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01

Looking good

Proms

are formal dances organised in the US for high school seniors before graduation. This marks an important milestone in a young person's life. It is estimated that parents usually spend between \$800 and \$1,200 on a prom-going teen. Proms have also taken off in the UK. Although the teens who participate are often younger than their American peers, the financial investment, including limousines and the perfect dress, is similar.

Operation Prom

is a non-profit organisation that helps low-income American families and teens attend prom. Founded in 2005 and staffed completely by volunteers, the organisation not only provides suits and dresses, but also mentoring services and fashion and sewing classes. To receive aid, the student must be in good academic standing, demonstrate financial need and have a recommendation from their guidance counsellor.

- VOCABULARY** Appearance, clothes, footwear and accessories, fashion
- GRAMMAR** Present Simple and Continuous, state and action verbs, articles
Use of English > page 184
- SPEAKING** Participating in conversations
- WRITING** An informal email

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.

- 1** What do you think the people in the photo are celebrating? *the end of the school year/their exams*
- 2** 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.

- 1** How much does the average US family spend per child on prom night? *nearly \$1000*
- 2** Why are attitudes to prom night changing in the US? *because prom night is too expensive and not relaxed enough*
- 3** Why are proms becoming more popular in the UK these days? *probably because of the influence of American film and TV culture*

4

Grammar video

Lesson 1A



ITN Documentary video

Lesson 1D



Communication video

Lesson 1F



Present Simple and Present Continuous

3 In your notebook, 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. **e**
- 2 I think smart clothes are OK. **c**
- 3 Preparations often cost a fortune. **a**
- 4 No one is worrying about grades tonight. **d**
- 5 Prom nights are becoming more common in the UK. **f**
- 6 I usually dress casually. **b**

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

Grammar Reference and Practice > page 162

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. Write the answers in your notebook.

- 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 In your notebook, 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 (know) how you feel.

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

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

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

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

Alice Really?

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

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


6 Find four of the phrases from the box in the text on page 4. In your notebook, complete the sentences with the phrases from the box.

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

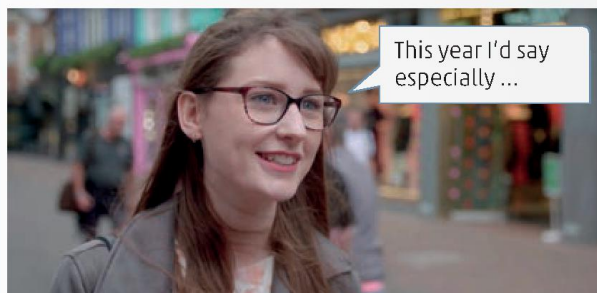
- 1 Oh no! I'm the only person not wearing a suit. I'm totally underdressed.
- 2 Oh dear! Everyone else is wearing jeans and I'm in a dress. I'm completely overdressed.
- 3 These formal clothes are OK but I still prefer to dress casually.
- 4 I only get dressed up for weddings and funerals.
- 5 It's a shame nobody is dressed up as super heroes.
- 6 OK, it's 11 a.m. and I'm still in bed. I suppose I should get up, get dressed and get going.
- 7 I was so tired after the prom I didn't get undressed 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 well-dressed person.

7 **SPEAKING** Use the phrases from Exercise 6 to make three true sentences and one false one about yourself.

ACTIVE GRAMMAR

 1 In groups, ask and answer the questions. Then report your findings to the rest of the class.

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




I can use Present Simple and Present Continuous to talk about habits and temporary situations.

5

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book p. 162
- Workbook pp. 2–3
- Photocopiable resource 1: Party night, p. 320

- Extra digital activities: Grammar Checkpoint 1A
-  **Grammar video** Video Worksheet 1A Active Grammar Plus, Workbook p. 132

REFERENCES

- Video script p. 211

ASSESSMENT

- Grammar Quiz 1A

1B VOCABULARY | Appearance

Exercise 1

Suggested answers

Clothes: anorak, blouse, boxer shorts, bra, cardigan, coat, dress, hoody, jacket, jeans, jersey, jumper, kilt, parka, pyjamas, raincoat, shirt, shorts, skirt, socks, sweatshirt, tights, top, tracksuit, tracksuit top/ bottoms, T-shirt, underwear
Footwear: boots, flip-flops, shoes, slippers, sneakers, trainers
Accessories: belt, bracelet, chain, earrings, glasses, gloves, handbag, hat, necklace, scarf, sunglasses, tie/bow tie, woolly hat

Exercise 2

Ashley Graham is unique because she's the most famous plus-size model in the world. Tinie Tempah is unique because his style is very flexible.

Ashley Graham

is an American plus-size model. Despite her initial struggle for recognition, she is now one of the world's highest-earning models. She uses her position and popularity to encourage body positivity.

Size zero models

are female models who can fit into the smallest size: 0 in the US, 4 in the UK and 32 in Europe. They often achieve this through very restrictive diets leading to serious health problems, such as anorexia. This has been a matter of controversy for several years, with accusations that it presents a misconception of what is normal in terms of a female body.

Tinie Tempah

is a British singer, songwriter and rapper. He is challenging people's expectations when it comes to rappers: he is not tattooed and muscular; he dresses smart and enjoys foreign cinema.

1 THINK BACK Work in pairs. Add as many words as you can to these categories. Write your ideas in your notebook.

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. Write the answers in your notebook.

bow tie 13 faded/ripped jeans 6 fake fur jacket 2
 high-heeled shoes 5 loose-fitting dress 3
 matching handbag 1 nylon jacket 7
 plain white shirt 12 trainers 9 shiny suit 10
 sunglasses 14 T-shirt with a logo on it 8
 tight trousers 11 wide leather belt 4

4 In your notebook, add the highlighted words from the texts to these categories.

Materials: cotton, denim, gold, linen, silk, wool, fur, leather, nylon.

Patterns: checked, striped, plain, with a logo on it.

Shape: baggy, narrow, loose-fitting, tight, wide.

Other: full-length, casual, designer, matching.

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

Ashley: well-built, full figure, wide hips, straight hair, stunning, glamorous, elegant, stylish
 Tinie: slim, handsome, curly hair, fashionable

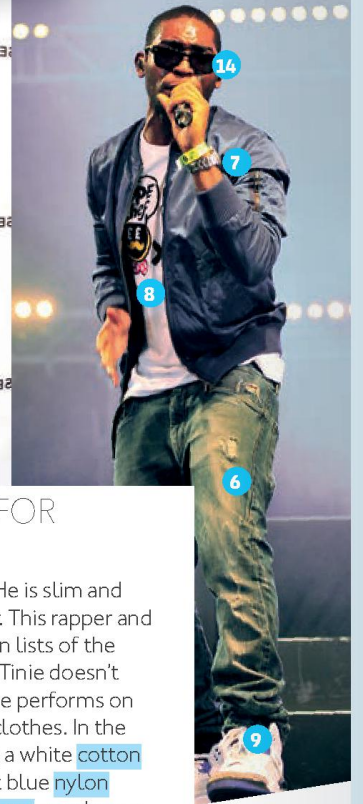
7 SPEAKING In pairs, look at the photos of style icons and follow the instructions. Student A go to page 180. Student B, go to page 183.

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!

I can talk about physical appearance and clothes.

EXTRA ACTIVITY IN CLASS

Do this activity after Exercise 7. Put students in new pairs and ask them to describe the photos using vocabulary from Exercises 3 and 6. You could also ask them to look for similarities and differences in the people's appearance.

FURTHER PRACTICE

- Workbook p. 4
- Photocopiable resource 2: *Sketch artists*, p. 321
- Extra digital activities: Vocabulary Checkpoint 1

NEXT CLASS

Students look for examples of extreme changes in celebrities' appearance (e.g. for a role, concert or video clip). They make notes and, if possible, bring a photo showing these changes.

ASSESSMENT

- Vocabulary Quiz 1

MARGOT ROBBIE



JARED LETO



BEFORE & AFTER



Margot Robbie

(1990–) is an Australian actress. She was cast in two feature films, *I.C.U.* and *Vigilante*, and later landed the role of Donna Freedman in the Australian soap opera *Neighbours*. In 2011 she moved to Hollywood. Her first big screen role was in the film *About Time* (2013), but it was likely her role in *The Wolf of Wall Street* (2013) that catapulted her to fame.

Jared Leto

(1971–) is an American actor, singer, songwriter and director. He was born in Mississippi and began his TV acting career in the early 1990s, eventually landing a lead role on *My So-Called Life* (1994). The films he has been in since include *Fight Club* (1991), *Requiem for a Dream* (2000), *Suicide Squad* (2016) and *Blade Runner 2049* (2017). Leto is a method actor, which means that he meticulously researches his roles, including living on the street in preparation for *Requiem for a Dream*. He also gets completely involved in his character, losing or gaining weight to fit the role and remaining in character throughout the shooting.

1C LISTENING AND VOCABULARY

Can your partner guess which one is false?

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

They wear a lot of make-up. They use make-up. They work out/get fit/go to the gym. They cut off/colour/grow their hair. They wear costumes. They use CGI (computer-generated imagery).

- 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? *Blake/Christine*
2 What do you think their jobs are? *make-up artist/actor*

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. Write the answers in your notebook.

- 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 (much) older than she is now.
3 He wants to make Christine's lips look thinner.
4 He enjoys the creative part of his job most of all.
5 Make-up and equipment cost Blake several thousand pounds every year.
6 In the future, Blake would love to do make-up for a film. *(superhero)*

- 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. In your notebook, write seven sentences about people you know using the phrases from Exercise 7.

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 16 should wear make-up.
4 Make-up is not for men.

I can listen effectively and talk about physical appearance.

7

EXTRA ACTIVITIES IN CLASS

- This activity can be done before or after Exercise 1. Using the notes they made at home (and their photos, if they have them) students work in pairs to talk about extreme changes in actors' or other celebrities' appearance.

- After Exercise 9, students choose one of the four statements to write a short paragraph about, explaining why they agree/disagree with it.

FURTHER PRACTICE

- Workbook p. 5
- Photocopiable resource 3: *Backstage*, p. 323

NEXT CLASS

Ask students to think of different professions and the kind of outfits which are associated with them, and make notes.

REFERENCES

- Audio script p. 192

1D READING AND VOCABULARY

Séan Garnier


(1984–) is a French freestyle footballer. When France won the World Cup in 1998, Sean was playing for Auxerre and was on his way up. However, a variety of knee problems caught up with him in 2004 and he had to leave the club. He decided to study to be a coach while he was looking for another professional club. He would also do tricks with his ball outside, which began to draw an audience. By 2006, Sean had realised that this was the direction his career would take. Within just two years, in November 2008, Sean was freestyle world champion. He currently travels the world doing tricks. His videos can be viewed, among other places, on his YouTube channel, which is becoming more and more popular.

- 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.

the power of appearance and stereotypes

- 3**  Read the article again and choose the correct answers. Write the answers in your notebook.

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

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

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

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

- I've got broad shoulders and curly hair.
I'm broad-shouldered and curly-haired.
- I can't decide whether to wear a shirt with short sleeves or long sleeves. *I can't decide whether to wear a short-sleeved or a long-sleeved shirt.*
- I've got pale skin but my best friend has dark skin.
I'm pale-skinned but my best friend is dark-skinned.
- My hair is short, but my friend has long hair.
I'm short-haired but my friend is long-haired.
- My eyes are blue, but my sister's are brown.
I'm blue-eyed but my sister is brown-eyed.

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

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** In groups, read the quotes and say if you agree with them or not. Justify your opinion.

“ It is amazing how complete is the delusion that beauty is goodness.
Leo Tolstoy (Russian writer) ”

“ There are as many styles of beauty as there are visions of happiness.
Stendhal (French writer) ”

“ Everything has beauty, but not everyone sees it.
Confucius (Chinese philosopher) ”




- 8** I can understand the main idea and identify specific details in an article and talk about stereotypes.

EXTRA ACTIVITIES IN CLASS

- Start the class by referring students to their notes and getting them to talk about the different professions and outfits. They could do this in pairs, small groups or as a whole class. Ask them to think about why they think we stereotype certain professions when it comes to appearance. Is this a good thing? Why/Why not?

- After Exercise 4, students write true sentences about themselves using the phrasal verbs from the article.
- This activity can be done at the end of the lesson. Write the following statement on the board: *Modern society pays too much attention to appearance.* Get students to discuss the statement in pairs or groups. What do they think it means? Do they agree? Get brief feedback from the class.

FURTHER PRACTICE

- Workbook pp. 6–7
-  **ITN Documentary video**
Video Worksheet 1D Watch and Reflect, Workbook p. 132

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
- 10 freestyle footballer Séan Garnier, who's disguised to look old for an advert encouraging active lifestyles.

This story shows how you can

- 15 **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 science. But
- 20 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.
- 25 So she **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**

- 30 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
- 35 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

- 40 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

- 50 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.

¹ Science, Technology, Engineering, Mathematics

² Adam and Galinsky, *The Journal of Experimental Social Psychology*

NEXT CLASS

Ask students to interview different people in their family/social circle about fashion trends when they were teenagers: What was in style then? What did young people use to wear? Ask them to make notes and bring in photos if possible.

REFERENCES

- Video script p. 211

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.



1980s fashion

was all about bold, bright clothes, large shoulder pads, exaggerated jewellery and plenty of glitz. Hair was also big and curly, particularly fringe for both men and women, which would be ratted up and covered in hairspray.

1990s fashion

was a continuation of the trends of the 1980s, although it became subtler as the decade wore on. Simpler clothes became popular around the mid-90s, with thrift stores gaining popularity as the place to find a unique outfit.

Dungarees

or overalls (US), were designed and used as work clothes because they offered extra protection. They originated around 1750. Dungarees were often used by slaves, as well as by the poor during the great depression in the 1930s. However, in the 1980s and 1990s, they became very fashionable.

Exercise 2

Examples from the text:

- a** readers' letters, specialises in fashion, fashion shows, fashion magazines, denim dungarees, bright neon colours
- b** Italy and France
- c** a shopping centre
- e** the wheel of fashion, the ideal job, the cool looks of the past/future
- f** the USA, the latest styles, the first thing, the past, the future, the 1990s
- g** a boutique ... the boutique

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. It means that clothes that were fashionable in the past become fashionable again after some time.

Articles

- 2** Study the Grammar box. In your notebook, 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.

- 1 She has won the £100 prize. e
- 2 I'm a sales assistant. d
- 3 The boutique specialises in fashion from Europe. b
- 4 I'm really into clothes. a
- 5 The most important thing to know about fashion ... f
- 6 ... is that it's like a wheel. c
- 7 Dungarees from the 1980s are back in fashion. f
- 8 I'm wearing a leather jacket. The jacket looks great. g

Articles

- a** We use *no article* (∅) with plurals and uncountable nouns to talk about something/someone in general.
- b** We use *no article* (∅) with continents, most countries and cities.
- c** 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.
- d** We use *a/an* with occupations.
- e** 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.
- f** We use *the* with superlatives, ordinal numbers, periods (e.g. the 1980s) and some countries (e.g. the USA).
- g** 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 162

10 I can use articles to talk about general and specific things.

EXTRA ACTIVITY IN CLASS

Lead in to Exercise 1 by asking students to present their findings about fashion trends of the past. Are any of the styles/clothes/accessories in fashion today? Would students wear them? Depending on the size of your class and the time available, this activity can be done in pairs, small groups or as a whole class.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book p. 162
- Workbook p. 8
- Photocopiable resource 4: *Are you a fashionista?*, p. 324
- Extra digital activities: Grammar Checkpoint 1E

ASSESSMENT

- Grammar Quiz 1E

- 3** **1.5** In your notebook, complete the gaps with ∅ (no article), a/an or the. Then listen and check.

They say that ¹ ∅ girls care more about clothes than ² ∅ boys but I think shopping for clothes is ³ the most boring thing in ⁴ the world. Today I'm wearing ⁵ an old pair of jeans and ⁶ a cotton top. ⁷ The jeans were ⁸ a present and ⁹ a friend gave me ¹⁰ the 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 a fashion designer in ¹⁴ the future.

- 4** Work in pairs. In your notebook, complete the sentences with ∅ (no article), a/an or the.

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

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

WATCH OUT!

We pronounce *the* in two ways:

- 1 /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
- 2 /ði:/ – before a vowel.
the ideal job / the only thing / the umbrella

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

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

- 1 Discuss in groups. What is the longest time you have queued for anything? What was it for? Who do you think a fashion victim is? *fashion victim – someone who always wears fashionable things, even if they are uncomfortable or make him/her look bad*
- 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 1.7 3 Listen to the conversation between friends. Which opinion (1-5) in Exercise 2 is not expressed in the recording? *opinion 4*
- 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 In your notebook, 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



- 6 1.8 Study the Speaking box and complete the conversation from Exercise 4 with two or three words in each gap. Write the answers in your notebook. 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 you saying that you only have one jacket?

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

Sam Ah right! Now I ⁴ get it! 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 thing is, it's really my style and I just have to have it! Does that ⁶ make sense?

Pete OK, I see ⁷ what you mean. 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 didn't get that. Did you ⁹ mention a queue?

Pete You're joking, aren't you?

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

Exercise 4

- 1 Because previously she said she wouldn't queue for a long time for any item of clothing and insisted she wasn't a fashion victim, and now she's planning to queue for a very expensive jacket.
- 2 They think she's joking and can't believe she's going to stand in the queue for hours.

SPEAKING | Participating in conversations

When you're speaking	When someone else is speaking
¹ <u>Clarify your message</u> What I mean is ... The thing is, ... Let me put it another way.	⁴ <u>Interrupt politely</u> Excuse me, can I say something? That's true/a good point, but ... Sorry to interrupt but ...
² <u>Hold attention</u> Just a second, I haven't finished. Hold on! Let me finish!	⁵ <u>Ask for repetition</u> Sorry, I didn't get that. Could you say it again? I'm sorry, I missed that.
Check others understand Do you know/see what I mean? Does that make sense? Do you get it?	⁶ <u>Ask for explanation or clarification</u> Do you mean ...? I'm not sure what you mean. Are you saying ...? Did you say/mention ...?
³ <u>Get others to speak</u> What do you think? Tell us what you think. What's your opinion?	Confirm you understand Right, I've got that. Yes, I know/see/get what you mean. Ah right! Now I get it.

- 7 Work in groups. Use the phrases from the Speaking box to discuss these statements.
 - Shopping for clothes is tiring.
 - 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.
 - Girls are more interested in fashion than boys.

I can participate in and maintain a conversation effectively.

11

EXTRA ACTIVITY IN CLASS

After Exercise 7, put students in new groups and get them to discuss the opinions in Exercise 1 using phrases from the Speaking box.

FURTHER PRACTICE

- Workbook p. 9

- 3 Communication video

NEXT CLASS

Ask students to find information online about the Carnival of Venice. They should note down any facts/information they find interesting, to share with the class in the next lesson. You could also ask them to bring a few photos.

REFERENCES

- Audio script p. 192
- Video script p. 211

Fancy dress parties

are occasions when friends get together and dress up according to a particular theme and occur throughout the year in the UK. It is believed that these parties date back to the eighteenth century and masked balls.

The Carnival of Venice

is two weeks of cultural events and street parties in Venice, Italy. Everything centres around the Piazza San Marco and the *Maschera più Bella* (the most beautiful mask) competition, in which contestants vie for a place in the grand finale for best costume. The costumes cover a range of elaborate designs and none is complete without a Venetian mask, closely linked to the city and tradition, with the skill being passed down from generation to generation. An authentic hand-made Venetian mask may cost as much as 200 euros, sometimes even more.



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 ✓

2 Are there any famous carnivals in your country? Talk about them.

2 Read Molly's email. Why is she writing to Chloe?
She wants Chloe's help to choose a fancy-dress costume.

3 Work in pairs. Which costume do you think Molly should wear? Say why.

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.



12

EXTRA ACTIVITIES IN CLASS

- After discussing question 1 in Exercise 1, ask students to tell the class what they found out about the Carnival of Venice. Was any of the information in the text they have just read? What else did they find out about the event?

- Before students write their reply to Molly in Exercise 10, put them in pairs to plan their email. They should think about how to organise the information in their email and which phrases/strategies from the Writing box they can use.

FURTHER PRACTICE

- Workbook p. 10

NEXT CLASS

Ask students to study the word list and do the *Remember more* exercises on pp. 14–15.

4 Read Molly's email again. In pairs, identify five features that make it informal.

She starts with 'Hey' instead of 'Dear ...'

She writes in a chatty style.

She uses short simple sentences.

She uses informal words and expressions, exclamation marks, emojis, abbreviations and contractions.

She leaves out some words.

5 Study the Writing box and check your ideas in Exercise 4. In your notebook, 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 Great to see you on Saturday night.
- Mention the message you are replying to, e.g. Thanks for the invitation./³ Got your message, thanks.

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 Do you fancy ... instead of Would you like to ...
- Use exclamation marks (!), emojis 😊 and abbreviations (LOL = laugh out loud/⁵ btw = by the way), but don't overuse them.
- Use contractions, e.g. How's ...? instead of How is ...?/⁶ can't 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 hoping you can help 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 Right. I'm off to make some dinner.
- 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 Message me later.
- Finish with a friendly goodbye, e.g. CU soon/¹⁰ Bye 4 now.

6 In your notebook, 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? **5**
- b** Anyway let me know. Homework time now. **6**
- c** I have a suggestion for a costume for the two of us. Shall we go as the Joker and Harley Quinn? **4**
- d** Love Chloe xx **7**
- e** Hey Molly, **1**
- f** And this weekend it's Charlie's fancy dress party. Here we go again! **3**
- g** How are you doing? Just back from the gym. Last weekend was great, wasn't it? **2**

7 In your notebook, 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 How's it going? Been to the gym AGAIN? Stop making me feel lazy 😊. ³ Can't wait for Charlie's fancy dress party.

I love your suggestion! We'll make perfect super villains! ⁴ Do you fancy 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 sort something out.

Got to take Flash 🐶 for a walk now. He's waiting by the door.

⁶ CU soon

Molly, xx 🍌

8 In groups, discuss these questions.

- 1 Do you like dressing up and wearing costumes?
- 2 Do you think homemade or hired costumes are better? Say why.
- 3 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** Write an email to Molly. In your email:

- say how you feel about the fancy dress party,
- tell her which costume you like best for her,
- describe the costume you are planning to wear and explain why,
- give a reason for ending your message.

Write 80-130 words.

I can write an informal email giving news or opinions.

13

Word List

REMEMBER MORE

1 In your notebook, match the two parts of the collocations. Then check with the word list.

- | | |
|-----------------|-------------|
| 1 cost c | a lessons |
| 2 get d | b respect |
| 3 show b | c a fortune |
| 4 take a | d dressed |

2 Find the opposites of these adjectives on the word list. Write the answers in your notebook.

- pale/ **dark** skin
- skinny/ **overweight** model
- smart/ **casual** clothes
- short/ **long** sleeves
- curly/ **straight** hair

3 In your notebook, complete the phrasal verbs with the prepositions *in*, *up* or *down*. Then check with the word list.

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

4 In your notebook, complete the compound adjectives from the word list.

- high-**heeled** shoes
- middle-**aged** man
- grey-**haired** woman
- well-**dressed** TV presenter
- heavily-**built** sportsman
- clean-**shaven** 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. 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/ dodatki
attitude (n) /'ætətju:d/ nastawienie, stosunek do czegoś
average (adj) /'ævərɪdʒ/ przeciętny
ballroom (n) /'bɔ:lru:m/ sala balowa
ballroom dancing (n) /'bɔ:lru:m 'dɑ:nsɪŋ/ taniec towarzyski
clothing (n) /'kləʊðɪŋ/ strój, ubiór, odzież
cost a fortune /kɒst ə 'fɔ:tʃən/ kosztować majątek
dance floor (n) /'dɑ:ns flɔ:/ parkiet (do tańca)
dancing show (n) /'dɑ:nsɪŋ ʃəʊ/ pokaz tańca
date (n) /deɪt/ tu: chłopak/dziewczyna/partner/partnerka
dress casually /dres 'kæʒuəli/ ubierać się nieoficjalnie, zwyczajnie
dress up as sb (phr v) /dres 'ʌp əz sʌmbɒdi/ przebrać się za kogoś
end-of-year celebration (n) /'end əv jɪə 'selə'breɪʃən/ uroczystość na koniec roku szkolnego
funeral (n) /'fju:nərəl/ pogrzeb
get changed /get 'tʃeɪndʒd/ przebrać się
get dressed /get 'drest/ ubrać się
get dressed up /get 'drest 'ʌp/ ubrać się elegancko, wystroić się
get going /get 'gəʊɪŋ/ zbierać się do wyjścia
get undressed /get 'ʌndrest/ rozbierać się
gossip (v) /'gɒsɪp/ plotkować
influence (n) /'ɪnfluəns/ wpływ
it's a shame /ɪts ə 'ʃeɪm/ jaka szkoda
low-income (adj) /ləʊ 'ɪŋkʌm/ o niskich dochodach
outfit (n) /'aʊtfɪt/ strój, ubiór
overdressed (adj) /'əʊvə'drest/ ubrany zbyt strojnie do okazji
pressure (n) /'preʃə/ presja
prom night (n) /'prɒm naɪt/ bal maturalny
regret (v) /rɪ'ɡret/ żałować
save for sth (v) /seɪv fə sʌmθɪŋ/ oszczędzać na coś
see sb (v) /si: sʌmbɒdi/ tu: spotykać się z kimś
smart/formal clothes /smɑ:t/'fɔ:məl kləʊðz/ eleganckie/oficjalne ubrania
suit (n) /su:t/ garnitur
take lessons /teɪk 'lesənz/ brać lekcje, uczestniczyć w zajęciach
underdressed (adj) /'ʌndə'drest/ nieodpowiednio ubrany (za mało elegancko)
well-dressed (adj) /'wel 'drest/ dobrze ubrany
What a nightmare! /'wɒt ə 'naɪtmeɪ/ Co za koszmar!

1B VOCABULARY 5.2

baggy (adj) /'bægi/ obszerny, workowaty (o ubraniu)
balding (adj) /'bɔ:ldɪŋ/łysiejący
belt (n) /belt/ pasek
body shape (n) /'bɒdi ʃeɪp/ figura
bow tie (n) /bəʊ 'taɪ/ mucha (od garnituru)
broad shoulders /brɔ:d 'ʃəʊldəz/ szerokie ramiona
cap (n) /kæp/ czapka

casual (adj) /'kæʒuəl/ zwyczajny, nieoficjalny
checked (adj) /tʃekt/ w kratę
clean-shaven (adj) /kli:n 'ʃeɪvən/ gładko ogolony
cotton (n) /'kɒtn/ bawełna
denim (n) /'denɪm/ dżins
designer sunglasses (n) /dɪˌzaɪnə 'sʌŋˌɡlɑ:səz/ designerskie okulary przeciwsłoneczne
elegant (adj) /'eləɡənt/ elegancki
facial hair (n) /'feɪʃəl 'heə/ zarost
faded/ripped jeans /'feɪdɪd/,'rɪpt 'dʒi:nz/ wypłowiałe/poszarpane dżinsy (z dziurami)
fake fur jacket (n) /'feɪk fɜ: 'dʒækət/ kurtka ze sztucznego futra
fashion industry (n) /'fæʃən ɪndəstri/ przemysł mody
fashionable (adj) /'fæʃənəbəl/ modny
flexible (adj) /'fleksəbəl/ tu: zmienny
footwear (n) /'fʊtweə/ obuwie
full figure /fʊl 'fɪɡə/ pełna figura
full-length (adj) /fʊl 'lenkθ/ długi
glamorous (adj) /'ɡləməərəs/ olśniewający
gold (n) /gəʊld/ złoto
handbag (n) /'hændbæg/ torebka
handsome (adj) /'hænsəm/ przystojny
heavily-built (adj) /'heɪvli 'bɪlt/ mocno zbudowany, postawny
high-heeled shoes (n) /'haɪ hi:əld 'ʃu:z/ buty na wysokim obcasie
hips (n) /'hɪps/ biodra
leather (n) /'leðə/ skóra
linen (n) /'lɪnən/ len
logo (n) /'ləʊɡəʊ/ logo
long/straight/curly/wavy/medium-length hair /lɒŋ/,'streɪt/,'kɜ:li/,'weɪvi/,'mɪdɪəm 'lenθ 'heə/ długie/proste/kręcone/falowane/średniej długości włosy
looks (n) /lʊks/ wygląd, uroda
loose-fitting (adj) /'lu:z 'fɪtɪŋ/ luźny, szeroki
matching (adj) /'mætʃɪŋ/ pasujący, dobrany
material (n) /mə'tɪəriəl/ materiał
moustache (n) /mə'sta:ʃ/ wąsy
muscular (adj) /'mʌskjələ/ umięśniony, muskularny
narrow (adj) /'nærəʊ/ wąski
nylon (n) /'naɪlən/ nylon
overweight (adj) /'əʊvə'weɪt/ z nadwagą
pale/dark/tanned skin /peɪl/,'dɑ:k/,'tænd 'skɪn/ blada/ciemna/opalona skóra
pattern (n) /'pætən/ wzór
plain (adj) /pleɪn/ gładki (bez wzoru)
plus-size model (n) /'plʌs saɪz 'mɒdl/ modelka dużych rozmiarów
sandals (n) /'sændəlz/ sandały
shape (n) /ʃeɪp/ kształt
shiny (adj) /'ʃaɪni/ lśniący, błyszczący
shoulder bag (n) /'ʃəʊlda bæɡ/ torebka na ramię
silk (n) /sɪlk/ jedwab
size zero (n) /saɪz 'ziərəʊ/ rozmiar zero
skinny (adj) /'skɪni/ chudy
slim (adj) /slɪm/ szczupły
striped (adj) /straɪpt/ w paski

EXTRA ACTIVITIES IN CLASS

- Individually, students write gap-fill sentences with words from the word list. To make the exercise easier, they could supply the first letter of each word. Then, in pairs, they swap sentences, complete them and check their answers with their partner.

- Students play *Taboo*. Put them in pairs and ask them to choose 8–10 words from the word list they would like to remember and write each word on a separate piece of paper. On the same piece of paper, they should write three more words which should **not** be used when giving a definition of that word. Join pairs together into groups of four and get them to put their cards in two

piles face down on the desk. They take it in turns to pick one card from the other pair's pile and give a definition of the word on the card without using the 'taboo' words. If their partner guesses the word, they win a point. If not, or if the student giving the definition uses one of the taboo words, the card is 'burnt' and no points are scored. The pair with the most points at the end are the winners.

stunning (adj) /'stʌnɪŋ/ oszałamiający
 style icon (n) /'stɑɪl ɪkɒn/ ikona stylu
 stylish (adj) /'staɪlɪʃ/ stylowy
 thin waist /θɪn 'weɪst/ wąska talia
 tight (adj) /taɪt/ obcisły, dopasowany
 trainers (n) /'treɪnəz/ buty sportowe
 unshaven (adj) /ʌn'ʃeɪvən/ nieogolony, zaróżniety
 vest (n) /vest/ kamizelka
 well-built (adj) /wel 'bɪlt/ dobrze zbudowany
 wellies (n) /welɪz/ kalosze, gumowce
 wide (adj) /waɪd/ szeroki
 wool (n) /wʊl/ wełna

1C LISTENING AND VOCABULARY

5.3

artistic (adj) /ɑ:'tɪstɪk/ artystyczny
 bags under the/sb's eyes /'bægz ,ʌndə ði/ ,sʌmbədiz aɪz/ worki pod oczami
 double chin (n) /ˌdʌbl 'tʃɪn/ podwójny podbródek
 full lips /fʊl 'lɪps/ pełne usta
 long eyelashes /lɒŋ 'aɪləʃɪz/ długie rzęsy
 shaped eyebrows /ʃeɪpt 'æbrəʊz/ zarysowane brwi
 smooth skin /smu:ð 'skɪn/ gładka skóra
 wear make-up /weə 'meɪk ʌp/ nosić makijaż, malować się
 wrinkles (n) /'rɪŋkəlz/ zmarszczki

1D READING AND VOCABULARY

5.4

ability to do sth /ə'bɪləti tə 'du: ,sʌmbədi/ zdolność, umiejętność robienia czegoś
 act (v) /ækt/ zachowywać się, postępować
 admire (v) /əd'maɪə/ podziwiać
 affect (v) /ə'fekt/ wpływać na, oddziaływać na
 assume (v) /ə'sju:m/ przyjmować, zakładać
 assumption (n) /ə'sʌmpʃən/ założenie
 behave (v) /bi'heɪv/ zachowywać się
 behaviour towards sb (n) /bi'heɪvə təʊwə:dz ,sʌmbədi/ zachowanie wobec kogoś
 challenge (v) /'tʃæləndʒ/ podważać, kwestionować
 concentrate (v) /'kɒnsəntrɪt/ koncentrować się, skupiać się
 consider (v) /kən'sɪdə/ uważać za, uznawać
 cool (adj) /ku:l/ fajny, świetny, odjazdowy
 costume (n) /'kɒstjəm/ kostium, przebranie
 deceiving (adj) /di'si:vɪŋ/ mylący, wprowadzający w błąd
 disguised (adj) /dis'gaɪzd/ przebrany
 dress in a style /dres ɪn ə 'stɑɪl/ ubierać się w jakimś stylu
 encourage (v) /ɪn'kʌrɪdʒ/ zachęcać
 fashion blog (n) /'fæʃən blɒg/ blog modowy
 fashion design (n) /'fæʃən dɪzajn/ projektowanie mody
 fashion show (n) /'fæʃən ʃəʊ/ pokaz mody
 football strip (n) /'fʊtbɔ:l strɪp/ strój piłkarski
 freestyle (n) /'fri:staɪl/ styl dowolny
 get sth wrong /,get ,sʌmbədi 'rɒŋ/ źle coś zrozumieć

grey-haired (adj) /ɡreɪ 'heəd/ siwowłosy
 have power over sth /hæv 'paʊə əvə ,sʌmbədi/ mieć nad czymś władzę
 heel (n) /hi:l/ obcas
 improvement in sth (n) /ɪm'pru:vmənt ɪn ,sʌmbədi/ poprawa czegoś
 increase sharply /ɪn'kri:s ʃɑ:pli/ wzrosnąć znacznie, gwałtownie
 influence (v) /ɪnfluəns/ wpływać
 insist on doing sth /ɪn'sɪst ɒn 'du:ɪŋ ,sʌmbədi/ nalegać na zrobienie czegoś
 irresponsible (adj) /ɪrɪ'spɒnsəbəl/ nieodpowiedzialny
 join in (phr v) /dʒɔɪn 'ɪn/ dołączyć
 judge sb by sth (v) /dʒʌdʒ ,sʌmbədi baɪ ,sʌmbədi/ oceniać kogoś po czymś
 look down on sb (phr v) /lʊk 'daʊn ɒn ,sʌmbədi/ patrzeć na kogoś z góry, pogardzać kimś
 look up to sb (phr v) /lʊk 'ʌp tə ,sʌmbədi/ patrzeć na kogoś z podziwem
 masculine (adj) /'mæskjələn/ męski
 middle-aged (adj) /'mɪdl əɪdʒd/ w średnim wieku
 passion for sth (n) /'pæʃən fə ,sʌmbədi/ pasja/ zamitowanie do czegoś
 persuade sb to do sth /pəsweɪd ,sʌmbədi tə 'du: ,sʌmbədi/ przekonać kogoś, aby coś zrobić
 powerful effect on sth /'paʊəfəl ɪ'fekt ɒn ,sʌmbədi/ silny wpływ na coś
 pretend to be sb /prɪ'tend tə 'bi ,sʌmbədi/ udawać, że jest się kimś
 prove sb wrong /pru:v ,sʌmbədi 'rɒŋ/ udowodnić, że ktoś się myli
 pyjamas (n) /pə'dʒɑ:məz/ pidżama/piżama
 sense of style /sens əv 'staɪl/ wyczucie stylu, dobry gust
 set up (phr v) /set 'ʌp/ założyć, urucomić
 short/long sleeves (n) /ʃɔ:t/,'lɒŋ 'sli:vz/ krótkie/długie rękawy
 show respect /ʃəʊ rɪ'spekt/ okazywać szacunek
 state (v) /steɪt/ twierdzić, oświadczać
 stereotype (n) /'steriətaɪp/ stereotyp
 stereotypical (adj) /'steriə'tɪpɪkəl/ stereotypowy
 tie (n) /taɪ/ krawat
 tracksuit (n) /'træksuɪt/ dres
 unfair (adj) /ʌn'feə/ niesprawiedliwy
 uniform (n) /'ju:nəfɔ:m/ uniform (ujednolicony strój noszony przez grupę zawodową)
 useless (adj) /'ju:sələs/ tu: beznadziejny
 white coat (n) /waɪt 'kəʊt/ biały fartuch/kitel lekarski
 worth (remembering) /wɜ:θ [rɪ'membəɪŋ]/ warty (zapamiętania)

1E GRAMMAR 5.5

be back in fashion/style /bi ,bæk ɪn 'fæʃən/'stɑɪl/ wracać do mody
 boutique (n) /bu:'ti:k/ butik
 dungarees (n) /ˌdʌŋgə'reɪz/ ogrodniczeki
 fashion designer (n) /'fæʃən dɪzajnə/ projektant mody
 get paid /,get 'peɪd/ dostać wynagrodzenie
 haircut (n) /'heəkʌt/ tu: ścięcie włosów
 in fashion/out of fashion /ɪn 'fæʃən/ ,aʊt əv 'fæʃən/ modny/nimodny

latest styles /ˌleɪtəst 'stɑɪlz/ najnowsza moda
 look in the mirror /lʊk ɪn ðə 'mɪrə/ patrzeć w lustro
 neon colours (n) /ni:ɒn 'kɒləz/ neoneowe kolory
 sooner or later /ˌsu:nə ə 'leɪtə/ prędzej czy później
 specialise in sth (v) /ˌspeʃəlaɪz ɪn ,sʌmbədi/ specjalizować się w czymś
 top (n) /tɒp/ koszulka/top
 wheel (n) /wi:l/ koło

1F SPEAKING 5.6

brand-name (adj) /'brænd neɪm/ markowy
 comfort (n) /'kɒmfət/ komfort/wygoda
 exist (v) /ɪg'zɪst/ istnieć
 fashion victim (n) /'fæʃən ,vɪktɪm/ niewolnik mody
 get sth (v) /'get ,sʌmbədi/ tu: rozumieć coś
 last (v) /lɑ:st/ trwać
 limited edition (n) /lɪmɪtəd 'ɛdɪʃən/ z kolekcji limitowanej
 mean (v) /mi:n/ znaczyć
 meet up with sb /mi:t 'ʌp wɪθ ,sʌmbədi/ spotykać się z kimś
 mention (v) /'menʃən/ wspomnieć
 miss sth (v) /'mɪs ,sʌmbədi/ tu: przeoczyć coś, nie zauważyć czegoś
 queue (n, v) /kju: / kolejka; stać w kolejce
 shopper (n) /'ʃɒpə/ klient, kupujący
 want sth badly /wɒnt ,sʌmbədi 'bædli/ bardzo czegoś chcieć
 waste of time /weɪst əv 'taɪm/ strata czasu

1G WRITING 5.7

annual (adj) /'ænjʊəl/ coroczny
 be off /bi 'ɒf/ tu: odejść
 carnival (n) /'kɑ:nəvəl/ karnawał
 come over (phr v) /kʌm 'əʊvə/ wpaść do kogoś
 confident (adj) /'kɒnfədənt/ pewny siebie
 cover (v) /'kʌvə/ zakrywać
 fancy doing sth /'fænsi 'du:ɪŋ ,sʌmbədi/ mieć ochotę coś zrobić
 fancy dress party (n) /'fænsi 'dres ,pɑ:ti/ bal przebierańców / bal kostiumowy
 hide (v) /haɪd/ ukrywać
 hire shop (n) /haɪə ʃɒp/ wypożyczalnia
 keep sb apart /ki:p ,sʌmbədi ə'pɑ:t/ dzielić kogoś
 message (v) /'mesɪdʒ/ wysłać wiadomość
 ordinary (adj) /'ɔ:dənəri/ zwykły
 pretty (crazy) /'prɪti ['kreɪzi/ dosyć, całkiem (szalony)
 reckon (v) /'rekən/ myśleć, sądzić
 slice (n) /slaɪs/ kawalek
 social status (n) /səʊʃəl 'steɪtəs/ status społeczny
 sort sth out (phr v) /sɔ:t ,sʌmbədi 'aʊt/ tu: ustalić coś
 strict rules /strɪkt 'ru:lz/ rygorystyczne zasady
 stuff (n) /stʌf/ rzeczy (tu: ubrania)
 villain (n) /'vɪlən/ czarny charakter

FURTHER PRACTICE

- Workbook p. 11

NEXT CLASS

Ask students to revise Unit 1.

VOCABULARY AND GRAMMAR

1 Choose two words that go with each noun. Write the answers in your notebook.

- ~~faded~~ / fur / ripped jeans
- loose-fitting / tight / well-built dress
- skinny / high-heeled / matching shoes
- tanned / plain / pale skin
- glamorous / stunning / long girl
- overweight / narrow / muscular man

2 In your notebook, complete the sentences with the words from the box.

denim casually wavy dressed up wide silk

- He's always casually dressed. He hates formal clothes!
- I can't put my jeans on. My hips are too wide.
- Denim is my favourite material. I've got three shirts made from it and lots of jeans.
- You have to iron clothes made from silk very carefully because it's so delicate.
- Her hair is neither curly nor straight. It's lovely and wavy.
- We are dressed up in our party clothes because we're going out!

3 In your notebook, complete each pair of sentences with the word that matches both sentences.

- Can you help me carry these bags?
He's got bags under his eyes.
- Her clothes are too formal: she's overdressed.
I'm a few kilos overweight so I go jogging twice a week.
- He's dressed up as a vampire.
I look up to people who care about others.
- He hasn't got a beard, he's clean shaven.
She forgot to load the washing machine, so she hasn't got any clean clothes.
- Her hair is long and straight like her mother's.
Go straight on when you get to the High Street.

4 In your notebook, complete the conversation with the correct Present Simple or Present Continuous forms of the verbs in brackets.

- A Hi there. ¹ Are you going (go) home?
B No, I'm not. I ² am going (go) to the shopping centre.
³ Do you want (want) to come?
A That ⁴ sounds (sound) like a good idea! I ⁵ don't usually go (not go) there because I never ⁶ have (have) time.
B There's a really good clothes shop there called Sam's. It ⁷ belongs (belong) to my neighbours. They ⁸ are selling (sell) everything at half price at the moment because it's the end of the season.
A ⁹ Do they have (have) loose-fitting jackets? They ¹⁰ are getting (get) really popular this season.
B Yes, I ¹¹ think (think) so. What's the matter?
A Wait a second ... I ¹² am (just) thinking (think). Oh, no! I can't buy anything! I left my money at home!

5 In your notebook, complete the text with \emptyset (no article), a/an or the.

DID YOU KNOW THAT ¹ \emptyset SECOND-HAND CLOTHES SHOPS ARE POPULAR IN ² the UK?



My aunt works as ³ a shop assistant in the new second hand shop in town. My best friend bought ⁴ a full-length winter coat and ⁵ an amazing leather jacket there last week. I love ⁶ \emptyset things like that! Coats like my friend's 'new' one were popular in ⁷ the 1980's and now they're back in fashion! All the clothes in the shop are from countries like ⁸ \emptyset France and ⁹ the USA. I loved ¹⁰ the shop where my aunt works the first time I walked in there. The clothes are unique and it's definitely ¹¹ the best place to buy cheap clothes. I'm thinking about applying for ¹² a Saturday job there!

USE OF ENGLISH

6 Choose the correct words a-c to complete the text. Write the answers in your notebook.

Our neighbour, Mr Johnson, is ¹ a quiet man in his forties. He's pale-skinned and has a kind face. We hardly ² see him in the morning. He ³ is in London at the moment so he has to get up very early. He's always very tidy and is never unshaven. He ⁴ wears the same clothes every day: a striped suit, smart pointed shoes and a spotted bow-tie made of some kind of shiny nylon. However, on Saturday nights this quiet, shy man ⁵ seems to be a completely different person! He doesn't wear a suit, but a plain white open-necked shirt, tight black trousers with a wide leather belt and shiny black shoes. ⁶ The first time we saw him in this outfit we couldn't believe our eyes. Then yesterday Mr Johnson told us he was a Latin dance champion and that he's thinking ⁷ of becoming a dancing professional!

- | | | |
|------------------|--------------|---------------------|
| 1 a the | b an | c a |
| 2 a ever | b never | c every day |
| 3 a works | b worked | c is working |
| 4 a wears | b dresses | c puts |
| 5 a enjoys | b imagines | c seems |
| 6 a At | b The | c A |
| 7 a in | b of | c on |

Use of English > page 184


FURTHER PRACTICE

- Use of English, Student's Book p. 184
- Unit self-check, Workbook p. 12
- Matura self-check, Workbook p. 13
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 1 Test

READING

7  Read the texts. Match headings A-F to events 1-4. Write the answers in your notebook. There are two extra headings.

- A Buy clothes to rock in!
- B Two weeks of music!
- C Music fashion icons.
- D Become your most-liked film icon!
- E A family event.
- F Film night in the town square!

What's on next month?

There are lots of fun events happening in our town in July. There's something for everyone! Read on to find out more.

1 D

Looking for something different to do on Friday night to relax? Then look no further! You are invited to a summer fancy dress party in the events hall at the old cinema. Dress up as a favourite character in the movies and dance the night away to soundtracks you know and love! We look forward to seeing you! Please note: over 16s only.

2 E


Come along to the town's 5th summer book fair in the town square on Saturday 21 July! You can browse book stalls and listen to free talks by popular authors. Children are welcome too. They can dress up as a favourite character and join the parade at the end of the afternoon! Music lovers will be delighted that the town's band will be there again this year to provide us with background music during the event that all the family will enjoy. Children will love meeting the children's writer John Hughes, who will be signing copies of his last book!

3 A

Calling all heavy metal fans! You can buy all the cool leather and denim gear you've ever dreamed of at the Metal Market. A wide selection of fashionable leather belts and jackets, denim shirts and jeans and leather boots will be on sale at discount prices during the first two weeks of July at an open-air market in the town square. So get ready to look good at your next heavy metal concert and pay us a visit!

4 C

If you have a sense of style and are into rock, you'll just love this show! Top models will be showing off outfits that were made famous by rock heroes of the past. The audience will be able to vote for their favourite costume! This event is going to be televised so you might be able to see yourself on TV afterwards!

8  Read the text in Exercise 7 again and complete the email with 1-3 words in each gap. Write the answers in your notebook.

Hi John,

I've just read a leaflet about some interesting events in July. Maybe we could go to some of them together? What do you think?

We could go to a film party at the cinema and dress up as film characters. There will be a lot of music too. They are going to play well-known ¹ soundtracks all evening. Your younger sister Jane can't join us because you need to be ² sixteen to get in. However, there's a book fair on 21st July, where there will be lots for ³ children to do so Jane can come along to that. She can dress up this time as a character in a book and join a parade!

Another thing I'd like to do is check out the Metal Market. It's organised in exactly the same place as the ⁴ book fair but a bit earlier in the month. It will have lots of denim and leather clothes and accessories at great prices.


The last event in the leaflet is about a ⁵ fashion show. It will be broadcast live on TV so it might be cool to check it out.

Let me know which events you would like to go to.

Love,

Brian

SPEAKING

9  In pairs, take it in turns to ask and answer the questions.

Student A

- 1 What clothes do you like wearing? Why?
- 2 What do you wear when you dress up?
- 3 What do you like doing most with your friends?
- 4 Do you prefer going out with one or two friends or in a group? Why?
- 5 Tell me about something you like doing with your family.

Student B

- 1 What do you usually wear at parties?
- 2 Do you prefer buying clothes alone or with a friend? Why?
- 3 What do you enjoy doing in your free time?
- 4 Do you usually celebrate special occasions with your friends or family?
- 5 Tell me about something you've done recently you enjoyed.

WRITING

10  You recently visited a fashion show. Write an email to a friend from Scotland.

- Explain why you decided to visit the show.
- Describe an outfit that you particularly liked.
- Say what you thought about the show and justify your opinion.
- Invite your friend to come to the next show with you.

Write 80-130 words.