

 CAMBRIDGE



# PREPARE

**STUDENT'S BOOK**

**B1**

**LEVEL 4**

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**Second  
Edition**

# 1

# ALL ABOUT ME

## ABOUT YOU

What do you look like?  
What type of person are you?



Alfie's family



Grace's family



Lucas's family



02

4 Read the descriptions and choose the correct adjectives. Then listen and check.

EP

- I think Lucas is really **polite** / **careless**. For instance, when he wants to borrow something, he always says please.
- My brother's called Alfie. He takes my things without asking. He thinks he's **funny** / **polite**, but he doesn't make me laugh!
- Grace is very **miserable** / **friendly**. I see her every morning on her way to school. She always says hello.
- Alfie talks a lot – like his mum! He's sometimes a bit **confident** / **careless** with homework. I try to encourage him to check it, but he doesn't always do it.
- Grace is a great friend. She's always smiling, and she's never **miserable** / **polite**. She really makes me laugh.
- Lucas knows what he's good at, so he's quite a **careless** / **confident** boy. He can also be quite a lazy person though. His room is always really untidy!

5 Match the adjectives to their opposites in Exercise 4.

EP

careful    cheerful    rude    serious  
shy    unfriendly

6 Which adjectives in Exercises 4 and 5 describe you?

7 Work in pairs. Describe someone you both know. Describe what they look like and what kind of person they are. Can your partner guess who it is?

He's a teenage boy and he's good-looking.

Is it Alfie?

She's got straight hair and she's very confident.

Is it Ana?

## VOCABULARY

### Describing people

1 Look at the photos and listen to three people talking about someone in their family. Who is each speaker describing?

brother    dad    sister    mum

- Lucas is describing his ...
- Alfie is describing his ...
- Grace is describing her ...

2 Add the words to the table.

EP

attractive    bald    blonde    curly  
dark    elderly    fair    good-looking  
handsome    middle-aged    pretty  
straight    teenage  
in his/her (early/late) twenties/thirties

Age	
Looks	<i>attractive</i>
Hair	

3 Describe someone in the photos. Can your partner guess who it is?

## READING

1 Read the information about part of a school website. Discuss the questions.

- 1 Have you got something similar in your school?
- 2 What do you think of the idea?

### BRYANS HIGH SCHOOL all.about.me

Would you like to meet other students at Bryans High School who share your hobbies and interests? It's easy with all.about.me.

- 1 Click [here](#) and create an account.
- 2 Post a photo and your profile – tell everyone about you, your interests and your plans.
- 3 Read about other students and click on 'Connect' to make new friends.

2 Three students have posted information on *all.about.me*. Read the profiles below and ignore any gaps. Match each person to one interest.

going to the cinema    fashion  
technology    fitness

3 Now read Alfie's profile again. Write ONE word for each gap.



4 Read the three profiles again. Write the correct name.

- 1 \_\_\_\_\_ is interested in doing a job related to his/her hobby.
- 2 \_\_\_\_\_ is looking forward to learning a new activity.
- 3 \_\_\_\_\_ is learning a new skill with help from a relative.
- 4 \_\_\_\_\_ agrees with other people about his/her personality.
- 5 \_\_\_\_\_ would like to go to another country.
- 6 \_\_\_\_\_ might get a prize soon.

5 Match the **highlighted** words and phrases in Lucas's and Grace's profiles with the meanings.



- 1 be involved in an activity, with other people
- 2 become better
- 3 someone with no brothers or sisters
- 4 write computer programs
- 5 be very interested in something
- 6 able to stay calm and not get angry, especially when something takes a long time



### TALKING POINTS

Who would you most like to spend time with – Alfie, Lucas or Grace? Why?

Is it important to have the same interests as your friends? Why? / Why not?



### BRYANS HIGH SCHOOL all.about.me

Hi everyone. I'm Lucas. I live with my parents, my sister and my two brothers. Some of my classmates think I'm quite serious, but I don't agree. I'm just a bit shy, and I'm quite independent. My main interest outside of school is computers and gaming. But I'm not just a gamer. Right now, I'm **taking part** in a competition for young game designers. So at weekends, I'm learning to **code** with my aunt. She's a professional coder. She's also a really **patient** teacher – I'm finding coding impossible at the moment!



CONNECT

Hello! I'm Grace. I live with my mum and dad. I'm an **only child** – so no brothers or sisters. My friends and family say I'm a cheerful person. And they're right. I think there's always something to smile about! In my free time, I'm **into** various typical teenage hobbies, but my favourite is sport. I'm in the school hockey and football teams. And this year I'm having tennis lessons. I'm really **making progress**, I think. In a few months, I'm going on a kayaking trip with my cousin. We've never done it before but we're really excited.



CONNECT

My name's Alfie. I live with my mum, dad and sister, Melissa, right opposite the school. I'm quite friendly and funny, but I <sup>1</sup> \_\_\_\_\_ be quite serious at times, too. One <sup>2</sup> \_\_\_\_\_ my biggest interests is film: thrillers, drama, science fiction – I don't mind. I like watching <sup>3</sup> \_\_\_\_\_ all. One day, I think I'd like to work <sup>4</sup> \_\_\_\_\_ film.

This year, I want to visit a film studio. There's <sup>5</sup> \_\_\_\_\_ near London where all eight Harry Potter films were made. My dream is <sup>6</sup> \_\_\_\_\_ fly to Hollywood and see a studio there.



CONNECT

# GRAMMAR

## Present simple and continuous

### 1 Match the examples to the rules.

- Right now, I'm **taking part** in a competition for young game designers.
- In a few months, I'm **going** on a kayaking trip with my cousin.
- My friends and family **say** I'm a cheerful person.
- This term, I'm **having** tennis lessons.
- I **live** with my parents.

We use the present simple to talk about:

- facts.
- something that happens regularly.

We use the present continuous for:

- something that is happening right now or around now.
- temporary situations.
- future plans.

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### 2 Complete the sentences with the present simple or continuous form of the verbs in brackets.

- I \_\_\_\_\_ (get) home at five o'clock every day.
- Mum \_\_\_\_\_ (work) late this week.
- Look at Dan. He \_\_\_\_\_ (not concentrate).
- \_\_\_\_\_ you \_\_\_\_\_ (do) anything interesting next weekend?
- She \_\_\_\_\_ (play) the guitar and the piano.
- He always \_\_\_\_\_ (go) swimming on Saturdays.

### 3 Look at Exercises 1 and 2. Are these time words and phrases used with the present simple (PS) or present continuous (PC)?

at the moment / right now **PC**  
 never, sometimes, always  
 every day/week/year  
 this month/term/week  
 later, tomorrow, tonight  
 on Saturdays, at weekends  
 next week/weekend/month

### 4 Write six sentences about you. Use the time words and phrases in Exercise 3.

*Right now, I'm having an English lesson.*

### 5 Read the information about the verbs. Check the meaning of the verbs you don't know.

We don't use some verbs in continuous forms. These verbs are called **stative verbs** and include: *believe, hate, know, like, love, mean, need, own, prefer, understand, want.*

*I don't understand this question.*

NOT *I'm not understanding this question.*

### 6 Complete the sentences with the positive or negative form of the verbs in Exercise 5. Sometimes more than one answer is possible.

- My uncle owns three cars.
- Ruby's very friendly. We really \_\_\_\_\_ her.
- I \_\_\_\_\_ how old he is. He looks about 14.
- What \_\_\_\_\_ this word \_\_\_\_\_?
- I'm feeling miserable today. I \_\_\_\_\_ cold weather.
- You're speaking too quickly and I \_\_\_\_\_ you.

### 7 Choose the correct form of the verbs.

- We *have* / *'re having* problems with the computers at the moment.
- I *need* / *'m needing* some new shoes.
- I *write* / *'m writing* to you about a trip we are planning in November.
- Tonight she *goes* / *'s going* to the cinema with some friends.
- This term I *have* / *'m having* some extra maths lessons.
- I *never forget* / *'m never forgetting* my homework.

### 8 Work with a partner. Turn to page 120.

# VOCABULARY

## Prefixes: un-, in-, im-

### 1 Read the examples. Then write the opposites of the adjectives, 1–12.

EP

I'm finding coding **impossible** at the moment!  
 Lucas's room is always really **untidy**.  
 I'm quite **independent**.

- |             |            |            |
|-------------|------------|------------|
| 1 kind      | 2 friendly | 3 patient  |
| 4 expensive | 5 known    | 6 polite   |
| 7 visible   | 8 healthy  | 9 well     |
| 10 fair     | 11 lucky   | 12 correct |

### 2 Agree with these sentences. Use an adjective from Exercise 1 or its opposite.

- A:** I didn't recognise any of the actors in that film.  
**B:** They were all unknown, I think.
- A:** Dad never waits for me!  
**B:** You're right. He's very \_\_\_\_\_.
- A:** Mum's still in bed!  
**B:** I know. She's feeling really \_\_\_\_\_.
- A:** It's important to wear bright clothing on a bike at night.  
**B:** Yes, you need to be \_\_\_\_\_ to drivers.
- A:** We have to be home at 10.30. That's so early!  
**B:** Yeah. It's really \_\_\_\_\_.
- A:** I can't believe you found your phone!  
**B:** I know. I'm so \_\_\_\_\_.
- A:** The last question in the homework was hard!  
**B:** Yes! I got the same answer as you, but Mrs Thomas said it was \_\_\_\_\_.

### 3 Work with a partner. Turn to page 120.

1 Read the two online profiles. Which person is most like you? Why?



	USERNAME	Snowy
	AGE	15
	COUNTRY	UK/USA
	MEMBER SINCE	January 2018
	NUMBER OF POSTS	79

I'm Tom, but my online name is Snowy – my hair is very blonde! I'm British, but I'm living in the USA right now because my parents are working here. I go to Carson High School in Boston.

I think I'm quite intelligent and very friendly. Some people disagree, of course! I'm really into music and I play the guitar. I practise every day and I'm starting to write my own songs. You can hear a few of them online.



	USERNAME	Vogue
	AGE	16
	COUNTRY	Australia
	MEMBER SINCE	March 2018
	NUMBER OF POSTS	349

My name's Felicity, but everyone calls me Flic. I'm from Australia. My hobbies are fashion, fashion and fashion – especially from the 1970s and 80s. Oh, and I also love music. I'm learning to play the drums at the moment. They're really loud.

I'm fairly confident, but sometimes I'm a bit careless with my school work. My friends say I'm cheerful and friendly but I know that I can sometimes be impatient. I'm trying to change!

2 Read the Prepare to write box. Which phrases do Tom and Felicity use in their profiles?



PREPARE TO WRITE

An online profile

In an online profile:

- introduce yourself: *I'm ... , My name's ... , I'm from ...*
- say what kind of person you are: *(I think) I'm very/quite ... , My friends say I'm ... , I can sometimes be ...*
- talk about your hobbies and interests: *I'm interested in ... , I'm (really) into ... , My hobbies are ...*
- say what you're learning at the moment: *At the moment I'm ... , Right now I'm ...*



4 Look at the highlighted adverbs in the profiles. Add them to the table.

Make adjectives weaker	Make adjectives stronger
<i>quite</i>	

5 Complete the sentences for you.

- |                           |                          |
|---------------------------|--------------------------|
| 1 I'm very ...            | 4 My friends say I'm ... |
| 2 I'm fairly ...          | 5 I think I can be       |
| 3 Sometimes I'm quite ... | a bit ...                |

6 Make notes for your online profile. Use the ideas to help you.

- |                  |                                     |
|------------------|-------------------------------------|
| • my name        | • hobbies and interests             |
| • facts about me | • things I'm learning at the moment |
| • what I'm like  |                                     |

3 Look at the underlined verbs in the profiles. What verb form do Tom and Flic use for:

- 1 their likes and dislikes, and things they do regularly?
- 2 things they're doing at the moment?



7 Write your online profile.

- Use the plan and phrases in the Prepare to write box.
- Use adverbs to make adjectives stronger and weaker.
- Write about 80 words.
- Remember to check your spelling and grammar.



# 2

# IN FASHION

## ABOUT YOU

01 Watch the video and then answer the questions.

- What are you wearing today?
- What fashions do you like?
- Which colours or clothes look good on you?

## VOCABULARY Clothes: adjectives

04 **1** Look at the photos. Who are the people and what are they wearing? Then listen and check.

05 **2** Listen to an interview with three teenagers. Are they talking about:

- a what's fashionable at the moment?
- b what clothes they might buy?
- c what they like wearing?

05 **3** Read the questions. Then listen again and write A (Ashley), M (Molly) or L (Luke).

- 1 Whose clothes are **comfortable**?
- 2 Whose jeans are **skinny**?
- 3 Who is wearing something **brand new**?
- 4 Who doesn't wear **smart** clothes?
- 5 Who isn't interested in **trendy** clothes?
- 6 Who is very **well-dressed** today?

**4** Match the adjectives to their opposites in Exercise 3. How many adjectives can you match to each photo?

badly-dressed	casual
loose-fitting	second-hand
uncomfortable	unfashionable

*badly-dressed – well-dressed*

**5** Discuss the questions.

- 1 What do you like wearing? What types of clothing do you never wear? Why?
- 2 Do you generally prefer smart or casual clothes? Why?
- 3 How important is it for you to wear trendy clothes?



# FASHION and MUSIC



Before the mid-1950s, there was no such thing as **youth culture**. Most young people wore the same fashions as their parents, and they listened to the same kind of music. But that all changed with the arrival of rock 'n' roll.



It started with the 1954 song *Rock Around the Clock* by Bill Haley and the Comets. Although the older generation didn't understand rock 'n' roll, teenagers fell in love with it straight away. It was a new sound – lively and exciting – and with it came new fashions in **clothing**. Young men wore smart suits with skinny ties, like the popular singers Buddy Holly and Elvis Presley. Young women liked groups such as The Supremes, and they wore loose-fitting skirts which looked great when they danced.

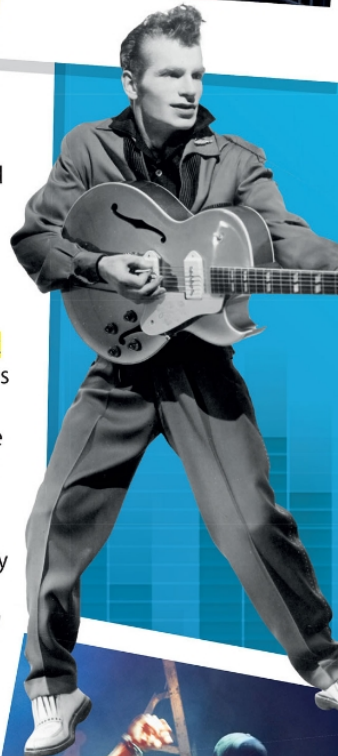
In the 1960s, rock bands like The Rolling Stones became symbols of the growing youth culture. Young women wore very short 'mini skirts' – the older generation was shocked! The mid-1960s to the mid-70s was the hippie era. Young hippies were interested in peace and love, and they listened to The Beatles, Dusty Springfield and Joni Mitchell. Men and women alike had long hair and wore flowery clothing and sandals.

The punk music of the late 70s was loud and angry, and the **trends** matched the music. Punks wanted to shock people.

They dressed in second-hand clothes, which they often **tore** to look more individual, and their hairstyles were colourful and **messy**. Teenagers were into bands like The Clash and singers like Debbie Harry and Patti Smith. In the 1980s, long curly hair and bright colours were trendy, and people listened to Michael Jackson, Madonna and U2.

By the 1990s, teens were in love with the **look** and sound of singers like Britney Spears. It was also the decade of 'boy bands' and 'girl bands' – the Backstreet Boys and the Spice Girls were 'top of the pops'. Black American music called hip hop became popular internationally. Hip hop stars wore tracksuits, gold rings and necklaces, and they sang about having money and driving expensive cars.

Today, people are interested in the styles of their favourite YouTubers and tunes by superstar DJs like Calvin Harris. Hollywood actors or bestselling singers such as Taylor Swift and Ed Sheeran are also popular. There are dozens of genres of rock and dance music and, thanks to the internet, music and clothing fashions are here today and gone tomorrow.



## READING

1 How many bands and singers from the last century can you name? Read the article quickly. Does it mention any of them?

2 Read the article again. Choose the correct answers.

- Before the 1950s, teenagers  
A didn't listen to music very much.  
B listened to the same music as adults.
- In the 1950s, teenage boys  
A joined rock 'n' roll bands.  
B wore clothes similar to the pop stars.
- In the 1960s,  
A fashions shocked some people.  
B hippies wore mini skirts.
- Punks in the late 70s  
A wore colourful clothing.  
B didn't wear brand new clothes.
- Hip hop singers of the 1990s liked  
A wearing jewellery.  
B wearing smart suits.
- Nowadays, people  
A get their fashion ideas from YouTubers.  
B wear similar clothing to Taylor Swift and Ed Sheeran.

3 Match the **highlighted** words in the article to the meanings.

- fashions or styles
- pulled something in order to break it
- untidy or dirty
- young people in general
- someone's appearance
- what people wear in general



## TALKING POINTS

Why do young people like to dress differently from their parents and grandparents?

Why do you think people choose to dress like music stars?

# GRAMMAR

## Past simple

1 Read the examples and complete the rules with words from the box.

- 1 They **listened** to the same kind of music.
- 2 They **didn't understand** rock 'n' roll.
- 3 What **did** they **wear**?

did    didn't    -d or -ed

We use the past simple to talk about finished past actions and states.

- a Regular verbs end with \_\_\_\_\_ in the affirmative, but a lot of common verbs are irregular.
- b We form negative sentences with \_\_\_\_\_ + infinitive.
- c We form questions with \_\_\_\_\_ + infinitive.

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2 Choose the correct words.

- 1 I *choosed* / *chosed* some new shoes for the party.
- 2 I *heard* / *heared* the new Harry Styles single.
- 3 My sister and I *enjoyed* / *enjoied* shopping last Saturday.
- 4 Did you *get* / *got* any new clothes?
- 5 He *read* / *red* the lyrics of the songs before he *sung* / *sang* them.
- 6 I didn't *met* / *meet* your friends at the concert.
- 7 When did you *go* / *went* shopping?
- 8 We *planned* / *planed* to go to a concert in Hyde Park but they cancelled it.

3 Complete the sentences about you. Use the past simple positive or negative form of the verbs.

- 1 I \_\_\_\_\_ (wear) jeans yesterday.
- 2 I \_\_\_\_\_ (get) clothes for my last birthday.
- 3 My parents \_\_\_\_\_ (buy) the clothes I'm wearing.
- 4 My family and I \_\_\_\_\_ (watch) TV last night.
- 5 My best friend \_\_\_\_\_ (text) me this morning.
- 6 We \_\_\_\_\_ (go) shopping last weekend.
- 7 I \_\_\_\_\_ (have) a music lesson last week.
- 8 I \_\_\_\_\_ (see) my friends last weekend.

4 Complete the conversation with the past simple form of the verbs.

- A: Hey, where <sup>1</sup> \_\_\_\_\_ (you / get) that T-shirt? It's really cool!
- B: My brother <sup>2</sup> \_\_\_\_\_ (give) it to me for my birthday.
- A: I really like it. Where <sup>3</sup> \_\_\_\_\_ (he / find) it?
- B: Well, he <sup>4</sup> \_\_\_\_\_ (not find) it exactly. He <sup>5</sup> \_\_\_\_\_ (design) it.
- A: Really? How <sup>6</sup> \_\_\_\_\_ (he / do) that?
- B: He <sup>7</sup> \_\_\_\_\_ (use) this app called UTme, on his phone. He <sup>8</sup> \_\_\_\_\_ (take) a photo and then added the colours and the writing. He <sup>9</sup> \_\_\_\_\_ (show) me the app. It's really cool.
- A: Wow! I <sup>10</sup> \_\_\_\_\_ (not know) you could do that. Can you show me the app?



5 Make questions about last weekend.

- 0 what / you / do / last weekend?  
*What did you do last weekend?*
- 0 you / go / shopping?  
*Did you go shopping?*
- 1 which friends / you / meet?
- 2 you / play / any sports?
- 3 what / watch / on TV?
- 4 you / go / to bed late?

6 In pairs, ask and answer the questions in Exercise 5.

- A: *What did you do last weekend?*  
B: *We went to London.*  
A: *Did you go shopping?*  
B: *Yes, we did. / No, we didn't.*

## VOCABULARY Adverbs

1 We can form adverbs from adjectives. What are the adjective forms of the adverbs in the examples?

- 1 Hip hop became popular **internationally**.
- 2 He shouted at us **angrily**.
- 3 You need to work **hard**.

2 Complete the table with adverbs from the adjectives in the box.

amazing	bad	careful	early
fast	good	healthy	heavy
honest	lazy	lucky	polite
quick	rude	serious	

+ -ly	y + -ily	Irregular adverbs
<i>amazingly</i>		

3 Complete the sentences with adverbs formed from the adjectives.

- 1 The sisters were chatting \_\_\_\_\_ (happy).
- 2 She was late, so she was walking \_\_\_\_\_ (fast).
- 3 You mustn't talk \_\_\_\_\_ (loud) in the cinema.
- 4 My grandma is old. She walks quite \_\_\_\_\_ (slow).
- 5 What did he say? He's talking very \_\_\_\_\_ (quiet).
- 6 I'm studying \_\_\_\_\_ (hard) for the exam.
- 7 He plays the piano really \_\_\_\_\_ (good).
- 8 Alana won the tennis match \_\_\_\_\_ (easy).

4 >> Work with a partner. Turn to page 120.



## LISTENING

- 1 Look at the photo. What do you know about The Beatles? What are they wearing in this photo?



- 2 Listen to a conversation between Sara and her grandma. What does Sara's grandma talk about?



- a her favourite band from the 1970s  
b music and fashion in the 1960s  
c women's clothes fashions in the 1960s

- 3 Listen to the first half of the conversation again. Choose the correct answers.

- 1 People *watched* / *didn't watch* colour TV in the 1950s.
- 2 Sara's grandma *listened to* / *didn't listen to* pop music in the 1960s.
- 3 Sara's grandma watched The Beatles play *on TV* / *at a concert*.
- 4 Sara's *dad* / *grandma* still plays The Beatles' *Abbey Road* album.

- 4 Listen to the second half of the conversation again. Complete the sentences. Listen again and check.

beards    blue    dresses    hair    jacket  
jeans    loose-fitting    necklaces    tights

- 1 Grandma's \_\_\_\_\_ jacket matches Sara's \_\_\_\_\_.
- 2 Girls wore short \_\_\_\_\_ and colourful \_\_\_\_\_ in the 1960s.
- 3 By the end of the 1960s, the fashion for men was for long \_\_\_\_\_, \_\_\_\_\_ and colourful, \_\_\_\_\_ clothes.
- 4 Grandma made her own \_\_\_\_\_.



## SPEAKING

### Talking about yourself

- 1 Discuss the questions.

- 1 Do you enjoy shopping for clothes? Why? / Why not?
- 2 Who do you usually go shopping with?
- 3 What do you usually buy?

- 2 Choose the correct words to make questions.

- 1 What clothes *do you like* / *you like* wearing?
- 2 How often *you buy* / *do you buy* new clothes?
- 3 Where *do you usually* / *you do usually* buy your clothes?
- 4 How much *are* / *do you* spend on clothes?

- 3 Listen to Harry answering the questions in Exercise 2 and make notes on his answers.

- 4 Listen again to Harry answering the questions and complete Harry's sentences. Listen again and check.

- 1 I \_\_\_\_\_ jeans always look good.
- 2 I don't go shopping \_\_\_\_\_.
- 3 I \_\_\_\_\_ shopping in department stores because the clothes are too expensive.
- 4 I \_\_\_\_\_ spend more when I get money for my birthday.

- 5 Read the *Prepare to speak* box. Then listen again. Which phrases does Harry use?



### PREPARE TO SPEAK

#### Talking about yourself

When you answer questions:

- use the present simple and adverbs of frequency to talk about habits: *I usually ...*, *I always ...*, *I often ...*
- add reasons for your answer: *because ...*
- talk about your likes and dislikes: *I like ...*, *I don't like ...*, *I really like ...*
- give your opinion: *I think ...*, *I don't think ...*

- 6 Ask and answer the questions in Exercise 2. Use phrases from the *Prepare to speak* box.

# CULTURE

## TRADITIONAL CLOTHES

### 1 Discuss the questions.

- 1 What four countries are part of the United Kingdom?
- 2 What are the nationalities of those four countries?
- 3 How do you think people dress in those countries? Do you know of any traditional clothes from the United Kingdom?

### 2 Read the text. Match photos A-D to countries in the UK.



## UK CULTURE

## Traditional clothes

In many countries there are traditional clothes that people wear for special occasions, such as national holidays and popular folk festivals. The United Kingdom includes four different countries – England, Wales, Scotland and Northern Ireland – and each country has its own history and special **customs**.

One of the most traditional items of clothing in the UK is the kilt. There are many versions, but the most famous ones are the kilts that men wear in Scotland on special occasions. Traditional Scottish kilts are made with five metres of tartan, which is a **fabric** with vertical and horizontal lines in different colours. Many Scottish families have a tartan with their own special colours. At the front of their kilts, Scottish men usually wear a small bag called a sporran to carry money and personal **items**. Scottish women wear a tartan skirt with a blouse and a tartan cloth on their shoulders called a shawl. They may also wear tartan dresses.

In Wales, some women wear a traditional costume on important **occasions**, such as St David's Day, on 1st March. On those special days, many women wear a long dress with a red shawl over their shoulders. However, the most unusual part of the costume is a tall, black hat. It looks like the very formal hats that men wore in the past. Welsh men haven't got a special costume for festivals, but they often wear old-fashioned trousers called breeches.



England hasn't got a national folk costume, but some people wear special clothes for traditional events, such as Morris dancing shows. Morris dancers can wear many different things, but they typically have white or black trousers or breeches. Some people also wear hats and short jackets called waistcoats, with long, colourful ribbons that move when they dance. It's quite **spectacular**!

In Northern Ireland, traditional Irish step dancing is very popular, and the dancers usually wear special clothes for their **performances**. Women and girls typically wear a short dress so they can kick up their feet quickly and easily. They sometimes wear tights on their legs, especially when the weather is cold. Men and boys usually wear simple clothes to step dance, such as black trousers, a shirt and a colourful jacket.





**3** Are the sentences true or false? Correct the false sentences.

- 1 The kilt is traditionally a clothing item for Scottish men.
- 2 A sporran is a cloth that woman wear on their shoulders.
- 3 Welsh men and women wear tall black hats for special events.
- 4 Breeches are trousers that some men wear to festivals.
- 5 There's an official costume for all Morris dancers in England.
- 6 Irish women must wear tights when they do step dancing.

**4** Match the **highlighted** words in the text to the meanings.



- 1 material for making clothes
- 2 very exciting to see and watch
- 3 special days or moments
- 4 normal habits in a culture
- 5 things or objects
- 6 shows for an audience

**5** Look at the guards in the photos. What are they wearing? Where do you think they work?



**8** Read the *Useful language* phrases. Complete them with the words in the box.

collar	costumes	custom
dark	decorations	occasions



## USEFUL LANGUAGE

### Talking about traditional clothes

- 1 People wear traditional \_\_\_\_\_.
- 2 This is a very important \_\_\_\_\_ in my country.
- 3 They wear \_\_\_\_\_ blue trousers.
- 4 The coat's got lots of gold \_\_\_\_\_.
- 5 For important \_\_\_\_\_ the (Beefeaters) wear (the state dress uniform).
- 6 There's a big \_\_\_\_\_ at the top of the coat.

## PROJECT

*A poster about traditional clothes*

Create a poster about traditional clothes where you live. Use the questions below to help you.

- What festivals do people celebrate where you live?
- Do people wear special clothes on those occasions?
- What do those clothes look like? Are they popular?
- Are there any unusual uniforms where you live?
- Who wears those uniforms? What do they look like?

Present your poster to the class.



**6** Listen to a presentation about the Beefeaters. Match the names of the uniforms to the photos.



- 1 state dress uniform
- 2 undress uniform



**7** Listen again and answer the questions.



- 1 Where can tourists usually see Beefeaters?
- 2 How long ago were the Beefeaters established?
- 3 Why are these special guards called Beefeaters?
- 4 When do the Beefeaters wear the two uniforms?
- 5 What colours are these parts of the state dress uniform?
  - a collar
  - b stockings
  - c bonnet



**02 NOW WATCH THE CULTURE VIDEO**

# 3

## MY WAY OF LIFE

### ABOUT YOU

- 03 Watch the video and then answer the questions.  
 When did you learn to walk and talk?  
 How old were you when you learned to swim?  
 What are the most important events in a person's life?



### VOCABULARY Life events

1 Match six of the phrases to the photos.

- EP be born    get a degree    get a driving licence    get a job    retire    get married    go to university  
 have children    leave home    leave school    move home    start school    vote

2 Put the life events in Exercise 1 in order. There is more than one possible answer. Then compare your answers.

3 Read the quiz. Which four events in Exercise 1 are not mentioned in the questions?

## Around the world: Age and events

1 In England, children usually start school when they are \_\_\_\_\_.  
 A 4    B 5    C 6

2 In Belgium and Germany, students cannot leave school before they are \_\_\_\_\_.  
 A 14    B 16    C 18

3 In some states in the USA, the youngest age you can get a driving licence is \_\_\_\_\_.  
 A 14    B 16    C 17

4 In England, around \_\_\_\_\_% of young people go to university. About 6% of these students leave university before the end of their course and don't get a degree.  
 A 33    B 43    C 53

5 In almost all European countries, \_\_\_\_\_ leave home before \_\_\_\_\_.  
 A men, women    B women, men

6 In the UK, children of \_\_\_\_\_ are allowed to get a part-time job.  
 A any age    B 13 or over    C 16 or over

7 In \_\_\_\_\_, the average age at which women and men get married is 33.  
 A Spain    B India    C Japan

8 In Brazil you can vote in elections from the age of \_\_\_\_\_.  
 A 16    B 18    C 21

13 4 Listen and choose Charlie's answers to the quiz.

5 >> In pairs, choose *your* answers to the quiz. Then check your answers on page 120. Did you get more points than Charlie?

6 Look at the events in Exercise 1 again. Make six sentences with *I want to ...*.  
*I want to leave home before I'm 25.    I want to retire before I'm 40!*

7 Discuss the questions.

- When can you leave school in your country?
- At what age can you get a job?
- How old do you have to be to get a driving licence?
- What do you think is the best age to get married?
- Is it important to go to university and get a degree? Why? / Why not?
- Which of your relatives have retired?



# Is teenage life better now than in the past?

**Simon** Everything is so different from when I was a teenager. Technology is the greatest change. I had a computer – but only for games, really. And I remember my dad's first mobile phone in the car – it was **huge**! But the internet and smartphones changed teenage life forever. *We* wrote letters; *they* are texting each other all day. We bought a few CDs every month; *they've* got almost every song in the world – in a **tiny** device in their pocket! When we moved home, we often never **saw** old friends again. Now it's simple to stay in contact with anyone, anywhere. To me, teenage life looks more exciting than it was.

Not everything is positive, of course. I don't think teenagers now are as healthy as we were in the past. They don't do enough exercise. Without technology, we were more active and spent a lot of our free time outside. Roads were safer, of course, but it's **unbelievable** to think that often our parents didn't have any idea where we were!



**Emily** Yes, technology makes our lives easier and is now essential for entertainment and school. But it brings problems too – the worst are **awful** things like bullying on social media ...

My problem is that teenage life is too busy now. On weekdays, as well as normal lessons, there are clubs at lunchtimes. Then after school on Mondays I have Spanish lessons, trumpet on Wednesdays and our band practises on Fridays. And weekends are just not long enough! On Saturday there's yoga club and on Sunday we often see relatives. Then there's homework, of course. Sometimes I'm **exhausted** on Sunday evenings!

The future will be harder for us, too. And I get worried about that. My friends and I feel the most important thing is to get a good degree – or we won't be able to leave home and get a job. And that means we have to get good marks in everything now. It's stressful.

I think my parents' teenage years were more **relaxed** than ours are today.



## READING

- 1 Read the article quickly. Who thinks teenage life ...
 

1 is better now?	2 was better in the past?
------------------	---------------------------
  
- 2 Read the article again. Choose the correct answers.
 

1 When Simon was a teenager,	A his dad owned a computer and a mobile phone.
	B he owned a computer.
	C he played games on his dad's phone.
2 Simon thinks that before the internet	A teenagers spent a lot of money on music.
	B it was hard to stay friends with people you didn't see.
	C teenagers enjoyed writing letters.
3 Why does Simon think that teenagers spent a lot of time outside?	A because their parents weren't worried about them
	B because the roads weren't as dangerous
	C because phones and computers didn't exist
4 Emily thinks that teenagers	A need technology for their school work.
	B shouldn't use social media.
	C aren't as happy as they were.
5 During the week, Emily	A has extra music and language lessons.
	B never has time for lunch.
	C doesn't do any sport.
6 Why does Emily think she has to go to university?	A because her friends want to go
	B because jobs will be harder to find in the future
	C because she always gets good marks at school

- 3 Match the **highlighted** words in the text to the meanings.

- |   |                            |
|---|----------------------------|
| 1 | difficult to think is true |
| 2 | calm and not busy          |
| 3 | very tired                 |
| 4 | very bad                   |
| 5 | very small                 |
| 6 | very big                   |

## TALKING POINTS

How was your parents' teenage life different from yours?  
 What problems can modern life bring for teenagers?

# GRAMMAR

## Comparatives and superlatives

- 1 Complete the table with the correct comparative and superlative adjectives. Check your answers in the article on page 21.

Adjective	Comparative	Superlative
<b>one-syllable adjectives</b>		
big	bigger	the biggest
great	greater	1 _____
safe	2 _____	the safest
<b>two-syllable adjectives with -y</b>		
easy	3 _____	the easiest
<b>other two-syllable and longer adjectives</b>		
important	more important	4 _____
<b>irregular adjectives</b>		
good	5 _____	the best
bad	worse	6 _____
far	further	the furthest

- 2 Read the examples. Then complete the rules with *comparative* and *superlative*.

- Teenage life looks **more exciting** than it was.
- Technology is **the greatest** change.

We often use:

- than* after \_\_\_\_\_ adjectives.
- the* before \_\_\_\_\_ adjectives.

- 3 Complete the facts with the comparative or superlative form of the adjectives. Remember to use *than* or *the*.

IT'S A

**FACT!**

- \_\_\_\_\_ (old) woman in the world lived until she was 122.
- The university with \_\_\_\_\_ (large) number of students, over four million, is in Delhi, India.
- The average US teenage boy is 4 kg \_\_\_\_\_ (heavy) he was 25 years ago.
- Research says that Norway is \_\_\_\_\_ (happy) country in the world and also one of \_\_\_\_\_ (good) countries for children to grow up in.
- Homes in Hong Kong, China, are now \_\_\_\_\_ (expensive) in any other city in the world.
- \_\_\_\_\_ (young) age at which people can vote in Scotland is 16.
- The north of England is generally \_\_\_\_\_ (cheap) the south of England.

## not as ... as

- 4 Read the example and choose the correct option.  
Teenagers **aren't as healthy as** they were in the past. (= *they were healthier in the past*)

We use *not as ... as* to say that people or things are *the same / not the same*.

### GRAMMAR REFERENCE AND PRACTICE PAGE 140

- 5 Compare the people and things with *not as ... as*. Use the adjectives in the box or your own ideas.

comfortable hard old serious untidy

- English / maths *English isn't as hard as maths.*
- children / adults
- you / your best friend
- your dad / your mum
- you / one of your relatives

- 6 Correct the mistake in each sentence.

- They live in a house bigger than us.
- My mum is more relaxed that my dad.
- Coffee is the more popular drink in the UK.
- This area is more quiet than the city centre.
- My most happiest time was when I lived abroad.
- I'm not as taller as you.

## VOCABULARY

### too, enough, not enough

- 1 Read the examples and choose the correct options. Then match the rules to the sentences.

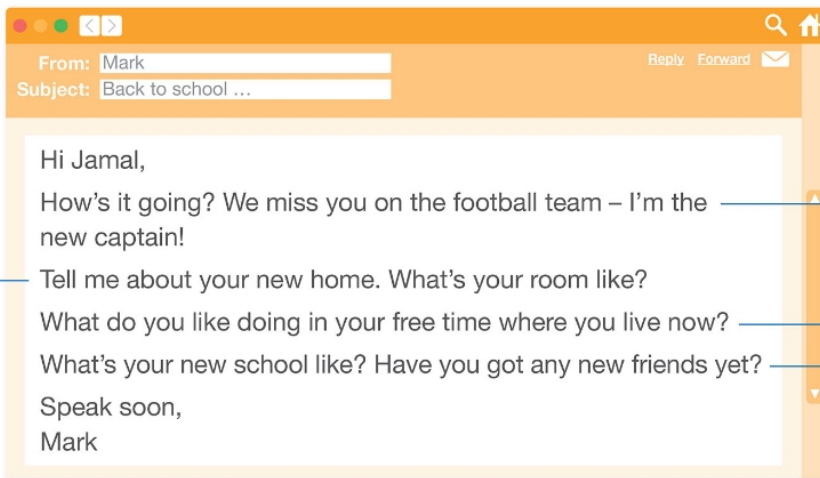
- Weekends are just not **long enough!**
  - They don't do **enough exercise.**
  - Teenage life is **too busy** now.
- We use **too** before / after adjectives or adverbs to mean 'more than is necessary, possible, etc.'.
  - We use **enough** before / after adjectives or adverbs to mean 'as much as is necessary'.
  - We use **enough** before / after nouns.

- 2 Write replies. Use *too* or *enough* and the words in brackets. Be careful with the position of *enough*.

- A: Did you buy the trainers?  
B: No. They weren't \_\_\_\_\_ (big). They felt \_\_\_\_\_ (tight).
- A: Why didn't you do the homework?  
B: I didn't have \_\_\_\_\_ (time) and I was \_\_\_\_\_ (tired).
- A: Are you getting a new laptop?  
B: Yes. Mine is \_\_\_\_\_ (slow) and it hasn't got \_\_\_\_\_ (memory).

- 3 Turn to page 120.

1 Read the email Jamal received from his friend Mark and the notes he made. What did Jamal do recently?



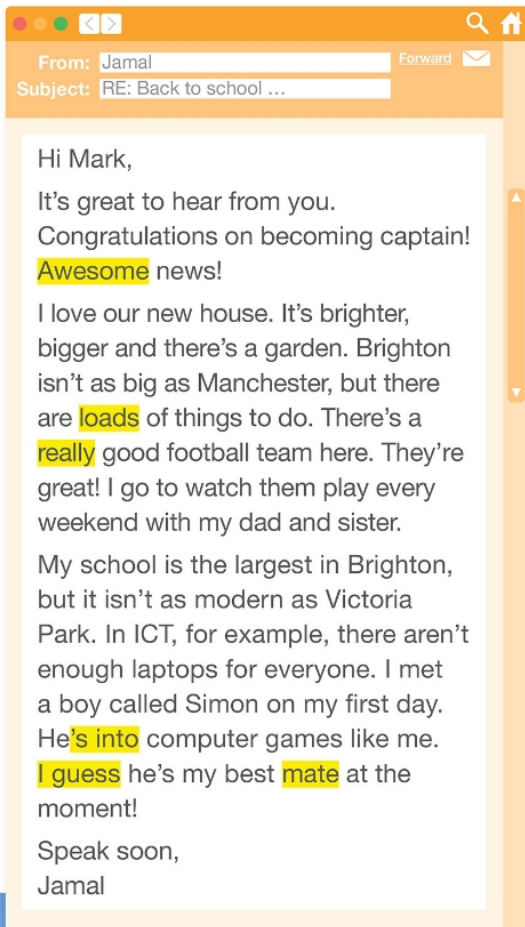
Say congratulations.

Explain ...

Tell Mark about Simon.

Describe ...

2 Read Jamal's reply. Does Jamal answer all of Mark's questions?



3 Read the *Prepare to write* box. Which phrases does Jamal use to begin and end his email?



**PREPARE TO WRITE**

**An informal email (1)**

**In informal emails:**

- use an informal phrase to begin your email: *Hi ... , Hello ... , It's great to hear from you*
- use short forms: *it's, he's, I'll*
- use informal words and expressions: *Great!, loads of things, He's into ... , I guess ...*
- use an informal phrase to end your email: *Love, Write soon, Speak soon, See you soon*

4 Find six different short forms in Jamal's email.

5 Rewrite the sentences using short forms.

- 1 He is really nice and we are good friends.
- 2 How is school? I hope you are getting on well.
- 3 I am getting to know everyone and they are all really friendly.
- 4 We have got tickets and we are going to a game together.

6 Match the highlighted informal words and phrases in Jamal's email to the meanings.

- |           |             |          |
|-----------|-------------|----------|
| 1 I think | 3 likes     | 5 friend |
| 2 very    | 4 very good | 6 a lot  |

7 Imagine you have moved to a new town and started a new school. Read Mark's email again and plan your reply. Use Jamal's notes in Exercise 1 to help you.

8 Write your email to Mark.

- Use the phrases and tips in the *Prepare to write* box.
- Write about 100 words.
- Remember to check your spelling and grammar.

