1

A new look

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

Andrew Grant

BBC

BBC DISTRESSING JEANS

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

1.1 VOCABULARY

Clothes and accessories • fashion and style • personality

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

SHOW WHAT YOU KNOW

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

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

Personality	Appearance	Clothes/Materials
	bald	

2 SPEAKING **Add more words under each heading. Use the words to describe somebody you know well.**

Magda is slim with wavy hair. She's very determined. She usually wears …

3 SPEAKING **Do the quiz and compare your answers. How accurate is the description of you in Your results?**

4 **Tick the items in the list that you can see in the picture.**

Clothes
a blouse ☐ a dark suit ☐ a denim jacket ☐
faded jeans ☐ a fleece ☐ leggings ☐
a sweatshirt ☐ a waistcoat ☐

Shoes and accessories
ankle boots ☐ bangles ☐ a beanie ☐
high heels ☐ a leather belt ☐ a necklace ☐
a silk tie ☐ vintage sunglasses ☐

STYLE TRIAL QUIZ

Read the statements below and put
A = I agree **B** = it depends **C** = I disagree

1 People say I'm trendy. ☐
2 I always use hair products (gel, hairspray, etc.) in the morning. ☐
3 I get bored with my clothes quickly. ☐
4 I love dressing up for parties. ☐
5 I don't mind where my clothes come from – I just want to look good. ☐
6 I'd never shave my head for charity. ☐
7 I believe that wearing make-up is not only for women. ☐
8 I'm interested in **what's in fashion** and **what's out of fashion**. ☐

YOUR RESULTS:

MOSTLY As
You're a fashionista! You're a party animal and you like to **be the centre of attention**. **You're trendy** and you **care about your appearance** but be careful you don't **come across as** shallow or vain.

MOSTLY Bs
You might have some trendy items in your wardrobe, but in general you **go for a casual look** rather than a formal one. You're down-to-earth and have a carefree attitude to clothes. That's why you like practical clothes like sportswear. You **feel comfortable in your own skin**, and people like you because you're easy-going and **you go with the flow**.

MOSTLY Cs
You're not interested in following trends and you tend to be a little rebellious. You're against 'fast-fashion'* and you believe in buying good-quality clothes that last a long time. You like to know where your clothes are made, and you don't mind paying a bit more for ethical brands.

*fast fashion – inexpensive fashionable clothes that are sold for a short time and then replaced by newer collections.

Go to WORD STORE 1 page 3

WORD STORE 1A Clothes and accessories

5 1.2 **Complete WORD STORE 1A with the words from Exercise 4. Then listen, check and repeat.**

6 SPEAKING **Describe in detail the type of clothes you would wear in the following situations. Use the words in WORD STORE 1A and your own ideas.**

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

WORD STORE 1B Fashion and style

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

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

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

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

WORD STORE 1C Personality

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

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

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

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

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

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1.2 GRAMMAR

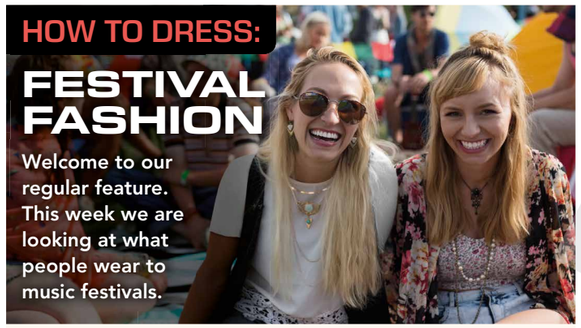
Dynamic and state verbs

I can use dynamic and state verbs correctly.

1 SPEAKING **Imagine you are going to a weekend music festival in the summer. Discuss what you would wear.**

2 1.5 **Read and listen to Jo Mack and answer the questions.**

1 Who does she work for? 3 What is she doing there?
2 Where is she now?



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

3 Read the GRAMMAR FOCUS and look at the verbs in blue in Exercise 2. Which verbs describe an action and which describe a state?

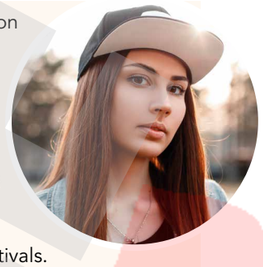
GRAMMAR FOCUS

Dynamic and state verbs

- Most verbs have dynamic meanings. They describe actions: something 'happens'. You can use them with simple or continuous forms.
  *I **work** as a fashion editor for Hip magazine.*
  *Today I'**m working** at the Coachella music festival.*
- Some verbs have stative meanings. They describe states: nothing 'happens'. You cannot use them with continuous forms.
  *I **believe** the temperature is 32°.* (NOT ~~*I'm believing*~~)

Note:
A few verbs (e.g. *think, have, look*) have both dynamic and stative meanings. The meanings are different:
*I **think** I must have the best job in the world.*
(*think* = *believe* → stative)
*I'**m thinking** about going to see them.*
(*think* = *consider* → dynamic)

4 1.6 **Read and listen to Jo's interview with Anna. Decide which of the underlined verb phrases are state verbs and which are dynamic verbs.**



Jo: Hi! I'm reporting on festival fashion for *Hip* magazine. I like your hat.
Anna: Thanks. I don't usually wear hats. But it's really hot, so I'm wearing this baseball cap. It belongs to my brother. He doesn't need it because he isn't here today. He's revising for his exams!
Jo: Oh, that's a shame.
Anna: No, it's OK. My brother hates festivals. He prefers listening to music at home. I really want to see Kings of Leon – I listen to their music all the time!

5 1.7 **Complete Jo's interview with Tom with the correct Present Simple or Present Continuous form of the verbs in brackets. Then listen and check.**

Jo: Hi! I'm reporting on festival fashion for *Hip* magazine. [1]*Are you enjoying* (you/enjoy) the festival?
Tom: Yes, I [2]_____ (have) a really good time.
Jo: I [3]_____ (love) your T-shirt.
Tom: Oh, thanks! It's my festival T-shirt!
Jo: Oh, it [4]_____ (look) great. But why [5]_____ (you/wear) jeans? It's so hot!
Tom: My legs are very skinny and so I [6]_____ (never/wear) shorts, even in summer. In fact, I [7]_____ (not have) any shorts!
Jo: So which bands [8]_____ (you/want) to see today?
Tom: I [9]_____ (like) Foo Fighters, but I [10]_____ (not know) when they're on. I [11]_____ (look) for a festival programme.
Jo: I have one here – oh, they [12]_____ (play) now.
Tom: Oh right – thanks! See you.

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

7 Write true sentences about yourself with the affirmative or negative form of the verbs in brackets in an appropriate present tense.

1 I _____ (need) a new pair of trainers.
2 I _____ (wear) my favourite T-shirt today.
3 I _____ (buy) all my clothes online.
4 I _____ (like) shopping.
5 I _____ (think) most clothes are too expensive.
6 I _____ (think) of going shopping later.

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

Do you need a new pair of trainers?

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1.3 LISTENING

True/False

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

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

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

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

1 SPEAKING **Read sayings A–C about friendship and discuss the questions.**

1 Which saying do you like best? Why?
2 What qualities should a close friend have?
3 How would you complete the sentence: 'A true friend …'?

2 1.8 **Listen to a radio programme about friendship. What do the numbers in the box refer to?**

2 16 17 5 or 6 313 3 or 4

3 SPEAKING **Discuss how many friends you have. Talk about online friends, close friends and friends of the opposite sex.**

EXAM FOCUS True/False

4 1.8 **Listen to the radio programme again. Are statements 1–6 true (T) or false (F)?**

1 Jenny has a good relationship with all her online friends. ☐
2 Jenny thinks it takes time to slowly find out about somebody. ☐
3 Jenny says friends sometimes stop seeing each other when they've had an argument. ☐
4 Fraser has similar interests to his close friends. ☐
5 Fraser doesn't think a good friend is always reliable in a crisis. ☐
6 Fraser socialises with both boys and girls. ☐

WORD STORE 1D Relationship phrases

5 1.9 **Complete WORD STORE 1D with the phrases in green in Exercise 4. Then listen, check and repeat.**

6 1.10 **Listen to dialogues 1–4 and match them with descriptions a–e. There is one extra description.**

1 ☐ a They get along really well together.
2 ☐ b They've lost touch.
3 ☐ c They're always there for each other.
4 ☐ d They've fallen out.
e They're getting to know each other.

7 Complete the questions with an appropriate verb from WORD STORE 1D.

1 How easy was it to get to _____ your best friend?
2 Why do you _____ along so well together?
3 Have you ever _____ out?
4 What sort of places do you usually _____ out in?
5 Will you always _____ there for your best friend?
6 Do you think you'll ever _____ touch with each other?

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

PRONUNCIATION FOCUS

9 1.11 **Write the numbers in full. Then listen, check and repeat.**

1 515 – five hundred *and* fifteen
2 214 – two hundred _____ fourteen
3 3,330 – three thousand, _____ hundred _____ thirty
4 901 – nine _____ _____ _____
5 7,880 – _____ thousand, _____ _____ _____ eighty
6 4,416 – four _____ , _____ _____ _____ _____

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

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1.4 READING

Note completion

I can identify key information in an extended article.

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

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

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

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

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

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

EXAM FOCUS Note completion

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

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

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

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

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

1 a style worn by both men and women = *unisex*
2 items of clothing = _____
3 recognised by everyone = _____
4 a person who makes clothes = _____
5 clothing you wear next to your skin = _____
6 material that clothes are made of = _____

WORD STORE 1E Compound adjectives

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

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

Hi Karen,

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

Hi Sam,

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

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

10 SPEAKING Look at the photo and discuss the questions:

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

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

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

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

ICONS *of fashion*

1.12

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

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

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

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

Marlon Brando

The Ramones

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

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

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1.5 GRAMMAR

Present Perfect Continuous

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

1 SPEAKING **Look at the different versions of the Mona Lisa and discuss the questions.**

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

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

STOP ASKING SILLY QUESTIONS

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

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

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

GRAMMAR FOCUS

Present Perfect Continuous

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

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

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

+	*I've been working.*
–	*He hasn't been working.*
?	*Have you been working?* *Yes, I have./No, I haven't.*

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

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

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

M: I'm sorry, the museum is really busy today. How long [1]_____ (wait)?
G: It's OK. We [2]_____ (not wait) long. We [3]_____ (stand) in this queue for about twenty minutes.
M: Right. Well, I'll introduce you to Henri, our curator. He [4]_____ (work) here for over twenty years.
G: Thanks. My son, Jack, is very excited. He [5]_____ (learn) about Leonardo da Vinci at school.
M: Well, I'm sure Henri can answer any questions. He [6]_____ (look after) the Mona Lisa for ten years.
J: Er … How long [7]_____ (the Mona Lisa/hang) in the Louvre?

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

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

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

How long have you had the same computer?

REMEMBER THIS

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

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

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

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

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

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

FOCUS VLOG About clothes

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

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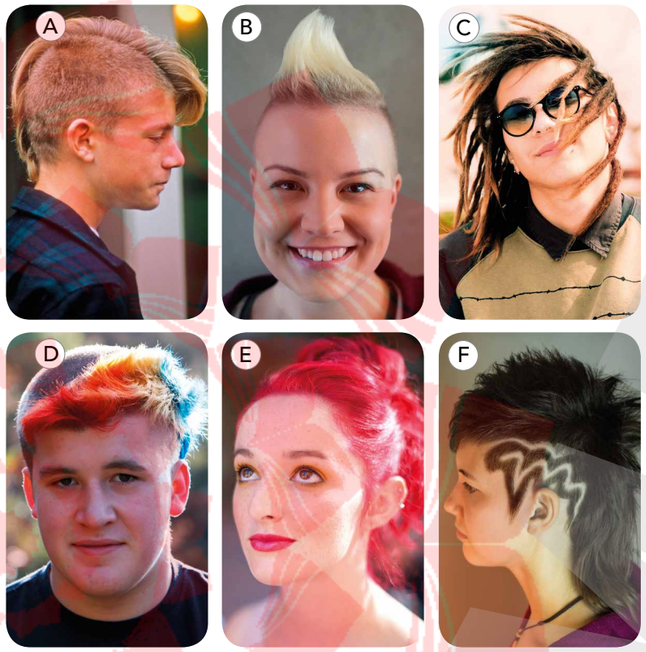
1.6 USE OF ENGLISH

Word formation – common suffixes

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

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



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

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

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

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

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

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

Nouns: _____
Verbs: _____
Adjectives: _____
Adverbs: _____

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

adjectives (x3) adverbs nouns verbs

LANGUAGE FOCUS

Word formation – common suffixes

- Many different words are formed by adding suffixes to nouns, verbs and adjectives.
  Forming [1]_____ : *-ance/-ence, -ion, -ity, -ment, -ship*
  Forming [2]_____ : *-ate, -en, -ify, -ise*
  Forming [3]_____ : *-able, -al, -ed, -ful, -ic, -ing, -ive, -less, -ous*
- You can add prefixes ***un-, in-, im-, il-, ir-, dis-*** to some [4]_____ to get the opposite meaning.
  *acceptable – **un**acceptable, respectful – **dis**respectful*

Note: You form most [5]_____ by adding ***-ly, -y, -ily*** to [6]_____ .
*honest – honest**ly**, absolute – absolut**ely**, angry – angr**ily***

7 **Complete the table with appropriate forms.**

NOUN	VERB	ADJECTIVE	ADVERB
1 creation	*create*		
2		educational	
3		ridiculous	
4 achievement			
5	succeed		
6	accept		

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

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

9 SPEAKING **Discuss whether you agree or disagree with the statements in Exercise 8. Give reasons for your answers.**

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1.7 WRITING

Describing a person

I can write a personal email to describe a person.

1 SPEAKING **Look at your partner for ten seconds. Then close your eyes and describe their appearance and clothing in as much detail as you can.**

2 Below, Maggie describes her friend Claire. Before you read, make a list of the things you think she might include.

age, hair (length and colour), interests …

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

Hi Dominic,

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

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

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

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

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

Love Maggie x

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

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

5 Complete the WRITING FOCUS with the words in purple in the message in Exercise 3.

WRITING FOCUS

Describing a person

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

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

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

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

LANGUAGE FOCUS

Tentative language: making language less negative or extreme.

- ***kind of/sort of***
  She looks kind of cool/unusual/mysterious/nervous/ [1] ___punky___ .
- ***tend to be/get + adjective***
  ~~She gets upset~~ = She tends [2] _____ .
- ***can be/could be + a little/a bit + adjective***
  ~~His hair's too long~~ = His hair could be a bit shorter.
  ~~She's moody.~~ = She can be [3] _____ .
- Negative adjective to positive adjective with ***always, exactly, particularly***
  ~~He's lazy.~~ = He isn't always hard-working.
  ~~He's mean.~~ = He's not particularly generous.
  ~~She's always late.~~ = She isn't [4] _____ .
- **Quantifiers/softeners**
  ~~She's skinny.~~ = She's a bit too slim.
  ~~He's tiny.~~ = He's a little short.
  ~~She's old.~~ = She looks [5] _____ .

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

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

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

SHOW WHAT YOU'VE LEARNT

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

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

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

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1.8 SPEAKING

Describing a photo

I can describe a photo and speculate about the people in it.

1 **Look at the adjective order key and put the clothes descriptions 1–5 in the right order. Is anybody in the class wearing one of these items?**

Adjective order

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

1 trainers / Nike / New
2 A / cotton / shirt / patterned
3 jeans / blue / Fashionable / skinny
4 leather / high-heeled / Black / boots
5 A / striped / jumper / big / woollen

2 SPEAKING **Take it in turns to describe clothes in the class. Use at least two adjectives to describe each item. Guess who your partner is describing.**

3 **Look at photo A. Can you use any of the adjectives in Exercise 1 to describe the clothes?**

4 1.17 **How would you describe the situation in photo A? Think of two adjectives to describe how the woman is feeling. Then listen and check your ideas.**

SPEAKING FOCUS

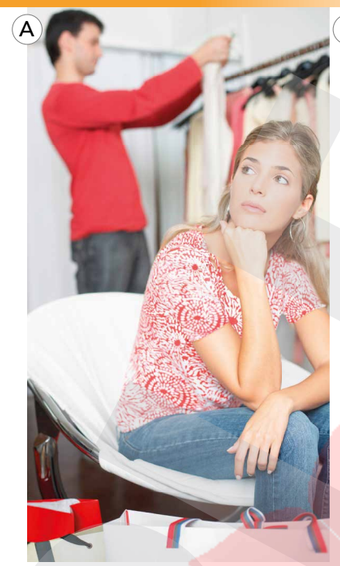
Beginning a description
The photo shows …
In this photo, I can see …/there is …/there are …

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

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

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

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



5 1.17 **Read the SPEAKING FOCUS and complete the description of photo A with one word in each gap. Then listen again and check.**

The photo [1]_____ a man and a woman shopping together. It's [2]_____ to say exactly how old they are, but I [3]_____ they're in their twenties, and they're [4]_____ a couple. The man's wearing a red top and grey jeans. The woman is sitting on a white chair and she [5]_____ bored. On the floor, [6]_____ to her chair, there are several shopping bags. I'm not [7]_____ what's in them, but I think they're probably clothes, and I [8]_____ they've been shopping for a few hours already.
It's hard to [9]_____ out exactly what kind of shop they are in, but it [10]_____ to be a men's clothes shop. It looks as [11]_____ they're near the changing rooms because there's a white curtain in the [12]_____ . The man is holding up a shirt or a pair of trousers. He looks [13]_____ if he's thinking about trying it on. I [14]_____ think the woman looks very interested. [15]_____ , I think she wants to go to a women's clothes shop.

6 SPEAKING **Look at photo B. Then follow the instructions below to talk about it. Use the phrases in the SPEAKING FOCUS to help you.**

- Say what the photo shows.
- Speculate about the people and the situation.
- Take it in turns to describe the photo to your partner.

7 SPEAKING **Ask and answer three more questions based on photos A and B.**

1 How often do you go shopping?
2 Who do you usually go with? Why?
3 What are your favourite or least favourite shops? Why?

1.1 Vocabulary 4.1

ankle boots /ˈæŋkəl buːts/
attitude /ˈætətjuːd/
bald /bɔːld/
bangles /ˈbæŋgəlz/
be the centre of attention /ˌbi ðə ˌsentər əv əˈtenʃən/
beanie /ˈbiːni/
blouse /blaʊz/
care a lot about /ˌkeər ə ˈlɒt əˌbaʊt/
carefree /ˈkeəfriː/
come across as /ˌkʌm əˈkrɒs əz/
cotton /ˈkɒtn/
dark suit /ˌdɑːk ˈsuːt/
denim jacket /ˌdenɪm ˈdʒækət/
disobedient /ˌdɪsəˈbiːdiənt/
down-to-earth /ˌdaʊn tu ˈɜːθ/
easy-going /ˌiːzi ˈgəʊɪŋ/
ethical brand /ˌeθɪkəl ˈbrænd/
faded jeans /ˌfeɪdɪd ˈdʒiːnz/
fashionable /ˈfaʃənəbəl/
fast fashion /ˌfɑːst ˈfæʃən/
feel comfortable in your own skin /ˌfiːl ˈkʌmftəbəl ɪn jɔːr əʊn ˈskɪn/
fleece /fliːs/
follow trends /ˌfɒləʊ ˈtrendz/
friendly /ˈfrendli/
go for /ˈgəʊ fɔː/
go with the flow /ˌgəʊ wɪð ðə ˈfləʊ/
high heels /ˌhaɪ ˈhiːəlz/
in/out of fashion /ˌɪn/ˌaʊt əv ˈfæʃən/
kind /kaɪnd/
leather belt /ˌleðə ˈbelt/
leggings /ˈlegɪŋz/
look /lʊk/
necklace /ˈneklɪs/
practical clothes /ˌpræktɪkəl ˈkləʊðz/
rebellious /rɪˈbeljəs/
shallow /ˈʃæləʊ/
silk tie /ˌsɪlk ˈtaɪ/
slim /slɪm/
sweatshirt /ˈswetʃɜːt/
trendy /ˈtrendi/
vain /veɪn/
vintage sunglasses /ˌvɪntɪdʒ ˈsʌnˌglɑːsəz/
waistcoat /ˈweɪskəʊt/
wear /weə/
wear make-up /ˌweə ˈmeɪk ʌp /

1.2 Grammar 4.2

band /bænd/
baseball cap /ˈbeɪsbɔːl kæp/
report on /rɪˈpɔːt ɒn/
revise /rɪˈvaɪz/
shorts /ʃɔːts/
skinny /ˈskɪni/
trainers /ˈtreɪnəz/

1.3 Listening 4.3

be always there for /ˌbi ˌɔːlweɪz ˈðeə fə/
close friend /ˌkləʊs ˈfrend/
fall out with /ˌfɔːl ˈaʊt wɪð/
find out about /ˌfaɪnd ˈaʊt əˌbaʊt/
get along (well) with /ˌget əˈlɒŋ (wel) wɪð/
get to know /ˌget tə ˈnəʊ/
hang out with /ˌhæŋ ˈaʊt wɪð/
have a good relationship with /ˌhæv ə ˌgʊd rɪˈleɪʃənʃɪp wɪð/
have a lot in common with /ˌhæv ə ˌlɒt ɪn ˈkɒmən wɪð/
have an argument /ˌhæv ən ˈɑːgjəmənt/
have similar interests /ˌhæv ˌsɪmələr ˈɪntrəsts/
lose touch with /ˌluːz ˈtʌtʃ wɪð/
online friend /ˌɒnlaɪn ˈfrend/
opposite sex /ˌɒpəzət ˈseks/
reliable /rɪˈlaɪəbəl/
socialise with /ˈsəʊʃəlaɪz wɪð/
stop seeing each other /ˌstɒp ˈsiːɪŋ iːtʃ ˌʌðə/
suit /suːt/

1.4 Reading 4.4

banned /bænd/
brightly-coloured /ˌbraɪtli ˈkʌləd/
cool /kuːl/
cutting-edge /ˈkʌtɪŋ edʒ/
distressed jeans /dɪˌstrest ˈdʒiːnz/
fabric /ˈfæbrɪk/
fast-drying /ˌfɑːst ˈdraɪɪŋ/
fur-lined /ˈfɜː laɪnd/
garment /ˈgɑːmənt/
hard-wearing /ˌhɑːd ˈweərɪŋ/
iconic /aɪˈkɒnɪk/
imitate /ˈɪmɪteɪt/
look like /ˈlʊk laɪk/
multi-purpose /ˌmʌlti ˈpɜːpəs/
originate /əˈrɪdʒɪneɪt/
popular /ˈpɒpjələ/
raincoat /ˈreɪnkəʊt/
rain jacket /ˈreɪn ˌdʒækɪt/
rebellion /rɪˈbeljən/
short-sleeved /ˌʃɔːt ˈsliːvd/
suntan lotion /ˈsʌntæn ˌləʊʃən/
tailor /ˈteɪlə/
the elements /ðɪ ˈeləmənts/
trousers /ˈtraʊzəz/
underwear /ˈʌndəweə/
unisex /ˈjuːnɪseks/
wardrobe /ˈwɔːdrəʊb/
woollen /ˈwʊlən/
zip /zɪp/

1.5 Grammar 4.5

curator /kjʊˈreɪtə/
look after /ˌlʊk ˈɑːftə/
over and over again /ˈəʊvər ənd ˈəʊvər əˈgen/
queue /kjuː/

1.6 Use of English 4.6

accept /əkˈsept/
acceptable /əkˈseptəbəl/
acceptably /əkˈseptəbli/
acceptance /əkˈseptəns/
achievable /əˈtʃiːvəbəl/
achieve /əˈtʃiːv/
achievement /əˈtʃiːvmənt/
educate /ˈedjʊkeɪt/
education /ˌedjʊˈkeɪʃən/
educational /ˌedjʊˈkeɪʃənəl/
educationally /ˌedjʊˈkeɪʃənəli/
hope /həʊp/
hopeful /ˈhəʊpfəl/
hopefully /ˈhəʊpfəli/
hopeless /ˈhəʊpləs/
hopelessly /ˈhəʊpləsli/
succeed /səkˈsiːd/
success /səkˈses/
successful /səkˈsesfəl/
successfully /səkˈsesfəli/

1.7 Writing 4.7

blond /blɒnd/
casual /ˌkæʒuəl/
get on well with /ˌget ɒn ˈwel wɪð/
hard-working /ˌhɑːd ˈwɜːkɪŋ/
in his early/mid/late twenties /ɪn hɪz ˌɜːli/ˌmɪd/ˌleɪt ˈtwentiz/
in his teens /ɪn hɪz ˈtiːnz/
medium height /ˌmiːdiəm ˈhaɪt/
mysterious /mɪˈstɪəriəs/
nervous /ˈnɜːvəs/
open to /ˈəʊpən tə/
rude /ruːd/
scruffy /ˈskrʌfi/
sense of humour /ˌsens əv ˈhjuːmə/
she'd make a great … /ˌʃid ˌmeɪk ə ˈgreɪt…/
short /ʃɔːt/
smart /smɑːt/
straight/dark/short/long hair /ˌstreɪt/ ˌdɑːk/ˌʃɔːt/ˌlɒŋ ˈheə/
stylish /ˈstaɪlɪʃ/

1.8 Speaking 4.8

jumper /ˈdʒʌmpə/
look as if/as though /ˈlʊk əz ɪf/əz ðəʊ/
patterned /ˈpætənd/
shirt /ʃɜːt/
striped /straɪpt/
top /tɒp/
try on /ˌtraɪ ˈɒn/

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FOCUS REVIEW 1

VOCABULARY AND GRAMMAR

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

carefree centre denim faded
rebellious skin vain vintage

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

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

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

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

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

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

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

USE OF ENGLISH

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

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

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

Fashion and the Human Form

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

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

READING

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

Stella McCartney

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

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

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

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

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

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

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

SPEAKING

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

A

B

9 Ask and answer the questions.

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

10 Can you wear informal clothes everywhere? Discuss.

WRITING

11 Read the writing task and write an email.

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

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

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

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