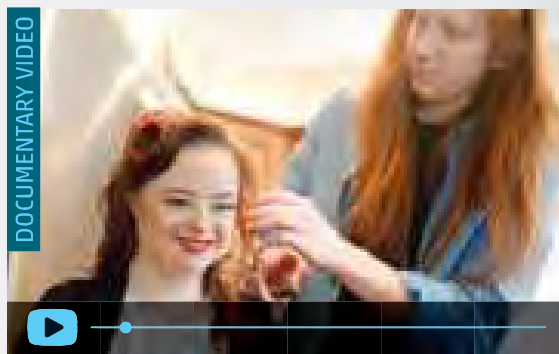
- 6 **SPEAKING** How do these things make you feel? Discuss in pairs.

a uniform your pyjamas a football strip
a formal dress a white coat a suit and tie
cool sunglasses a pair of glasses a superhero costume

When you wear a uniform it makes you feel strong and important, it makes you feel like a soldier.

- 7 **REFLECT | Values** Appearance is not important. It's what inside that counts. Do you agree? Discuss in groups.

2 WATCH AND REFLECT Go to page 162. Watch the documentary *Beauty belongs to everyone* and do the exercises.



Freestyle footballer
Séan Garnier

Appearances can be
deceiving!

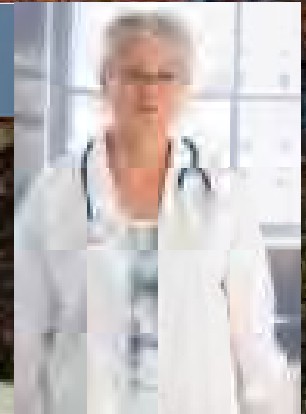


Katherine Quigg

Engineers can be
elegant too!



Can a white coat
make you more
intelligent?



1.4

The power of appearance

Some teenagers are playing five-a-side football. A man wearing a baggy tracksuit and dirty trainers picks up the ball. He's skinny, grey-haired and he walks like an old man. The boys don't want him to play because they assume he's no good.

- 5 However, he insists on **joining in**. At first, he's useless: he can hardly kick the ball. But then he starts playing brilliantly. He runs circles around the boys and scores an amazing goal. The thing is, he isn't really an old man. He's thirty-five-year-old freestyle footballer Séan
- 10 Garnier, who's disguised to look old for an advert encouraging active lifestyles.

This story shows how you can **get it wrong** if you judge people by their appearance. Unfortunately, it's something we often do. We assume overweight people can't run, young people are irresponsible and pretty young women are not interested in

- 20 science. But stereotypical assumptions are frequently wrong. For example, Katherine Quigg is a glamorous young woman. She's also an engineer. After graduating, she realised many people working in STEM¹ were shocked that a stylish woman with a passion for fashion could be an engineer. So she
- 25 **set up** a fashion blog called *Engineering In Style* to prove these people wrong by encouraging stylish young women to work in STEM.

“the way people look affects what we think of them”

Studies show that the way people look affects what we think of them and how we behave towards them. We **look up to** the well-dressed and **look down on** those who dress badly. It's a sad fact that if a woman dresses in a masculine style, she has a better chance of getting a job. People consider teaching assistants wearing formal clothes to be more intelligent than those who dress casually. We show more respect to people in uniforms and are more likely to listen carefully to a doctor when he or she is wearing a white coat.

- The clothes we wear affect not only what we think of others, but also what we think of ourselves. If we wear lovely clothes, we feel more attractive and if we wear a suit and tie, we feel more important. What's more, clothes can also change the way we behave. In one fascinating experiment scientists showed that if you wear a white coat that you believe belongs to a doctor, your ability to pay attention increases sharply. However, if you wear the same white coat
- 45 believing it belongs to a painter, there's no improvement in your ability to concentrate. As the scientists behind the experiment stated, 'The clothes we wear have power not only over others, but also over ourselves.'²

- So our physical appearance and clothes influence the opinions people have of us and their behaviour towards us. This can sometimes make them use unfair stereotypes. But it seems that the clothes we wear also have a powerful effect both on how we feel and how we act. Perhaps that's worth remembering the next time you're trying to decide what to wear.

READERS' LETTERS

This week's star letter is from Trudy in Oxford. She has won the **£100** prize!

The wheel of fashion

I'm a sales assistant in a boutique in a shopping centre in Oxford. The boutique specialises in fashion from the USA and from Europe, especially Italy and France. It's the ideal job for me because I'm really into clothes: I go to fashion shows, I read fashion magazines, I know all about the latest styles and the first thing I do when I get paid every month is buy some new clothes. But in my opinion, the most important thing to know about fashion is that it's like a wheel. It turns round and round. The cool looks of the past that nobody wears any more often become the cool looks of the future. Denim dungarees from the 1980s and bright neon colours from the 1990s are back in fashion. Today I'm wearing a leather jacket. The jacket looks great but it isn't new. My mother bought it thirty years ago! So, don't throw away last year's clothes – they may be out of fashion now but sooner or later, it'll come back into style.



1E GRAMMAR

- 1 'Fashion is like a wheel.' What does that mean? Discuss in groups. Then read the text and look at the photos to check your ideas.

Articles

- 2 Study the Grammar box and match the underlined words in sentences 1–8 with rules a–g. Use one rule twice. Then find more examples of the rules in the text.
- ☐ She has won the £100 prize.
 - ☐ I'm a sales assistant.
 - ☐ The boutique specialises in fashion from Europe.
 - ☐ I'm really into clothes.
 - ☐ The most important thing to know about fashion ...
 - ☐ ... is that it's like a wheel.
 - ☐ Dungarees from the 1980s are back in fashion.
 - ☐ I'm wearing a leather jacket. The jacket looks great.

Articles

- We use *no article* (Ø) with plurals and uncountable nouns to talk about something/someone in general.
- We use *no article* (Ø) with continents, most countries and cities.
- We use *a/an* to talk about a singular countable thing/person when it is one of many or one of a group; not the only one.
- We use *a/an* with occupations.
- We use *the* to talk about a specific thing/person, e.g. because he/she/it is the only one or when it's clear which thing/person we mean.
- We use *the* with superlatives, ordinal numbers, periods (e.g. the 1980s) and some countries (e.g. the USA).
- We use *a/an* when we mention something/someone for the first time and *the* when we mention it again.

Grammar Reference and Practice > page 172

- 3 **1.5** Complete the gaps with Ø (no article), *a/an* or *the*. Then listen and check.

They say that ¹ a girls care more about clothes than ² ____ boys but I think shopping for clothes is ³ ____ most boring thing in ⁴ ____ world. Today I'm wearing ⁵ ____ old pair of jeans and ⁶ ____ cotton top. ⁷ ____ jeans were ⁸ ____ present and ⁹ ____ friend gave me ¹⁰ ____ top because it was too small for her. My best friend is from ¹¹ ____ Italy. He loves ¹² ____ clothes and he'd like to be ¹³ ____ fashion designer in ¹⁴ ____ future.

- 4 In pairs, complete the sentences with Ø (no article), *a/an* or *the*.

- I think a sport is more fun than ____ fashion.
- I think ____ best jeans come from ____ Japan.
- I saw ____ pair of shoes in the shop last Monday that I loved, but when I went back on Tuesday ____ shoes were gone.
- ____ last thing I do before I go out in ____ morning is to look in ____ mirror by ____ door. I'd love to be ____ model.

- 5 **1.6 PRONUNCIATION** Study *Watch out!* Then in pairs, read sentences 1–3 and underline *the* when it is pronounced /ði:/. Listen to check and repeat.

- The American jeans are cheaper than the European ones.
- The haircut was the worst mistake of my life.
- The expensive shoes are less comfortable than the cheap ones.

WATCH OUT!

We pronounce *the* in two ways:

- /ðə/ – before a consonant or vowels that are pronounced /w/, e.g. *one*, or /j/, e.g. *UK*.
the shop / the ones over there / the universe
- /ði:/ – before a vowel.
the ideal job / the only thing / the umbrella

- 6 **SPEAKING** In pairs, discuss the questions.

- Which clothes from the past are back in fashion?
- Which clothes from the past do you like?
- Do you ever borrow clothes from your parents or grandparents? Would you like to? Say why.

1F SPEAKING

- 1 What is the longest time you have queued for anything? What was it for? What do you think a fashion victim is? Discuss in groups.
- 2 In pairs, say if you agree or disagree with these opinions. Say why.
 - 1 Shoppers can make money from limited edition models.
 - 2 It's a waste of time to queue for something for hours.
 - 3 We shouldn't judge people by the clothes they wear.
 - 4 In my opinion, fashion victims don't exist.
 - 5 Some people believe brand-name clothes make them look like models in adverts.
- 3 3 1.7 Watch or listen to the conversation between friends. Which opinion (1-5) in Exercise 2 is not expressed in the video?
- 4 1.8 Listen to another conversation between the three friends and answer these questions.
 - 1 Why is Penny so embarrassed when she meets up with her friends again?
 - 2 What do Penny's friends think of her?
 - 3 Do you think Penny is a fashion victim? Say why.
- 5 Complete the Speaking box with headings a-f.
 - a Ask for explanation or clarification
 - b Ask for repetition
 - c Clarify your message
 - d Get others to speak
 - e Hold attention
 - f Interrupt politely

SPEAKING | Participating in conversations

When you're speaking

1 Clarify your message

What I mean is ...

The thing is, ...

Let me put it another way.

2 _____

Just a second, I haven't finished.

Hold on! Let me finish!

Check others understand

Do you know/see what I mean?

Does that make sense?

Do you get it?

3 _____

What do you think?

Tell us what you think.

What's your opinion?

When someone else is speaking

4 _____

Excuse me, can I say something?

That's true/a good point, but ...

Sorry to interrupt but ...

5 _____

Sorry, I didn't get that. Could you say it again?

I'm sorry, I missed that.

6 _____

Do you mean ...?

I'm not sure what you mean.

Are you saying ...?

Did you say/mention ...?

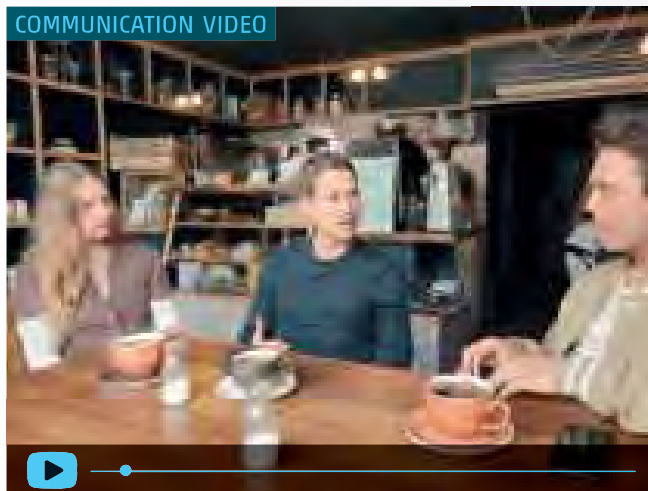
Confirm you understand

Right, I've got that.

Yes, I know/see/get what you mean.

Ah right! Now I get it.

COMMUNICATION VIDEO



- 6 1.8 Study the Speaking box and complete the conversation from Exercise 4 with two or three words in each gap. Listen again and check.

Sam Wow, it looks great.

Penny I love it! I want it so badly! It's just ...

Pete Sorry ¹ to interrupt but aren't you saving for a holiday?

Penny Yes, but a holiday lasts a week and a jacket is for life!

Pete Are ² _____ that you only have one jacket?

Penny Hold on! Hold on! Let ³ _____. This jacket is the latest fashion. It's really special. It's so cool!

Sam Ah right! Now I ⁴ _____. You just want to be the coolest girl in the group! You're really a fashion victim but you don't like to admit it.

Pete And look at the price – that means no holiday this year, or next!

Penny The ⁵ _____, it's really my style and I just have to have it! Does that ⁶ _____?

Pete OK, I see ⁷ _____. Anyway, it's your money, you decide how to spend it!

Penny Yes, but there is a problem ... It goes on sale tomorrow and the queue is already two blocks long ...

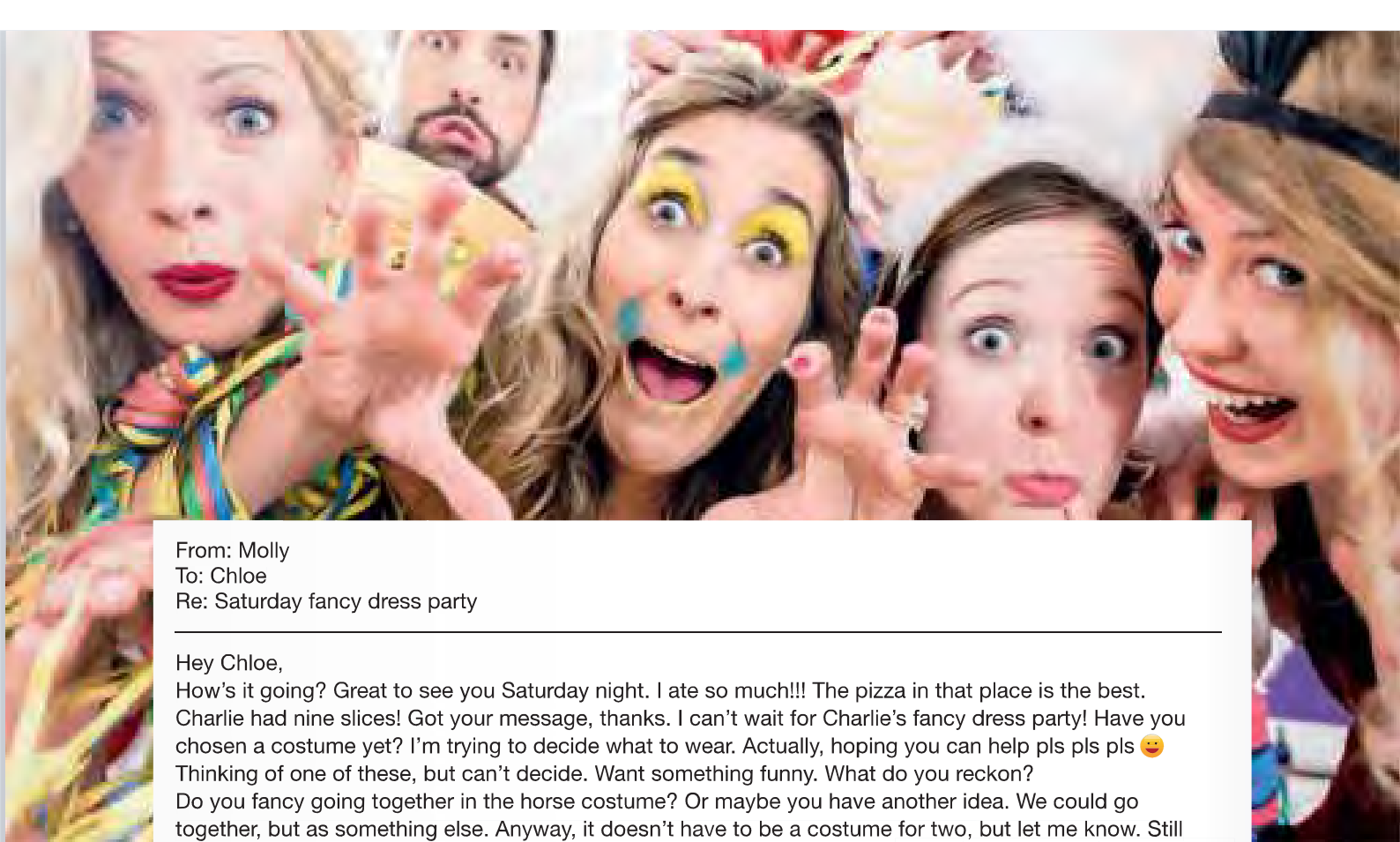
Sam Sorry, I ⁸ _____ that. Did you ⁹ _____ a queue?

Pete You're joking, aren't you?

Sam Do you ¹⁰ _____ you have to go and stand in the queue today?

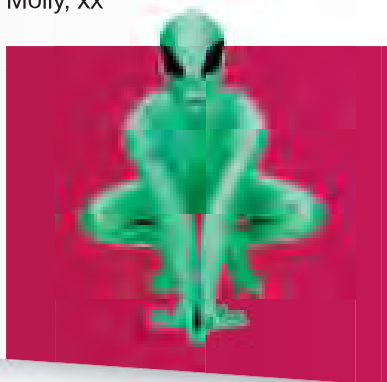
- 7 Work in groups. Use the phrases from the Speaking box to discuss these statements.

- Shopping for clothes is boring.
- There aren't any good clothes for young people in this town.
- Good clothes are really expensive
- Fashion magazines are boring – they're just advert after advert.



From: Molly
To: Chloe
Re: Saturday fancy dress party

Hey Chloe,
How's it going? Great to see you Saturday night. I ate so much!!! The pizza in that place is the best. Charlie had nine slices! Got your message, thanks. I can't wait for Charlie's fancy dress party! Have you chosen a costume yet? I'm trying to decide what to wear. Actually, hoping you can help pls pls pls 😊 Thinking of one of these, but can't decide. Want something funny. What do you reckon? Do you fancy going together in the horse costume? Or maybe you have another idea. We could go together, but as something else. Anyway, it doesn't have to be a costume for two, but let me know. Still plenty of time to sort it out. Btw the ones in the pics are from the hire shop, but we could just make our own. Right, I'm off to make some dinner (finally hungry again after all that pizza!) Message me later. Bye 4 now
Molly, xx



1G WRITING | An informal email

1 REFLECT | Culture Read about the Carnival of Venice. Then in pairs, answer the questions.

- Why did people wear masks? Choose from the reasons listed below.
 - to feel more confident
 - for fun
 - to hide their social status✓
 - to feel part of a group, e.g. sports fans
 - to forget about personal problems
 - to celebrate a cultural event✓
- Are there any famous carnivals in your country? Talk about them.

Carnival of Venice

The annual Venice Carnival began in 1162 and became extremely popular in the eighteenth century. Making and wearing masks and costumes has always been an important part of the culture of Venice and of the carnival. Originally, people at the carnival probably covered their faces so no one knew who they were. This meant that rich and poor, ordinary and powerful could celebrate together without worrying about the strict social rules that normally kept them apart. Nowadays, over three million people visit Venice and join in the celebrations.

- 2 Read Molly's email. Why is she writing to Chloe?
- 3 Work in pairs. Which costume do you think Molly should wear? Say why.
- 4 Read Molly's email again. In pairs, identify five features that make it informal.
She starts with 'Hey' instead of 'Dear ...'
- 5 Study the Writing box and check your ideas in Exercise 4. Then complete the Writing box with examples from Molly's email.

WRITING | An informal email

Beginning your email

- Start with a friendly greeting,
e.g. **Hi there, ...**¹ **Hey**
- Mention your last contact with the other person, e.g. **Long time no see.** (when you haven't seen the person for a long time)² _____
- Mention the message you are replying to,
e.g. **Thanks for the invitation.**³ _____

Sounding informal

- Write in a chatty style, similar to the way you speak.
- Use short, simple sentences.
- Choose informal words and expressions,
e.g. **What do you reckon?** instead of **What do you think?**
⁴ _____ instead of **Would you like to ...**
- Use exclamation marks (!), emojis 😊 and abbreviations (LOL = laugh out loud/⁵ _____ = by the way), but don't overuse them.
- Use contractions,
e.g. **How's ...?** instead of **How is ...?**/⁶ _____ instead of **I cannot ...**
- Leave out words like pronouns (usually I), and verb **to be**, e.g. **Great to see you ...** instead of **It was great to see you ...**/⁷ _____ instead of **I'm hoping you can help.**

Ending your email

- Give a reason for ending your message,
e.g. **Anyway, got to do my homework now.**⁸ _____
- Send greetings or refer to future contact,
e.g. **Give my love to Emma.** or **See you on Saturday.** or **Give me a call next week.**⁹ _____
- Finish with a friendly goodbye,
e.g. **CU soon**/¹⁰ _____

- 6 Put lines a–g in order to make a short reply from Chloe to Molly.
- a ☐ Maybe you should be Harley and I'll go as the Joker?
- b ☐ Anyway let me know. Homework time now.
- c ☐ I have a suggestion for a costume for the two of us. Shall we go as the Joker and Harley Quinn?
- d ☐ Love Chloe xx
- e ☐ Hey Molly,
- f ☐ And this weekend it's Charlie's fancy dress party. Here we go again!
- g ☐ How are you doing? Just back from the gym. Last weekend was great, wasn't it?

- 7 Complete Molly's next message to Chloe with the phrases from the box. There are two extra phrases.

Do you fancy ... Can't wait for ... How's it going?
I'm off to sort something out CU soon **Hi there**
Hoping you can help.

From: Molly
To: Chloe
Re: Saturday fancy dress party

¹ **Hi there.**

² _____ Been to the gym AGAIN? Stop making me feel lazy 😊. ³ _____ Charlie's fancy dress party.

I love your suggestion! We'll make perfect super villains! ⁴ _____ coming over later? My mum has a suitcase full of old clothes. She wore some pretty crazy stuff when she was young, so I think we might find our costumes in there. Anyway, let me know, and we'll ⁵ _____.

Got to take Flash 🐶 for a walk now. He's waiting by the door ⁶ _____
Molly, xx

- 8 In groups, discuss these questions.

- Do you like dressing up and wearing costumes?
- Do you think homemade or hired costumes are better? Say why.
- Have you ever been to a fancy dress party? What did you wear?

- 9 **SPEAKING** Imagine you are also going to Charlie's party. Choose a costume for yourself. Use your own ideas, one of the ideas in the photos, or one from the list below. Explain your choice to a partner.

a cartoon character a famous person
a horror character a sci-fi character a superhero

- 10 **WRITING TASK** Reply to Molly's email. Tell her which costume you like best for her, describe the costume you are planning to wear and explain why you chose it.



REMEMBER MORE

1 Match the two parts of the collocations. Then check with the word list.

- | | |
|---------------------------------|-------------|
| 1 <input type="checkbox"/> cost | a lessons |
| 2 <input type="checkbox"/> get | b respect |
| 3 <input type="checkbox"/> show | c a fortune |
| 4 <input type="checkbox"/> take | d dressed |

2 Find the opposites of these adjectives on the word list.

- pale/_____ skin
- skinny/_____ model
- smart/_____ clothes
- short/_____ sleeves
- curly/_____ hair

3 Complete the phrasal verbs with the prepositions *in, up* or *down*. Then check with the word list.

- look _____ on someone (you don't respect)
- look _____ to someone (you respect very much)
- set _____ (a company)
- dress _____ the style (of the 90s)
- dress _____ as someone (e.g. a clown)

4 Complete the compound adjectives from the word list.

- high-_____ shoes
- middle-_____ man
- grey-_____ woman
- well-_____ TV presenter
- heavily-_____ sportsman
- clean-_____ face

ACTIVE VOCABULARY | Phrases

When you want to remember a new word, it helps to create a meaningful phrase with it, e.g. *join in* – *join in the conversation*; *leather* – *elegant leather boots*. You can use an online dictionary to help you, e.g. www.ldoceonline.com. Look at the word list, find ten words you'd like to learn, and make phrases with them. Use a dictionary.

1A GRAMMAR AND VOCABULARY

5.1

accessories (n) /ək'sesəriz/
attitude (n) /'ætətju:d/
average (adj) /'ævərɪdʒ/
ballroom (n) /'bɔ:lrum/
ballroom dancing (n) /'bɔ:lrum 'dɑ:nsɪŋ/
clothing (n) /'kləʊðɪŋ/
cost a fortune /kɒst ə 'fɔ:tʃən/
dance floor (n) /'dɑ:ns flɔ:/
dancing show (n) /'dɑ:nsɪŋ ʃəʊ/
date (n) /deɪt/
dress casually /dres 'kæʒuəli/
dress up as sb (phr v) /dres 'ʌp əz ,sʌmbədi/
end-of-year celebration (n) /end əv jɪə ,selə'breɪʃən/
funeral (n) /'fju:nərəl/
get changed /get 'tʃeɪndʒd/
get dressed /get 'drest/
get dressed up /get ,drest 'ʌp/
get going /get 'gəʊɪŋ/
get undressed /get ʌn'drest/
gossip (v) /'ɡɒsəp/
influence (n) /'ɪnfluəns/
it's a shame /ɪts ə 'ʃeɪm/
low-income (adj) /ləʊ 'ɪŋkʌm/
outfit (n) /'aʊtfɪt/
overdressed (adj) /əʊvə'drest/
pressure (n) /'preʃə/
prom night (n) /'prɒm naɪt/
regret (v) /rɪ'ɡret/
save for sth (v) /seɪv fə ,sʌmθɪŋ/
see sb (v) /si: ,sʌmbədi/
smart/formal clothes /,smɑ:t/'fɔ:məl kləʊðz/
suit (n) /su:t/
take lessons /teɪk 'lesənz/
underdressed (adj) /ʌndə'drest/
well-dressed (adj) /wel 'drest/
What a nightmare! /wɒt ə 'naɪtmɛə/

1B VOCABULARY 5.2

baggy (adj) /'bægi/
balding (adj) /'bɔ:lɪŋ/
belt (n) /belt/
body shape (n) /'bɒdi ʃeɪp/
bow tie (n) /bəʊ 'taɪ/
broad shoulders /brɔ:d 'ʃəʊldəz/
cap (n) /kæp/

casual (adj) /'kæʒuəl/
checked (adj) /tʃekt/
clean-shaven (adj) /kli:n 'feɪvən/
cotton (n) /'kɒtn/
denim (n) /'denəm/
designer sunglasses (n) /dɪ,zʌɪnə 'sʌŋ,ɡlɑ:səz/
elegant (adj) /'eləɡənt/
facial hair (n) /'feɪʃəl 'heə/
faded/ripped jeans /'feɪdɪd/,rɪpt 'dʒi:nz/
fake fur jacket (n) /feɪk fɜ: 'dʒækət/
fashion industry (n) /'fæʃən ,ɪndəstri/
fashionable (adj) /'fæʃənəbəl/
flexible (adj) /'fleksəbəl/
footwear (n) /'fʊtweə/
full figure /fʊl 'fɪɡə/
full-length (adj) /fʊl 'lenkθ/
glamorous (adj) /'ɡləməərəs/
gold (n) /ɡəʊld/
handbag (n) /'hændbæg/
handsome (adj) /'hænsəm/
heavily-built (adj) /'hevəli 'bɪlt/
high-heeled shoes (n) /haɪ hi:əld 'ʃu:z/
hips (n) /hɪps/
leather (n) /'leðə/
linen (n) /'lɪnən/
logo (n) /'ləʊɡəʊ/
long/straight/curly/wavy/medium-length hair /lɒŋ/,streɪt/,kɜ:li/,weɪvi/,mi:diəm ,lenθ 'heə/
looks (n) /lʊks/
loose-fitting (adj) /lu:s 'fɪtɪŋ/
matching (adj) /'mætʃɪŋ/
material (n) /mə'tɪəriəl/
moustache (n) /mə'staʃ/
muscular (adj) /'mʌskjələ/
narrow (adj) /'nærəʊ/
nylon (n) /'naɪlən/
overweight (adj) /əʊvə'weɪt/
pale/dark/tanned skin /peɪl/,da:k/,tænd 'skɪn/
pattern (n) /'pætən/
plain (adj) /pleɪn/
plus-size model (n) /plʌs saɪz 'mɒdl/
sandals (n) /'sændəlz/
shape (n) /ʃeɪp/
shiny (adj) /'ʃaɪni/
shoulder bag (n) /'ʃəʊldə bæɡ/
silk (n) /sɪlk/
size zero (n) /saɪz 'ziərəʊ/