



# HIGH HOPES

## Reading

### Vocabulary in context – Synonyms: challenges and achievements

**1** **SPEAKING** Read these sentences and discuss the meaning of the words in bold. Use the context to help you.

- Delivering a speech in front of my classmates would be a **feat** for me. I hate speaking in public because I'm quite shy.
- Taking any kind of exam is an **ordeal**. I hate exams and I usually end up feeling exhausted afterwards.
- I think one of the biggest **obstacles** in the way of my success is my disorganisation.
- I'm looking forward to going swimming with sharks next summer, and telling people all about my **exploits** afterwards.
- It would be a **battle** trying to convince my parents to let me study abroad.

**2** **SPEAKING** Discuss whether the sentences in 1 are true or false for you.

**3** Decide which of these words are closest in meaning to the words in bold in 1. Are there any differences between the two words?

accomplishment • adventure • hurdle • struggle • trial

**4** Choose the correct alternative.

- In my opinion, a lack of education is the biggest struggle/obstacle to success in life.
- I wouldn't take part in a reality TV show because it would be one long feat/ordeal.
- If I passed my driving test the first time, it would be a huge trial/accomplishment.
- Achieving good exam results will be the main battle/hurdle I have to get over in order to get to university.
- Some people see leaving home as an adventure/exploit, but I'd just get homesick.

Use it ... don't lose it!

**5** **SPEAKING** Do you agree with the sentences in 4? Why/Why not?

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**6** **SPEAKING** What is your dream job? Why?

**7** Read the article about people who found their dream jobs. Which sentence (a–c) best summarises the experience of all four people in the article?

- it has generally been a positive one
- it has not entirely lived up to expectations
- it has made them appreciate normal life more

### Exam tip

In multiple-matching reading tasks, first underline the key words and phrases in the questions. This can help you to find the relevant information in the text(s). As you read the text, look out for synonyms or paraphrasing of those key words and phrases.

**8** **01** Read the article again. For questions 1–10, choose from the people (A–D). You can choose each person more than once.

Which person ...

- admits to not being fully aware of how demanding the job would be? .....
- says they have formed strong relationships since doing the job? .....
- implies that they were inspired by people they encountered in their job? .....
- says that they initially lacked knowledge required for certain technical tasks? .....
- explains how they managed to cope when they felt frustrated and angry? .....
- acknowledges that their job has provided opportunities they had not believed possible? .....
- often recalls enjoyable moments spent doing their job? .....
- suggests that the local climate can sometimes present a challenge? .....
- mentions a widely-held belief that does not apply to their situation? .....
- believes that it was their young age that gave them confidence to accept a job? .....

**9** What do the underlined words and phrases in the article mean? Guess and then check in your dictionary.

### **10** Critical thinkers

In your opinion, what personal qualities and practical skills would people need to do the jobs mentioned in the article?

#### What makes you say that?

Use ideas from the text and/or other facts, opinions and experiences to justify your opinion. Then share your ideas.



# Position vacant: Dream job

For some people, working in a remote location would be an ordeal, but for others, it sounds ideal. Katherine Purvis speaks to four people to discover how their dream job worked out.

## A Karen Aspen, onboard cook, Scotland and the Caribbean

The first time Karen Aspen set foot on a boat, she ended up on an eight-month adventure sailing around the Caribbean. As a temp for a catering company, she was sent to work as the onboard cook for a group on a weekend sailing trip around Scotland's west coast. But then she decided to stay with the yacht, helping out with a two-month renovation before joining its next voyage across the Atlantic. 'I just said: "I could do that," as you do when you're 19,' laughs Aspen. Once in Antigua, she cooked for wealthy tourists who chartered the yacht before it was hired by the filmmaker Gregory Colbert to track whales for his film *Ashes and Snow*. 'I was one of those girls who had dolphins on her pencil case,' says Aspen. She never thought she'd see a whale or dolphin in real life, let alone learn to listen out for them on a hydrophone or have a job 'where you could walk up on deck and there'd be a whale 10 feet from you. It was a real turning point for me,' says Aspen. 'I was meeting all these people who were following their passions and doing what they really wanted with their lives ... it's something I would aspire to do - to live life on my own terms.'

## B Jada Yuan, *The New York Times* '52 Places' traveller

When *The New York Times* announced it wanted to send a journalist to every location on its annual list of the top 52 Places to Go, the posting went viral, memes were generated and 13,000 people applied. Who wouldn't want the chance to visit places like Croatia, Mexico and Chile? Jada Yuan was chosen as the lucky writer and soon embarked on a tour covering 38 countries over six continents. Yuan knew she was going to be busy pumping out Instagram updates about her exploits, photographs and a print column each week, but then she learned last-minute that she'd also be organising the transport and accommodation herself. 'It wasn't until two days before I left that I realised that would mostly be on me,' she says. Despite missing trains in India, running out of money in São Tomé, and battling an ever-growing list of articles to file, Yuan found ways to overcome any 'travel rage' and enjoy the small wins. 'Even if you were in a place where you weren't having the greatest time, you could always take a pause to watch the sunset,' she says. 'I have flashbacks all the time. I'll just be doing something and it reminds me of a fruit I ate somewhere or a time I was driving in the rain ... I can't even pinpoint what triggers them but I'm grateful for them. None of them are bad.'



## C Craig Stanford, archaeologist of St Kilda, Scotland

'There wasn't really an average day on St Kilda, it's a pretty wild place,' says Craig Stanford, who worked as resident archaeologist on the isolated archipelago. The islands of St Kilda are home to seabirds, sheep, and the St Kilda field mouse, but most human residents left in 1930. The post is a 'semi-legendary job in Scottish archaeology,' says Stanford, who spent six months conserving, promoting and protecting the archipelago's cultural heritage, including 1,260 unique stone huts that were once used by farmers. A helicopter will try to deliver food twice a week, provided wind conditions are favourable, but in a place where 'every hour of your day is defined by nature,' this is no easy feat. 'You end up eating some weird things from the back of the cupboard,' Stanford confesses. And with poor satellite internet connection a major obstacle to communicating with the outside world, the tiny St Kildan community must make their own fun. Whether it's a burger night, film night or gathering to celebrate a birthday, 'the social life on the island can be brilliant,' says Stanford. 'I made some extremely good friends I imagine I'll have for the rest of my life.'

## D Mari Huws, warden of Ynys Enlli, Wales

It was somewhat by chance that Mari Huws and Emyr Glyn Owen became the new wardens of Ynys Enlli - a remote island off the Welsh coast, famous for its wildlife and sites of archaeological interest. The couple met on the island as day-trip visitors on 'a perfect summer afternoon' two years ago, so when they spotted the vacancy to run the place, 'we shared one of those looks between us - the looks that speak louder than words. We had to go for it,' says Huws. 'Many people assume that people who want to live on an island are escaping from something, but for us it was more about realising a dream.' The pair quit their jobs, and have been working hard ever since they arrived last September. As the island is now largely uninhabited, they have to be self-sufficient. 'We are responsible for the upkeep of 10 listed buildings,' says Huws. 'There's always a wall to paint or a ceiling to plaster.' She adds, 'I've had to get my head around things I've never had to consider before, like how the water system works and the language of volts and amps and solar panels.' Huws has also dug drains and mixed cement, and has been building fences at weekends, too. But no matter how tough the work, the pair can always end their day with a walk through the fields and a swim in the sea at sunset. 'There aren't many aspects of mainland life that we miss,' says Huws.

## Present perfect forms and past simple

**1a**  **SPEAKING** Look at the sentences and identify the tenses of the verbs in bold.

- 1 She's **met** some wonderful people that she's still in touch with today.
- 2 The couple **met** on the island two years ago.
- 3 She **has been building** fences at weekends.
- 4 I've had to get my head around things I've **never had** to consider before.
- 5 The webpage is slow to load because so many people **have been commenting** on her blog!
- 6 We've **read** a text about people's experiences of doing their dream jobs.
- 7 I've **been filling out** this application form for 30 minutes and I still haven't finished!

**1b** Match the sentences 1–7 in 1a to the uses a–g. Some sentences can go with more than one use.

- a an action that occurred and was completed at a specific time in the past
- b an experience that happened at an unspecified time in the past or that has never happened
- c an action or event that occurred at an unspecified time in the past and that has a result in the present
- d a single action or event that occurred and was completed at an unspecified time in the past
- e a series of recent actions that has a result in the present
- f an activity or continuous state that started in the past and is incomplete or still in progress and we want to emphasise the duration of the activity
- g a series of repeated actions that started in the past and is incomplete or still in progress

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**2** Complete the sentences with the correct form of the verbs given.

- 1 We ..... (hunt) everywhere for my passport until we found it.
- 2 I ..... (work) on this presentation since lunchtime, so can I take a break now?
- 3 She ..... (live) here since she was a child, but she ..... (never/be) to this beach before.
- 4 I'm afraid Jon isn't here right now. He ..... (go) to work.
- 5 In the last few months, they ..... (grow) their own vegetables, which they can't wait to eat!
- 6 She ..... (dream) about living on an island since she was a child.

**3** Rewrite the sentences using the word given. Do not change the meaning.

- 1 After I visited China ten years ago, I considered learning Chinese and I still am. (been)  
I ..... I visited China ten years ago.
- 2 It's three years since they visited me. (not)  
They ..... three years.
- 3 This is my first visit here. (have)  
I .....
- 4 We haven't seen each other for nearly a month. (last)  
The ..... was nearly a month ago.
- 5 The river level is at an all-time high. (been)  
The river level is .....

**4** Complete the text with the past simple, present perfect simple or present perfect continuous form of the verbs given.

## Culture exchange



### Five wishes

(a) ..... you ..... (ever / make) a wish? In the UK in 2019, the Scottish Ballet (b) ..... (decide) to help make some dreams a reality to celebrate their 50<sup>th</sup> anniversary. As part of the *Five wishes* project, they selected five people and granted them their wishes. Over 400 people entered the competition, with the public voting for their favourites.

Fashion graduate, Poppy Camden, was one of the lucky ones. Poppy grew up in Glasgow and she (c) ..... (go) to see Scottish Ballet productions since she was very young. Poppy (d) ..... (always / have) a passion for clothes, but never thought that one day she could work in costume design. Scottish Ballet (e) ..... (invite) her to go on tour with the company to learn behind the scenes in the company's wardrobe department.

Other winners included musician, Colin Bowen, who (f) ..... (live) with Parkinson's disease. He conducted the orchestra at the world premiere of *The Snow Queen*. Another wish (g) ..... (go) to a young ballerina, Lily Douglas, who danced onstage with the company. And 85 lucky students from Academy Street Dance Studio (h) ..... (work) with Scottish Ballet to create a special *Spring!* performance. It's a moment they'll never forget.

### Use it ... don't lose it!

**5**  **SPEAKING** Have any of your hopes, dreams or wishes ever come true? What happened?

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# Developing vocabulary

## Word formation – prefixes

1 Match the negative prefixes in the box to the words 1–6.

dis- • il- • im- • in- • ir- • un-

- |               |             |
|---------------|-------------|
| 1 approving   | 4 practical |
| 2 experienced | 5 reliable  |
| 3 legal       | 6 relevant  |

2 Complete the table with other adjectives that you know that use the prefixes in 1.

dis-	il-	im-	in-	ir-	un-

3 Match the prefixes in bold to their meanings 1–9.

**anti**-social • cooperate • **inter**active • **mis**lead •  
oversleep • **re**consider • **sub**conscious • **super**sonic •  
**under**estimate

- |   |                          |
|---|--------------------------|
| 1 too much                                | 5 not enough             |
| 2 opposed to, against                     | 6 with, together         |
| 3 badly, wrongly                          | 7 smaller, below         |
| 4 again, back to way something was before | 8 between                |
|   | 9 more, better or bigger |

4 Complete the sentences with these words and a prefix from 3.

behaving • climax • discover • paid • personal •  
rated • store • zero

- Are there any actors that you like that you feel are ..... and should be given more credit for their talent?
- Do you think professional footballers are ..... for the work that they do?
- Did you have any hobbies as a child that you would like to ..... now that you're older?
- Do you ever set out to be on your best behaviour but then end up ..... instead?
- Have you ever looked forward to something which turned out to be a disappointing .....? What was it?
- Have you ever experienced freezing ..... temperatures? Where and when?
- Which ..... skills do you think are most important for getting along with people? Which would you like to develop?
- Do you think it's better to buy groceries in a ..... or in smaller shops and markets? Why?

Use it ... don't lose it!

5 **SPEAKING**  Ask and answer the questions in 4.

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## Exam tip

In word-formation tasks, look at the words on either side of the gap, and the rest of the sentence as well. Focus on the wider context in which a word is being used, rather than just one phrase in isolation.

6 Use the word given to form a word that fits the gap.

# A HOPEFUL FUTURE

Ethiopia is one of the fastest growing economies in the world and, according to an article on the UN website, its (a) ..... (credible) rate of progress is people-driven. Agriculture in particular is a high-performing sector. However, many teenagers in rural areas are (b) ..... (advantage) as they are often unable to finish their education because they need to work.

This was true for Wubetu Shimelash who, from the age of six, looked after the family's herd in the Simien mountains. The life of a herder can be hard. Wubetu lived with the livestock and often spent the nights with his animals in (c) ..... (comfort) caves. However, he was proud to do this important job for his family and it seemed (d) ..... (think) that he would become anything else but a farmer.

However, it didn't turn out that way. Wubetu's father worked as a porter for tourists and, when he was (e) ....., (available) Wubetu took over, carrying bags and teaching himself a bit of English which he picked up from the visitors. This sparked Wubetu's interest in learning and he asked his parents if he could attend school. At first, they (f) ..... (agree) with the idea, but Wubetu wasn't (g) ....., (courage) and he persisted until they changed their minds. It was (h) ..... (deny) a good decision because Wubetu thrived.

But that wasn't the end of the story. After a chance meeting with an American tourist, Blake Mycoskie, Wubetu's life changed. Wubetu invited Blake to join in a football match and, in return, Blake gave Wubetu something (i) ..... (valuable) – an offer to help with his education, which Wubetu was determined to accept. Wubetu was (j) ..... (able) to contact Blake from his village, so he walked 12 hours to an internet café to send him an email. Blake kept his promise and Wubetu went to study in the US, where he gained a diploma.

Now in his twenties, Wubetu is supporting children's education in the Simien mountains and employs local people at *Simien Eco Trek*. By doing this he's giving other people the chance to have hopes and dreams for their futures.





# GREAT LEARNERS GREAT THINKERS

## DIFFERENT PATHS TO SUCCESS

Lesson aim: To reflect on different ways of finding the right career

Video: Making your own career

**SEL** Social and emotional learning: Being flexible

- 1 **SPEAKING** Look at the lesson title and the photos. What do you think the main photo represents?

### GREAT THINKERS

#### Generate-Sort-Connect-Elaborate

- 2 **SPEAKING** Follow the instructions.

- 1 **Generate** ideas about what 'career success' means to you. Spend one or two minutes thinking and making some notes.
- 2 In your group, create a mind map with the words 'career success' in the centre. **Sort** your ideas by spending about five minutes quietly adding your ideas to the mind map. You can also respond to other people's ideas by adding questions, comments or more details.
- 3 Look at the mind map your group has created. What **connections** can you see between different people's ideas? Is there a definition of 'career success' that you can all agree on?
- 4 Does the mind map contain any ideas that you hadn't considered or don't agree with? What questions arise from these ideas? Can you **elaborate** on the ideas by expanding them and taking them in new directions?



- 3 **VIDEO** Watch the video. What do Nick and Alex's stories have in common? Are Nick and Alex successful according to the ideas you came up with in 2?



Nick



Alex

- 4 **VIDEO** Watch the video again and decide if these statements are T (True) or F (False). Correct the false statements.

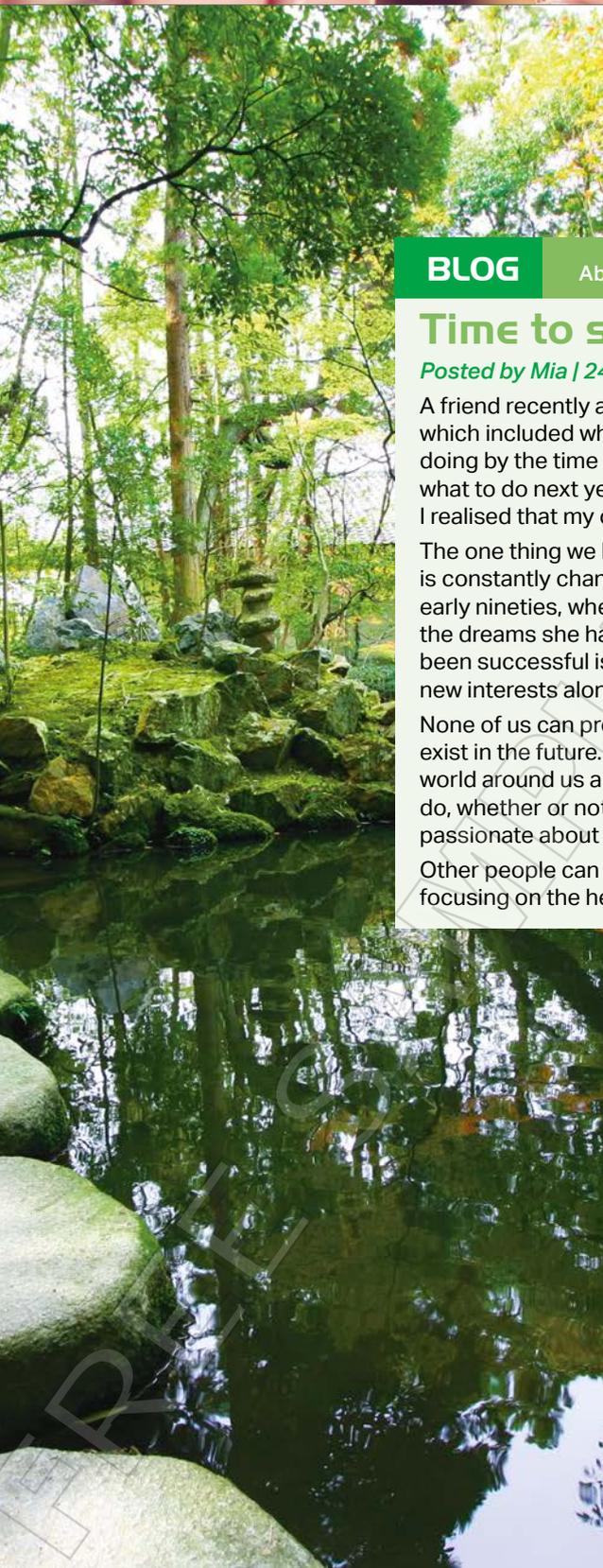
- |  |       |
|--|-------|
| 1 To develop his app, Nick worked with a team.   | T / F |
| 2 Nick's app converts online information into a shorter, simpler form.                     | T / F |
| 3 Alex opened her own salon at the age of 14.  | T / F |
| 4 Alex had shown an interest in business from a young age.                                 | T / F |
| 5 According to Alex, not many of her peers went to university.                             | T / F |
| 6 Nick's dad says that Nick didn't have to work hard because he enjoyed what he was doing. | T / F |





**5 Read the blog post and answer the questions.**

- 1 How did the writer react at the beginning when she heard about her friend's long-term career plans? Why?
- 2 What point does the writer illustrate using the example of her aunt?
- 3 What does the writer believe is the best way to achieve success?



**BLOG**

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## Time to stop dreaming and start doing

Posted by Mia | 24 April

A friend recently announced that she'd drawn up a detailed career plan for the next 25 years which included what she'd study at uni, what job she'd get after graduating and what she'd be doing by the time she was 40. At first, this news sent me into a panic. I couldn't even decide what to do next year, let alone in decades to come. But after giving it some more thought, I realised that my own 'wait and see' approach might not be so bad after all.

The one thing we know for certain is that nothing turns out the way we expect it to. The world is constantly changing and so are we. My aunt now runs a web design business, and yet in the early nineties, when she was my age, she hadn't even heard of the Internet. If she'd stuck to the dreams she had then, she'd still be designing CD covers for rock bands. The reason she's been successful is that she's embraced new opportunities, developed new skills and acquired new interests along the way.

None of us can predict what we'll want, how we'll feel or what kinds of job opportunities will exist in the future. We can only live in the present. We need to get out there, observe the world around us and try things out. We must take risks and not be afraid to fail. Everything we do, whether or not we succeed, teaches us a bit more about ourselves, reveals what we're passionate about and opens doors to places that we never knew existed.

Other people can plan their lives out if they want to, but I've decided that from now on, I'll be focusing on the here and now. Success comes to those who stop dreaming and start doing!

- 6** **SPEAKING** The blog post in 5 argues against setting long-term goals. To what extent do you agree with the writer's argument? What are the possible drawbacks of only living in the present? Would this approach be appropriate for all types of career?

### GREAT LEARNERS **SEL**



Great learners are flexible and open to new opportunities.

Why is it important to be flexible and open to new opportunities? What effect does this have on setting goals and making plans for the future?

Learner profile

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1 **SPEAKING** Which of the personal qualities in the box do you think are most likely to ensure a person will achieve success? Why?

- being determined • being hard-working • being optimistic • being well-educated • believing in yourself • having big dreams

2 You are going to listen to a podcast about grit and how it is relevant to successful learning. Before you listen, look at the notes in 3. What type of word or phrase do you think is missing in each sentence?

3 **02** Listen to the first part of the podcast and complete the notes with a word or short phrase. Write no more than three words and/or a number.

**Learning matters podcast – grit**

Angela Lee Duckworth's definition of *grit*: the ability to pursue (a) ..... with passion and perseverance.

Sam says that a person with grit is far (b) ..... than most people. They never (c) ....., despite distractions or knockbacks.

Grit is important in education because it is thought (d) ..... isn't dependent on education or even IQ, but on grit.

It's important for students to learn that if they want to (e) ....., they need to develop grit.

Some people believe that people who are more passionate about their goals and who have more perseverance and (f) ..... will be high achievers, no matter what their background is.

4 **03** Listen to the second part of the podcast. Complete the notes with a word or short phrase. Write no more than three words and/or a number.

**ANGELA LEE DUCKWORTH**

She's a (g) ..... who came up with the concept of 'grit'.

Currently professor of (h) ..... at the University of Pennsylvania; she's a former maths and science teacher.

Angela is well known for her (i) ..... and TED talk about grit.

She's told teachers how important it is to help students to (j) ..... and other non-cognitive skills.

The 'grit scale' asks questions to (k) ..... on how passionate and persevering you are.

Critics of grit say that some people are disadvantaged because of (l) ..... that society presents, not because they don't work hard.

5 **Critical thinkers**

Do you think grit is something that you are born with, or can it be learnt?

What makes you say that?

**Flipped classroom video**  
Watch the Grammar Presentation video



**Modifying comparative and superlative forms**

6 Look at the sentences. Put the word(s) in bold in the correct part of the table.

- 1 It is **by far** the grittiest subject we've discussed.
- 2 People who are **significantly** more passionate about their goals will be high achievers.
- 3 It's **simply** the clearest way to really understand what Angela means by grit.
- 4 Education is **without doubt** the most important point in relation to grit.
- 5 A person with grit is **far** stronger mentally than most people.
- 6 Some people work a **great deal** harder than others.
- 7 She observed that doing well academically **wasn't nearly** as simple as she had thought.
- 8 It's better **by far** to learn 'grit' as a child because it prepares you for life.

modifies comparatives	modifies superlatives	modifies as ... as

7 Add the modifying words and phrases in the box to the table in 6. Some can go in more than one column.

- a bit • a little • altogether • barely (any) • by miles • considerably • ever • hardly (any) • much • not quite • nowhere near • (quite) a lot • scarcely (any) • slightly

8 Decide if the words and phrases in the first two columns of the table go before or after the comparative or superlative adjective they are modifying. Some of them can go both before and after.

Check it page 16

**Use it ... don't lose it!**

9 **SPEAKING** Complete the sentences with a modifying word from 6 and 7 and your own ideas. Then compare your answers.

- 1 Learning to ..... is more difficult than learning to .....
- 2 I like ..... more than all the other subjects.
- 3 In our town, ..... is the most interesting place to visit.
- 4 ..... is as fascinating as .....

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# Developing speaking

## Personal interviews



**1a** Look at the questions that an examiner might ask a student during a speaking test. Match the topic headings in the box to the groups of questions (1–4).

Free time • People • Work/studies • Your country

- 1 .....
  - a Who has had a big influence on you?
  - b Can you tell someone's personality by the clothes they wear?
  - c Do you prefer to take photos of other people or photos of yourself?
- 2 .....
  - d What is special about the culture of your country?
  - e Are there many places to listen to live music near where you live?
  - f What are the differences between home-cooked food and eating out in your country?
- 3 .....
  - g How much time do you spend studying compared with other activities?
  - h What kind of career would you like in the future?
  - i What do you find difficult about making plans?
- 4 .....
  - j If you took up a new hobby what would it be?
  - k How do you spend time with your friends?
  - l What has been your most interesting travel experience?

**1b** **SPEAKING** Which group of questions in 1a would be the easiest for you to answer? Why?

### Exam tip

When you are answering personal questions, try to give extra information in your responses. If you can't remember a word or make a mistake, don't worry. Correct yourself quickly and continue.

**2** **03** Listen to three students answering some of the questions in 1. Answer the questions.

- 1 Which question in 1 does each person answer?
- 2 What does each person do when they can't remember a word or they make a mistake?
- 3 Does each speaker answer the question well?

**3** **04** Listen again. Put these expressions used by the speakers in the correct place in the Speaking bank.

- |                 |                     |
|-----------------|---------------------|
| 1 in fact       | 4 I should begin by |
| 2 To be honest  | 5 As I was saying   |
| 3 They say that | 6 Basically         |

## Speaking bank

### Useful expressions in personal interviews

#### Structuring your response

- Also, / In addition, I should explain / say / mention that ...
- Finally, I mustn't forget ...
- Anyway, that's my ...
- So, to cut a long story short ...
- .....

#### Reporting something you believe to be true

- Apparently, / It seems that ...
- .....

#### Emphasising

- Actually, ...
- In actual fact, ...
- .....

#### Repeating or paraphrasing information you've already given

- Like I mentioned already ...
- As I told you ...
- .....

#### Expressing your attitude to what you're saying

- Honestly, ...
- .....
- .....

**4** Choose three questions from 1a and make notes to prepare your answers.

### Practice makes perfect

**5** **SPEAKING** Work in groups of three and follow the instructions.

**Student A:** Ask Student B the questions they prepared.

**Student B:** Use your notes to answer the questions.

**Student C:** Take notes under the following headings and use them to give feedback to Student B.

- Answers the question
- Gives extra information
- Intonation and pronunciation
- Uses a range of vocabulary and grammar
- Corrects mistakes

Then change roles and repeat the task.

**6** **SPEAKING** Take turns to ask and answer some of the other questions in 1a.

## An informal email of advice

- 1 Look at the quote. Do you agree? Why/Why not?

The best way to succeed in life is to act on the advice we give to others.

*Author unknown*

- 2 **SPEAKING**  Answer the questions.

- In which situations have you had to give someone advice?
- What expressions and grammar structures are useful for giving advice?
- What should you consider when giving someone advice?

- 3 Look at these sentences which give advice. Identify the more informal sentence, a or b, in each pair.

- You **ought to** find a quiet place to study.
- I reckon you **should** find a quiet place to study.
- Why don't you** study a bit every day?
- My advice would be to** study a little every day.
- Have you thought about** having a snack first?
- If I were you, I would** have something to eat first.
- Would you consider** revising for two hours a day?
- Maybe you could** try doing two hours a day.

- 4 Eva has emailed her friend, Gorka, asking for advice. Read part of Eva's email and Gorka's reply on the right. Does Gorka answer all Eva's questions? What is his advice?

- 5 Read Gorka's email again and answer the questions.

- Is it formal or informal? How do you know?
- Which expressions does he use to give advice?
- Which words and expressions does he use to organise his ideas?



Well, after a long, relaxing summer holiday it's back to school. As you know, I'm taking my A-Level exams this year, so I need to plan a revision timetable. I thought perhaps you could advise me as you did your exams last year. I've got about eight months to prepare. I'm thinking of stopping my gym membership so I can have more time to study. What do you think? How should I organise my time? Any tips to help me focus?

Thanks a lot! Eva

Hi Eva,

Great to hear from you – I'm happy you had a good summer. Me too!

Anyway, first things first – it's brilliant that you're planning your study timetable now. When it comes to revision, I think you should try to do little and often. Have you thought about dividing each subject into blocks and revising each block over a month? That's what I did and it worked for me! And break up the time evenly, so you could do two hours a day, for example.

OK, next – you asked for tips to help you focus. To be honest, I find it hard to focus too, but I know what you're supposed to do, even if I don't always do it myself! To start with, find a quiet space where you can work. Apparently, you shouldn't have any distractions, so put your phone away! Having said that, I often listen to music while I'm working as it helps me get in the zone. Talking about getting in the zone, I don't think you should study if you're tired or hungry. Maybe have a snack after school and then start revising. Also, I really found it helped to take a break every hour.

Finally, your gym membership ... I don't think it's a good idea to give it up. If you enjoy going to the gym, then stick with it. Maybe you could try going to the gym after you've done your revision?

I hope my suggestions are helpful. Why don't you let me know how it's going in a few weeks' time?

Until then – happy studying!

Gorka

- 6 Complete the Writing bank with words and expressions from the emails in 4.
- 7 Complete the text messages with phrases from the Writing bank.

**Josh:** Hi, Lula! Can you help me? I'm stuck! 😞  
I know I need to start my exam revision, but I just can't get down to it! Any tips? Thanks!

**Lula:** I know how you feel! (a) To ....., I was the same last week, but I sorted myself out!

**Josh:** How??? Please tell!

**Lula:** (b) ..... first, organise your study space. Clear your desk and get everything you need.

**Josh:** OK.

**Lula:** (c) ....., I think you should just sit down and start working. (d) ....., just being at your desk will get you in the zone. Do anything. It doesn't matter what.

**Josh:** Right. But my problem is that even when I sit down and study, I find it hard to focus because it's so noisy here. And (e) ....., I often forget what I've just read.

**Lula:** You could wear headphones? And why don't you try reading your notes aloud to yourself? It (f) ..... that actually hearing the words, as well as reading them, can help you remember.

**Josh:** Brilliant idea! I will. (g) ..... that, I'm bored with studying by myself.

**Lula:** Maybe you could try studying with a friend – a study buddy. I've (h) ..... that it can help you remember things better – and it improves your mood!

**Josh:** Wow. I didn't know that. Thanks! Do you want to be my study buddy? 😊

8 **SPEAKING** Discuss the questions.

- Do you agree or disagree with the study tips in 4 and 7? Why/Why not?
- What study tips do you know that have worked for you?

✓ **Exam tip**

When writing any type of text, including informal letters or emails, use linking words to organise your writing. With informal texts, remember to use an informal style and features of informal writing such as contractions and words and phrases that have an informal register.

**Writing bank**

Useful expressions for informal writing

**Introducing ideas and paragraphs**

- First of all, ...
- .....
- .....

**Adding information**

- And another thing, ...
- On top of that, ...

**Changing the subject**

- By the way, ...
- Incidentally, ...

**Generalising**

- All in all, ...
- At the end of the day, ...
- By and large, ...

**Giving opinions**

- Frankly, ...
- To tell the truth, ...

**Reporting**

- It seems that ...
- I've heard that ...

**Qualifying what has been said**

- All the same, ...
- Even so, ...

**Emphasising the most important point**

- At any rate, ...

9 Read the writing task and make notes with ideas for advice you can give in response to the questions in the email.

You've received an email from a British friend:

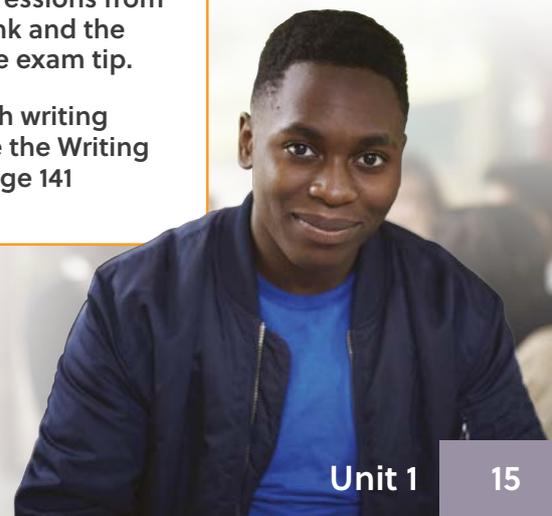
Yesterday I got some fantastic news! This summer, I'm coming to your town to study for six weeks. I'm so excited! But I've never been abroad before and I need your help. First of all, what should I pack? What will the weather be like? Will I need a raincoat? Also, I want to explore your town. Where should I go and what can I do? Can you give some advice?

Cheers,  
Sam

**Practice makes perfect**

10 Write your email. Use your notes in 9, expressions from the Writing bank and the advice from the exam tip.

11 When you finish writing your email, use the Writing checklist on page 141 to check it.



## Past simple

- We use the **past simple** to talk about an action, event or state in a finished time in the past.  
*She studied French when she was younger.*

## Present perfect simple

- We use the **present perfect simple** to talk about a past experience that is relevant to or being discussed in the present. The experience is completed, but the exact time of the event or action is unknown or not stated.  
*I've visited several European countries, but I've never been to Germany.*
- We also use the present perfect simple to talk about something that has happened recently.  
*My brother's just bought a hover board.*
- We can use the present perfect simple to talk about repeated past actions, and we use this form to emphasise the number of times it happened.  
*I've watched this video so many times.  
He's scored more than twenty goals for the national football team.*

## Present perfect continuous

- The **present perfect continuous** focuses on the incomplete or temporary nature of an activity or situation that started in the past.  
*They've been arguing a lot lately.  
They've been staying at their grandmother's house.  
They're going home tomorrow.*
- The present perfect continuous is also used to talk about the duration of an activity or situation.  
*I've been looking forward to the new 'Star Wars' film for ages!*
- We can also use the **present perfect continuous** to talk about repeated past actions.  
*He's been scoring a lot of goals this season.*

- We don't use the **present perfect continuous** to talk about the number of times something happened.

*He's been scoring more than twenty goals for the England football team.*

## Modifying comparative and superlative forms

We can use a number of words and expressions to modify comparative and superlative forms.

- Before a comparative:** significantly, ever, a great deal, slightly, far, much, (quite) a lot, barely (any), considerably, a little, hardly (any), a bit, scarcely (any)  
*He is a great deal more confident than he was last year.*
- After a comparative:** by a long way, by far, by miles  
*The festival was more popular by far than in previous years.*
- Before a superlative:** easily, altogether, simply, much, quite, by far, by far and away, hardly  
*That's simply the worst song I've ever heard.*
- After a superlative:** ever, by a long way, by far, by miles  
*He's the tallest student in our class by miles.*

Note that ever before a comparative means 'increasingly' whereas ever after a superlative means 'of all time'.

*This TV series is getting ever more ridiculous.  
= This TV series is getting increasingly ridiculous.*

*In my opinion, it's the worst film ever!  
= In my opinion, it's the worst film of all time!*

- Modifying as ... as:** nowhere near as ... as, not nearly as ... as, not quite as ... as  
*It's not nearly as cold here as in Alaska.*

## Vocabulary

### 05 1 Synonyms – challenges and achievements

battle – struggle • exploit – adventure • feat – accomplishment • obstacle – hurdle • ordeal – trial

### 06 2 Word formation – prefixes

anticlimax (n) • anti-social (adj) • cooperate (v) • disadvantaged (adj) • disagree (v) • disapproving (adj) • discouraged (adj) • illegal (adj) • impractical (adj) • incredible (adj) • inexperienced (adj) • invaluable (adj) • interactive (adj) • interpersonal (adj) • irrelevant (adj) • misbehave (v) • mislead (v) • overpaid (adj) • oversleep (v) • reconsider (v) • rediscover (v) • subconscious (n, adj) • subzero (adj) • supersonic (adj) • superstore (n) • unable (adj) • unavailable (adj) • uncomfortable (adj) • undeniably (adv) • unreliable (adj) • unthinkable (adj) • underestimate (v) • underrated (adj)

## Grammar test

### Present perfect forms and past simple

1 Decide if the sentences are correct. Tick (✓) the correct sentences and rewrite the incorrect sentences.

- 1 What have you been doing? This is a total mess!
- 2 We've just got back from holiday in France.
- 3 I made a present for my cousin all morning but I still haven't finished!
- 4 I have lived in Germany when I was younger.
- 5 We swam in the sea lots since we arrived!
- 6 I've read that book you gave me. It's so exciting – don't tell me the ending!
- 7 They haven't bought Ellie a present yet, so we could buy something together.
- 8 We haven't been playing in the band for long – just about six weeks.
- 9 You've sat in the sun all day! I'm not surprised you've got sunburn!
- 10 She's been opening all the windows in here. That's why it's so cold.

/ 10 points

### Modifying comparative and superlative forms

2 Complete the sentences with these words.

a little • by far • ever • not quite

- 1 I've never seen such an amazing movie. It's the best film .....
- 2 He's ..... the kindest person I know.
- 3 I'm 165 cm, she's 166 cm. She's ..... taller than me.
- 4 The weather was ..... as good as it was on our last visit.

barely • by miles • nowhere near • significantly

- 5 It's the hottest day of the year .....
- 6 They're ..... any fitter than before they started training.
- 7 This chair is ..... as comfortable as that one.
- 8 Manu's cake is ..... bigger than mine. It's enormous!

/ 8 points

## Vocabulary test

### Synonyms – challenges and achievements

1 Complete the sentences with the words in the box.

exploits • feat • obstacles • ordeal • struggle

- 1 In his autobiography, the intrepid explorer gives an in-depth account of all of his .....
- 2 Despite coming up against many ....., we managed to set up our new business successfully.
- 3 Was it a(n) ..... to understand the plot of the film or was it quite straightforward?
- 4 It was a(n) ..... getting here! All the trains have been cancelled.
- 5 The crowd praised the building as a remarkable ..... of architecture.

/ 5 points

### Word formation – prefixes

2 Match the prefixes in the first box to the words in the second box.

anti • co- • dis • in • inter • mis • over • re • sub • super

active • approve • conscious • consider • experienced • lead • operate • sleep • social • sonic

3 Complete the sentences with the correct form of the words given.

- 1 Don't ..... (estimate) how much money you'll need to save. It's very expensive!
- 2 I was so ..... (comfortable) on the plane – there was no room to stretch my legs.
- 3 I really think you should ..... (consider) now that the prices have gone down.
- 4 It is ..... (legal) to drive if you don't have a valid licence.
- 5 This plan won't work because it's completely ..... (practical).
- 6 This is an ..... (valuable) opportunity to get some experience in journalism.
- 7 I found that part of the book a bit boring and ..... (relevant).

/ 17 points

Total:

/ 40 points

# 2



# TRENDING NOW

## Reading

### Vocabulary in context – Trends

**1a** **SPEAKING** Discuss the meaning of the words and phrases in bold.

- Hashtags** are a really good way to encourage community spirit on social media.
- I'm pretty sure that wearing coloured contact lenses is just a **fad**. It'll be over soon.
- I feel sorry for celebrities who have to face a public **backlash** after they've simply expressed an opinion.
- To be a successful fashion blogger, you have to be **in the know** about next year's trends. It would be a very interesting job.
- The punk look of the 1970s will probably never **make a comeback**.
- Superfoods have become a **cultural phenomenon** – although there's no evidence they are particularly good for you.
- The dance moves that **catch on** the quickest tend to come from the US.
- The idea that people need to dress smartly for work is very **outdated**.
- I'm not influenced by articles that say something is this year's **must-have** accessory or gadget.
- Young people are more likely to view musicians as **iconic** rather than political leaders.

**Use it ... don't lose it!**

**1b** **SPEAKING** Do you agree with the statements in 1a? Why/Why not?

**Reach higher** → page 136

- Read the article quickly. Which sentence (a–c) provides the best summary of it?
  - It explains how to identify a trend and gives reasons why one might begin.
  - It suggests that people who follow trends are shallow, and provides examples of their behaviour.
  - It discusses a variety of trends and talks about some of their effects.

### Exam tip

In activities in which you complete a summary of a text with words and phrases, the information you need to find is not always in the same order as the information in the text, so it is important to have a good and broad understanding of the content. Several phrases might fit a gap grammatically, but only one will reflect the content.

- 07** Read the article again. Complete the summary with the phrases in the box. There are two extra phrases that you do not need to use.

cyclical nature • environmental impact • footwear trends •  
 general stress • instant fame • mixed reactions •  
 original ideas • passing fads • peer pressure • social benefit

The writer starts off by referring to the (1) ..... of trends in clothing. She then explains how some (2) ..... that some people find unattractive are now considered the height of fashion. She also comments on the way that men's hair produced (3) ..... on social media.

Although the writer appreciates the reason behind the Ice Bucket Challenge, she questions the (4) ..... of other challenges that followed, and hopes that extreme selfies and insta filters might be (5) .....

The writer criticises the lack of (6) ..... in the movie industry over the past decade, and comments on the way that dance moves led to (7) ..... for some people. Finally, she wonders whether the current interest in organisational skills can be put down to a rise in (8) ..... amongst Millennials and Gen Zs.

- What do the underlined words and phrases in the article mean?

**5** **SPEAKING** Discuss these questions.

- What do you think about the trends mentioned in the text? Have you ever worn or done any of the things the writer talked about?
- How important is it to you to stay up to date with trends in music, technology and clothes?

### Critical thinkers

In your opinion, how do people decide whether something is 'fashionable' or 'unfashionable'?

**Why do you think that some fads – in particular, those connected with clothing and hairstyles – attract a great deal of criticism?**

**What makes you say that?**



# 10 YEARS OF TRENDS

**Fashions come and go. But which ones do we want to forget forever?**

Last week, just as the tiny and overpriced sunglasses I'd ordered finally turned up with the courier, I discovered they were no longer fashionable. I guess that's the way it's always worked. One minute, an accessory will make you look super cool, and the next minute it'll make you look like a relic from a bygone era. I try to make smart purchases: I do plenty of online research whenever I have money to spend, and I visit lots of shops to get the best price and quality. But fashion moves too quickly! However, the good news is that fashions will often repeat themselves. When my parents were teens, they'd wear dungarees and flowers in their hair. In my grandmother's day, it used to be leopard print that showed you were fashion-forward. And then a few years ago, leopard print, denim dungarees and floral hair pieces all made a comeback. No doubt we'll see those tiny sunglasses I regretted buying back on the catwalk some time soon!

Of course, there are some things that we can only hope are well and truly consigned to the past decade. In my opinion, sandals are ugly enough, but combined with white socks? Once, many people might have thought that if you made a fashion faux pas like this, you would have to ensure that no photographic proof remained! However, while to many the word 'ugly' sounds rude, fashion has recently reclaimed the socks-and-sandals look as a hyper-trend. Cheap and humble sneakers and shoes tell the world that you can be yourself and comfort is more important than looking pretty. 'Ugly' is suddenly chic.

As for personal grooming, the online chatter about hair, beards and moustaches was endless. The grey/silver look for young women came and went, as did shaving one side of the head (think Miley Cyrus, Rihanna and Selena Gomez). It was men's hair though, that was the most polarising. Full beard, stubble, goatee, man bun and beard combo – styles would come and go, and be ridiculed and admired in equal measure. I should know. My fashion-conscious older brother was constantly spending money at the barber and coming back with a new look. I never knew what to expect when he walked through the door.

The last ten years also saw people encouraging each other to do weirder and weirder things. The Ice Bucket Challenge kicked it all off – with friends inviting each other to dump ice over their own heads. While this particular challenge was intended to raise money for charity, its popularity prompted other people to come up with their own challenges, most of which were not exactly designed to put an end to world hunger or inequality.

Another trend was the extreme selfie – people standing on cliff edges, tip-toeing towards large carnivores, dangling off bridges, falling into zoo enclosures – it seems that many amateur photographers will keep putting themselves in physical jeopardy in pursuit of the perfect picture. We've also seen the explosion of beautifying filters on social media recently, offering users an instant makeover. While these hugely popular filters may seem like a fun way to try out a glamorous look, studies show that for many people, using them can end up damaging their self-esteem, as they measure their real face against unrealistic and false beauty standards. I can't help but hope that soon, people will stop putting themselves at risk just for the likes, and move on to something altogether healthier for mind, body and soul.

Talking of moving on, isn't it time to admit that most movie franchises are well past their expiry date? My friends and I often used to go to the cinema together to see the latest action movie on the big screen, but there isn't that same excitement any more. Essentially, we've been revisiting those super spies, dinosaurs, light sabres and killer cyborgs forever! Even the most avid fans are realising they're paying for the same old story with slightly different special effects. And while time seems to have moved slowly in the world of action films, dance-wise, there were some pretty interesting and short-lived moves – *Gangnam Style* for instance – and of course, who could forget The Floss? After a dancer named The Backpack Kid demonstrated the move in 2017, 'flossing' soon went viral – even ending up as a victory dance on *Fortnite*. All these dancers suddenly found themselves in the spotlight and being sought out for interviews – for a brief time at least.

Meanwhile, organising suddenly became cool with influencers like Marie Kondo gaining millions of social media followers by showing how to be organised, and you'd hear people talking about how cool it was to fold their jeans in a special way and criticising others for being disorganised: 'You're always losing your house keys – set a pattern for them.' 'She would have a messy room, wouldn't she? She never tidies up!' Experts have given a variety of reasons to explain this phenomenon, noting that Millennials and Gen Zs seem to have bought into it more than any other age group. The consensus is that they're increasingly turning to structure at a time when the world around them can cause concern and anxiety. Although it's not something I find particularly cool, I can sympathise with people looking for a way to cope. Personally, all I need is a plate of avocado toast, but maybe that's no longer fashionable either!

Present and past habits

1a Look at the sentences and identify the tenses of the verbs in bold.

- a You're always **losing** your house keys.
- b I always **used to go** to the cinema to see the latest action movie.
- c I **do** plenty of research whenever I **have** money to spend.
- d Many amateur photographers **will keep** putting themselves in physical jeopardy.
- e My fashion-conscious brother **was** constantly **spending** money at the barber.
- f When my parents were teens, they'd **wear** dungarees and flowers in their hair.
- g Fashions **will** often **repeat** themselves.
- h She **would have** a messy room, **wouldn't** she?

1b Answer the questions.

- A Which sentence(s) describes:
- 1 a present habit in a factual, neutral way?
  - 2 a past habit in a factual, neutral way?
  - 3 a present action that we feel is typical behaviour of the subject, in a way that shows annoyance or criticism?
  - 4 a present habit in a way that shows annoyance or criticism, or a sense of repetition?
  - 5 a past habit in a way that shows annoyance or criticism, or a sense of repetition?
- B In which of the sentences (a–h) do we stress *will* and *would*?
- C Do we need to use a time expression with *would* or *used to* when we talk about habits in the past?

Check it page 28

2 Decide which sentences express habits.

- 1 High-street fashion is constantly mimicking the styles created by high-end brands.
- 2 My favourite shop is selling all summer-season clothes at half price.
- 3 My sister will probably wear her new dress for the party.
- 4 My sister will wear any clothes that are fashionable.
- 5 When I was younger, my parents would often tell me not to spend so much money on clothes.
- 6 My parents would prefer me not to buy clothes if I don't need them.
- 7 He was always thinking about what he was going to wear.
- 8 He was busy trying to choose what to wear.

3 Complete the text with the correct form of the verbs given. Sometimes more than one answer is possible.

CLASSIC OR TREND?  
HOW TO BE A BETTER SHOPPER

Fashions come and fashions go. And fashion trends aren't limited to clothing; even our eating habits are subject to trends. Whereas in the past most people (a) ..... (drink) cow's milk, now many more people (b) ..... (buy) 'milk' made from almonds, oats and even peas!



This could be due to the recent trend for investing in our health. While living healthily will always be a great idea, some health trends may just be fads. If you (c) ..... (constantly sign up) for unusual new gym classes that you don't enjoy or (d) ..... (forever buy) new sportswear and gadgets, you may be too easily seduced by trends, and better off sticking to classic activities you enjoy.

With clothing too, it's easy to be attracted by trends. In the past, people (e) ..... (keep) their clothes for many years, whereas now some people (f) ..... (wear) clothes just once or twice before throwing them away. The amount of waste produced by fast fashion is damaging the planet, so we must all make more educated buying choices.

So, if you want to keep up with fashion, but don't want to waste your money, how can you tell whether a fashion is going to be a passing fad or something that will stick around for longer? Some trends (g) ..... (catch on) quickly, but then fade equally fast. These are more likely to be things that are impractical so you won't miss them when they're gone. Do you remember a few years ago when everyone (h) ..... (wear) those plastic glasses? Who wears them now?

Some trends, however, last longer and stand the test of time. They might even become classics and stay popular for years. Year after year, people (i) ..... (choose) denim jeans, white trainers, and biker-style leather jackets – these items have become classics. It is obviously much better for your purse and the planet to follow long-term trends or to shop like our grandparents did. In the past, people (j) ..... (buy) things that lasted for years. Will that shopping trend ever come back into fashion? Let's hope so.



Use it ... don't lose it!

4 SPEAKING Discuss these topics.

- Your shopping habits.
- An annoying habit that some people have.
- A childhood memory about summer holidays.

Reach higher page 136

# Developing vocabulary

## Expressions related to fashions and trends

- 1 Complete the collocations with *trend* or *fashion*. Two of the expressions collocate with both words.
- a be back in .....: become popular again.
  - b a passing .....: something that is popular for a short while only.
  - c make a ..... statement: wear something in a bold way that attracts attention.
  - d be on .....: have characteristics that conform to what is currently popular in fashion.
  - e keep up with the latest .....: know and/or wear what is popular at the moment.
  - f buck the .....: go against the norm.
  - g start a new .....: do something that becomes fashionable and which others copy.
  - h a .....setter: someone or something that starts a new fashion.
- 2 Replace the underlined words in the sentences with expressions from 1.
- 1 Do you think that influencers should wear clothes that stand out from the crowd?
  - 2 Some people believe that environmentalism is a temporary fashion. Do you?
  - 3 Do you always like to wear clothes that are the very latest fashion?
  - 4 What old clothing styles do you think will become fashionable again soon?
  - 5 Have you ever done something that other people then started doing too?
- 3 Look at these sentences and work out the meaning of the words and phrases in bold. Then use a dictionary to check your ideas.
- 1 These jeans are **all the rage** now – everyone is wearing them.
  - 2 It takes a combination of hard work, good networking and luck to **raise your profile**.
  - 3 She is the fashion-industry's **go-to** designer for quality, affordable basics.
  - 4 If you want your brand to be **on the radar** of more people, celebrity endorsements really help.
  - 5 Have you seen these sunglasses? They used to be **in vogue** in the 90s!
  - 6 One fashion magazine is predicting that pink is going to be **the next big thing**.

### Use it ... don't lose it!

- 4 **SPEAKING**  Ask and answer the completed questions in 2.

Reach higher  page 136

- 5 Complete the text with expressions from 1 and 3.

## Culture exchange

### From Woodstock to Coachella – festivals and fashion in the USA

The first music festival took place in Woodstock, USA, in August 1969. It was the hippy era and hippy fashion was all (a) ..... During this counterculture period, hippies started (b) ..... of going barefoot and wearing flowers in their hair. Their clothes bucked (c) ..... of conventional fashions because they were home-made and often used tie-dye, embroidery and crochet. It's ironic that now, 50 years later, festival fashion has become an industry, with factory-made hippy-style clothes back (d) .....

In the 70s and 80s, festivals weren't really (e) ..... vogue in the US, and there were very few. The exception was the charity concert *Live Aid* that took place in London and Philadelphia in 1985. The band *Queen* stole the show in London and singer Freddie Mercury's white jeans became iconic. Of course, jeans were never a (f) ..... trend, being a fashion staple of many rock stars.

It's probably still true today that you should head to one of America's music festivals to keep up (g) ..... Coachella in particular is a (h) ..... for both music and fashion and appearing at Coachella can really raise (i) ..... of new bands and help them become the next (j) ..... And many performers use festivals to make a huge (k) ..... Rihanna is the ultimate fashion icon and her influence has attracted companies such as Fendi and Puma to help keep them on the (l) ..... of young people. Beyoncé, Taylor Swift and Ariana Grande are also (m) ..... artists for many advertisers because of their influence in the fashion and beauty world.

Collaborative project 1  page 31





# GREAT LEARNERS GREAT THINKERS

## MAKING THE SWAP

**Lesson aim:** To reflect on changing consumer habits

**Video:** Swap shop

**SEL** Social and emotional learning: Being aware of our habits

**1** **SPEAKING** Think back to the last time you bought a new item of clothing. What did you consider before deciding to buy it? Compare your answers with a partner.

**2a** **VIDEO** Watch the video without the sound. Where are the people and what are they doing? Why?

**2b** **VIDEO** Watch the video with the sound and check your predictions. Then complete the sentences in pairs.

- 1 Loanhood offers an alternative to fast fashion by enabling people to ...
- 2 Fast fashion is a problem because ...
- 3 The fashion industry now faces a challenge because ...

**3** **VIDEO** Watch again. Write one word or number in each gap.

- 1 When Lucy worked in the modelling industry, she used to shoot between ..... and ..... outfits per day.
- 2 Samantha is pleased to have found a way to get new things for herself and her son without buying more .....
- 3 It takes ..... litres of water to manufacture one pair of jeans.
- 4 Tamara Cincik runs a parliamentary group that brought ..... and ..... together.
- 5 Cincik says that we should ask ourselves if we're going to wear an item of clothing at least ..... times.

**4a** Read the article.

## IS FAST FASHION FINALLY GOING OUT OF STYLE?

Clothes shopping may once have seemed like harmless fun, but we are now beginning to realise its true environmental and human cost. Fashion is the world's second highest polluter, after the oil industry, and in 2019, it was estimated that the carbon footprint of clothing outweighed that of international shipping and aviation combined. Meanwhile, it is reported that less than 2% of garment workers earn a fair wage. But how did we get here?

The 'fast fashion' business model didn't appear overnight but through a very long process of industrialisation and globalisation. Before the late 1700s, a seemingly basic garment like a cotton shirt would have been hugely time-consuming to make and expensive to buy. Not only did clothes need to be painstakingly sewn by hand but textiles had to be spun or woven manually too. Clothing prices fell steadily during the 19<sup>th</sup> and 20<sup>th</sup> centuries, as developments in

technology and transport made mass production increasingly efficient and enabled companies to move factories to countries where labour costs were low. Meanwhile, in many Western countries, people were becoming more affluent, with more money to spend on the latest must-have items. Between 1986 and 2016, as prices continued to plummet, clothing sales rose by 100%. For many people, clothes had become virtually disposable, often bought for next-to-nothing, worn once or twice and then discarded once a fashion fad has passed.

In recent years, as awareness of climate change and ethical fashion has grown, so too has the call for an end to fast fashion. Meanwhile, more and more people are opting to cut back on non-essential spending and re-evaluate their relationship with clothes. So where do we go from here? What might a sustainable clothing industry look like and what can we, as consumers, do to make that happen?





#### 4b Answer the questions about the article in 4a.

- 1 What two major problems with fast fashion are mentioned in the first paragraph?
- 2 Why have clothes become so much cheaper since the 1700s?
- 3 How have people's attitudes towards fast fashion started to change in recent years?

### GREAT THINKERS



I used to think ... Now I think ...

#### 5 Follow the instructions.

- 1 Think about a time when your attitudes towards fashion and clothes shopping were different. It could be a time in the recent past or when you were much younger. Write one or two sentences summarising your attitude then: *I used to think ...*
- 2 Now consider how your attitudes towards fashion and clothes shopping have changed since then. Write one or two sentences summarising your attitude now: *Now I think ...*
- 3 **SPEAKING**  Share your sentences. Has your thinking changed in similar or different ways? Why? What has influenced your thinking the most?

#### 6 **SPEAKING** Discuss the questions.

- 1 What can we do to change our own shopping habits and make more responsible purchasing decisions?
- 2 How can we persuade others to do the same?
- 3 What other habits might we and other people need to change in order to live more sustainably?

### GREAT LEARNERS **SEL**



Great learners are aware of their habits.

Why is it important to be aware of the nature of our habits, the impact they have and the feelings and emotions that drive them? How can we do this?

Learner profile  page 142



1 **SPEAKING** Do you know who the artist in the photo is? What do you know about him and his works?

**Exam tip**

In multiple-choice listening tasks, before you listen, read all the questions carefully and try to predict the kind of information you are going to hear. Underline the key words in the questions and the options.

2 **08** Listen to a podcast about the artist in 1 and choose the best answers.

- 1 What do Jade and George agree about the fact that Warhol spent time with other famous people?
  - a They were creating his brand for him.
  - b They helped him be in the spotlight.
  - c They liked the fact that he was an influencer.
- 2 Why does Jade say Warhol was like an Instagrammer?
  - a Because he liked keeping a record of his life.
  - b Because he didn't keep up with fashion.
  - c Because he was a trendsetter.
- 3 What does Jade suggest made Warhol's magazine different?
  - a He only interviewed celebrities.
  - b Celebrities always told him more than they should.
  - c Celebrities interviewed each other.
- 4 What is Jade's opinion of Andy Warhol's art?
  - a It was groundbreaking.
  - b It inspired some better artists.
  - c It can't really be considered art.
- 5 When asked about Warhol's fascination with famous people, Jade reveals ...
  - a his phrase 'Fifteen minutes of fame' related to his Warhol superstars.
  - b his fascination with celebrity culture lasted his whole life.
  - c his shyness led to his attraction for fame.

3 **Critical thinkers**

In your opinion, do you think anything can be art?

What makes you say that?

Flipped classroom video

Watch the Grammar Presentation video



Relative clauses

4a Read the sentences and decide what the relative pronouns in bold refer to.

- a Welcome to *The Influencer* podcast – the programme **that/which** explores the stories behind passing trends.
- b We'll be discussing the artist Andy Warhol, **who/that** changed the art world.
- c The gallery **where** Jade currently works is in the heart of New York.
- d He used to hang out with rock and film stars, **which** meant he was always in the public eye.
- e The rock band (**that**) he managed for a short time went on to be very successful.
- f The young Andy Warhol, **who** was very shy, collected signed photos of film stars.

4b Answer the questions.

- 1 Which sentences in 4a contain defining relative clauses and which contain non-defining relative clauses?
- 2 When do we use commas with relative clauses?
- 3 When can we use *that* instead of *who* or *which*?
- 4 When can we omit the pronoun?

Check it page 28

5 Complete the second sentence so that it has a similar meaning to the first sentence, using a relative clause. Include commas if necessary and omit the relative pronoun if possible.

- 1 Andy Warhol grew up in Pittsburgh and was born in 1928.  
Andy Warhol ..... Pittsburgh.
- 2 Andy Warhol began painting iconic American consumer items in the 1960s.  
It was in the 1960s ..... consumer items.
- 3 Andy Warhol used to work in a Manhattan studio called The Factory.  
The Manhattan studio ..... The Factory.
- 4 Warhol created screen prints and they were hugely popular.  
The screen prints ..... popular.

Use it ... don't lose it!

6 **SPEAKING** Write sentences about someone influential using relative pronouns *who*, *which*, *that*, *when*, *where* and *whose*. Then share them with a partner.

Reach higher page 136

# Developing speaking

## Extended discussion 1



1 **SPEAKING** What do you think the trends might be in ten years' time for ...

- social media?
- shopping?
- styles of clothes?

2 **SPEAKING** Read the questions which an examiner might ask during a speaking exam. Take turns to answer alternate questions.

- 1 Some people say that trends reflect the society we live in. What's your opinion?
- 2 Is it better to choose clothes in classic styles rather than going with passing fads?
- 3 Some people think that buying designer clothes is a waste of money. What do you think?
- 4 Are you the sort of person who always wants the latest gadget? Why/Why not?
- 5 How has consumer culture changed over the last 50 years?
- 6 Do you think marketing influences what people buy?

3a **09** Listen to two students answering questions 2 and 6 in 2. Do the students mention any of the points you mentioned in 2?

3b **09** Listen again and make notes about the students' main points.

4 Complete the Speaking bank with these expressions from the discussion.

- 1 Perhaps to some extent, but ...
- 2 I would go along with the idea that ...
- 3 This is only anecdotal, but ...
- 4 There's evidence to show that ...
- 5 I'm not sure I agree with you on that.
- 6 Quite a lot of research has been done to back this up.

### Speaking bank

Useful expressions for an extended discussion

#### Justifying your opinion

- I believe that studies have already proved this to be true.
- This is just what I've heard other people talking about.
- There's already proof of this happening.

#### Agreeing

- It seems like a reasonable assumption to make.

#### Disagreeing

- That's evidently/demonstrably untrue.
- I agree partially, but ...

5 **SPEAKING** In groups of three, choose three questions from 2 and make notes to prepare your answers.

#### Exam tip

In extended discussion tasks, there are no right or wrong answers. The examiner is not evaluating your personal opinions, but the language you use to express and justify them.

#### Practice makes perfect

6 **SPEAKING** Work in groups of three and follow the instructions.

**Student A:** You are the examiner. Ask Students B and C one of the questions you prepared in 5. When they discuss the question, listen carefully and take notes under the following headings. Give feedback to Students B and C.

- Answers the question
- Gives reasons and examples to justify their opinion
- Uses the correct intonation and pronunciation
- Uses a range of vocabulary and grammar
- Corrects mistakes

**Students B and C:** Use your notes to answer the question.

Then change roles and repeat the task.

## An opinion essay 1



### 1 SPEAKING Discuss these questions.

- 1 Do you think it is important that new clothes are produced in an environmentally-friendly way? Why/Why not?
- 2 How do you think you could encourage more people to buy sustainable fashion, such as second-hand clothing?

### 2 SPEAKING Read the writing task and answer the questions.

- 1 How many of the suggestions in the bullet points must you discuss?
- 2 Do you have to use the opinions in the notes?
- 3 Do you agree with the opinions from the discussion?

You have listened to a panel discussion about the damage fast fashion does to the environment. Experts debated what could be done to encourage people to become more aware of the environmental impact of the clothing industry. You have made notes below.

#### Suggestions to encourage people to shop for more sustainable clothing

- Encourage fashion icons and influencers to wear environmentally-conscious brands
- Encourage more people to wear second-hand clothes
- Increase the tax on new clothes so people don't buy so many

#### Some opinions from the discussion

'The problem with fashion icons wearing sustainable clothing is that most people don't have the same disposable income as them to spend on clothes.'

'If you encourage more people to wear second-hand clothes, that will really help the environment, but only if they recycle them when they've finished wearing them, and don't send them to landfill.'

'Increasing tax on new clothes may be a good idea, but it's not completely solving the problem and just hurting poor people – it's not their fault at all.'

Write an essay discussing two of the suggestions in your notes. You should explain which suggestion is more important to encourage people to shop for more sustainable clothing, giving reasons in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

### 3 Read a student's essay based on the task in 2 and answer the questions.

- 1 Which two suggestions has the student discussed?
- 2 Which suggestion does the student think would do most to encourage people to buy sustainable fashion?

**Excessive** consumerism is **adversely** affecting the environment and creating a world that will become **increasingly** difficult to live in. Fast fashion is a big culprit (a) as a result/because people are **purchasing** inexpensive clothes with the view to wearing them once or twice, only to then **dispose of** them. The energy **required** to create the fabric, **manufacture** and transport the garment has been wasted. (b) Since/That is why we urgently need to change how we shop for fashion.

One suggestion is to target the most popular influencers and fashion icons and to educate them on the environmental impact of their endorsements. The level of international influence that these personalities have is well-documented, and reflected in billions of dollars of sales of the products they promote. (c) Because/For that reason, I think that **ensuring** fashion icons and influencers are seen wearing environmentally-conscious brands is a good way of changing the way people think. However, these brands are often beyond young people's budgets. (d) with the result that/therefore we need to encourage more affordable high-street stores to produce only environmentally-conscious clothing and use influencers and celebrities to promote them. (e) So/As a result, people will purchase the product.

Another **proposal** is to increase tax on new clothing. To a certain extent I think this is a good **initiative** (f) since/therefore it should reduce the number of **garments** going to landfill. However, this **penalises** people on a low income. An alternative solution could be to increase tax on high-end fashion and use the money to support high-street brands that produce sustainable clothing.

To sum up, it is essential that we **revolutionise** the clothing industry before we cause irreversible damage to the environment. By encouraging influencers to wear sustainable clothing and incentivising high-street stores to sell it, too, we could encourage people to **cease** buying cheap clothing. (g) Consequently/As we should reverse the trend of over production of cheap clothes. (h) which means that/because the fashion industry should produce less waste.

### 4 Read the essay again and choose the correct linkers of cause and result (a–h).

- 5 Look at the Writing bank. Find the features of a formal essay in the essay in 3.

### Writing bank

#### Features of a formal essay

- an introduction and a conclusion
- impersonal style: more use of the passive; less use of *I* and *you*
- complex sentence structure (two or more clauses)
- fewer phrasal verbs
- formal language
- no contractions, slang and idioms

### Vocabulary – Formal and informal language

- 6 Match the words in bold in the essay in 3 to the less formal words (1–14).

- |                 |                           |
|-----------------|---------------------------|
| 1 make          | 8 buying                  |
| 2 get rid of    | 9 suggestion              |
| 3 too many/much | 10 idea                   |
| 4 making sure   | 11 stop                   |
| 5 badly         | 12 make big changes in/to |
| 6 clothes       | 13 punishes               |
| 7 more and more | 14 needed                 |

- 7 Complete the sentences using formal words from the essay in 3.

- 1 It's essential that people stop ..... goods that they don't need or use.
- 2 The top-selling second-hand ..... on eBay include brands like Nike, Puma and Levi's.
- 3 The manufacture of cotton is problematic because it produces ..... amounts of waste.
- 4 The environment has been ..... affected by pollution, and air quality has suffered as a result.
- 5 We need to ..... the fashion industry in order to reduce the amount of clothing that ends up in landfill.
- 6 There are ..... more people who consider the environment before they make a purchase.



### Exam tip

In guided essay-writing tasks, you must discuss two of the bullet points in the notes you are given, and say which point you think is most important or relevant. You may use the opinions given in the notes, but make sure you use your own words and express your own opinions, too. Develop any points you make and remember to use the features of a formal essay, as well as linkers of cause and result.

- 8 **SPEAKING** Read the task and discuss which of the methods and opinions you will include in your essay. Make notes.

You have listened to a podcast about how to shop wisely. A panel discussed the pros and cons of the different methods of selecting the right products. You have made notes below.

#### What's the best method to help you choose the right product for you?

- Choose the most highly-rated product from buyers' reviews
- Follow the advice of your favourite influencer
- Find recommendations in your favourite e-magazine or website

#### Some opinions from the discussion

*'If you only look at the ratings, you may be tricked into buying something that isn't the right thing for you. The people who gave the product a high rating may have different expectations to you.'*

*'The problem with listening to an influencer is that they are being paid to endorse a product, so can you really trust what they say?'*

*'Recommendations listing similar goods may be the most reliable source of information, but only if they are comparing with other excellent products.'*

Write an essay discussing two of the methods for choosing in your notes. You should explain which method is more important for choosing the right product, giving reasons in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

### Practice makes perfect

- 9a Write your essay in an appropriate style. Use your notes from 8, features of a formal essay in the Writing bank and the advice in the Exam tip.
- 9b When you finish your essay, use the Writing checklist on page 141 to check it.

## Present and past habits

To talk about present habits in a factual way we use:

- the **present simple**  
*Students consistently achieve higher grades at school when they are interested in the subject.*
- will** to highlight a trend or the repeated nature of someone's behaviour. Notice that *will* is unstressed or contracted.  
*I'll usually text my mum on my way home.*

However, if we want to show annoyance or disapproval of a present habit we can use:

- would** to emphasise that someone's behaviour is annoying but expected. Note that *would* is stressed.  
*She would eat my last yoghurt without asking first!*
- the **present continuous** with certain adverbs, such as *always*, *forever* and *continually*. This implies that someone's repeated behaviour is annoying.  
*They're forever talking about their new dog.*
- will** to talk about repeated annoying events. Note that *will* is stressed.  
*He will leave the lid off the toothpaste!*

To talk about past habits that we have stopped doing, we use:

- the **past simple**  
*We visited a lot of museums on my childhood holidays.*
- used to** for repeated events or situations as well as ongoing states in the past. The specific time is unimportant.  
*They used to behave a lot better than they do now.*
- would** to describe repeated past actions, but not for states.  
*My mum would always make our breakfast.*  
*My brother would live in South Africa.*

When we want to show annoyance or disapproval of past behaviour we use:

- the **past continuous** with an adverb of frequency. This usually, but not always, implies repeated annoying behaviour. We use this in the same way as the present continuous for annoying behaviour.  
*He was always telling the other children what to do.*

## Relative clauses

Relative clauses give us information about something we have already mentioned and can help us to avoid repeating words or clauses. They can be linked to the main clause with the relative pronouns *which*, *that*, *who*, *whose*, *where*, *what*, *when*, *why*, *whom*.

### Defining relative clauses

- These clauses give essential information to identify the person or thing being talked about.
- The main clause and relative clause are not separated by commas.
- It is possible to replace *who* and *which* with *that*.  
*New Burgers are a food trend which/that is growing in popularity.*
- It is possible to omit the relative pronoun if it is also the object of the main clause.  
*The TV chef (who/that) I like most is Jamie Oliver.*  
*Berlin was the city (which/that) I grew up in.*
- Note, however, that *where* cannot be omitted.  
*Berlin was the city I grew up.*  
*Berlin was the city where I grew up.*

### Non-defining relative clauses

- In contrast to defining relative clauses, these clauses give extra, non-essential information and we know what is being talked about even without the relative clause.
- Non-defining relative clauses are separated from the main clause with commas.
- We cannot replace *which* or *who* with *that*.  
*One new trend is for South African food, which is a mix of different culinary styles.*  
*Jamie Oliver, who has just written a new book, is the chef I admire most.*

When a preposition refers to a relative pronoun, we put it at the end of the clause and not before the relative pronoun:

- The film which I told you about is on at the cinema. ✓*  
*The film about which I told you is on at the cinema.*
- Note that we cannot replace *which* or *who* with *that*.  
*Jamie Oliver, that has just written a new book, is the chef I admire most.*

## Vocabulary

### 10 1 Trends

backlash (n) • catch on (phr v) • cultural phenomenon (n) • fad (n) • hashtag (n) • iconic (adj) • in the know (adj) • make a comeback (phr) • must-have (n) • outdated (adj)

### 11 2 Expressions related to fashions and trends

all the rage (adj) • a passing trend (n) • buck the trend (phr) • go-to (adj) • (back) in fashion (adj) • in vogue (adj) • keep up with the latest fashions (phr) • make a fashion statement (phr) • on the radar (adj) • on trend (adj) • raise your profile (phr) • start a new trend (phr) • the next big thing (n) • trendsetter (n)

### 12 3 Formal and informal language

adversely (adv) – badly (adv) • cease (v) – stop (v) • dispose of (phr v) – get rid of (phr v) • ensure (v) – make sure (v) • excessive (adj) – too many/much (phr) • garments (n) – clothes (n) • increasingly (adv) – more and more (phr) • initiative (n) – idea (n) • manufacture (v) – make (v) • penalise (v) – punish (v) • proposal (n) – suggestion (n) • purchase (v) – buy (v) • require (v) – need (v) • revolutionise (v) – make big changes in/to (phr)

## Grammar test

### Present habits

#### 1 Choose the best alternative.

- 1 When I'm buying something I *will always read/am always reading* reviews of the product first.
- 2 My sister *is taking/would take* my new coat without asking. It's so typical of her.
- 3 She *will forever chat/s forever chatting* on her mobile!
- 4 I *do/am doing* homework on Saturday mornings.

/ 4 points

### Past habits

#### 2 Complete the sentences with the verb from the box in the correct form.

buy • eat • go • live • stay • always tell

- 1 She ..... abroad for two years, but she's home now.
- 2 How often ..... to the dentist when you were younger?
- 3 When they were children, they ..... with their grandparents every weekend.
- 4 They ..... meat, but now they eat it at least five times a week.
- 5 When we were kids, my older cousin ..... me what to do. He was so bossy!
- 6 ..... anything when you were in town yesterday?

/ 6 points

### Relative clauses

#### 3 Complete the sentences with an appropriate relative pronoun, or omit the relative pronoun if possible. Does each sentence contain a defining (D) or non-defining (ND) relative clause?

- 1 Websites ..... you can sell your own clothes have become really popular. D/ND
- 2 The designer, ..... clothes are inspired by her Indian heritage, is set to be the next big thing. D/ND
- 3 This is the shop ..... I worked at last summer. D/ND
- 4 The unique trend, ..... originated in France, became popular around the world. D/ND
- 5 I prefer to buy clothes ..... are ethically made. D/ND

/ 10 points

## Vocabulary test

### Trends

#### 1 Complete the sentences with the words in the box.

backlash • comeback • fad • iconic • know • must-have • outdated

- 1 The singer made a(n) ..... after being away from the music scene for a few years.
- 2 These little gadgets are just a passing ..... They won't be popular for long.
- 3 This equipment is completely ..... We need to buy new, more efficient machines.
- 4 There's been a public ..... against the government's policy.
- 5 These jeans are this year's ..... fashion item.
- 6 You should consult with people in the ..... before making the decision.
- 7 It became a(n) ..... image for pop art.

/ 7 points

### Expressions related to fashions and trends

#### 2 Choose the correct alternative.

- 1 to be back in/to fashion
- 2 to make/do a fashion statement
- 3 to keep on/up with the latest fashions
- 4 to be in/on the radar
- 5 to raise/rise your profile
- 6 to be in/on trend
- 7 buck the fashion/trend

/ 7 points

### Formal and informal language

#### 3 Match the less formal words 1–6 to the more formal words a–f.

- |              |              |
|--------------|--------------|
| 1 get rid of | a garments   |
| 2 idea       | b cease      |
| 3 suggestion | c dispose of |
| 4 clothes    | d ensure     |
| 5 make sure  | e proposal   |
| 6 stop       | f initiative |

/ 6 points

Total:

/ 40 points

## Reading

## Reading exam tip

In activities where you have to choose the correct word, remember ...

Read the text first to understand the main idea. Before you complete each gap, try every word in each gap. Look carefully at the words before and after the gap to check for collocations.

- 1 Read the text. What is the main point the writer is making?
- 2 Read the text again. For questions 1–8, decide which answer (A, B, C or D) best fits each gap.

## New trends at work

Everybody is aware that work is changing and, in some cases, very rapidly and so young people entering the job market are becoming much more (1) ..... of the set of skills they are going to need in order to be successful in their chosen career. Technology has replaced many jobs and new communication tools have changed the way in which we (2) ..... our work. But how do you decide what kind of training you will need to be in (3) ..... for that dream role?

New research shows that there are some key trends. Unsurprisingly, digital literacy is becoming essential. In the past, some people who worked in non-technical roles felt that having to learn to use new technology and software was an (4) ..... But that is all changing and now, for most, technology is something that facilitates their work, rather than an (5) ..... Today, developing very good skills in using and (6) ..... technology is part of many roles. This is reflected in education, where the trend now is for cross-disciplinary studies – so medical students may also learn about computers and artificial intelligence, or an engineering undergraduate is taught business management so that they are more (7) ..... if he or she is very good at business management. The other thing that will happen is, given that we appear to have a five-year (8) ..... of change, constant learning is going to become the norm.

- |               |                 |
|---------------|-----------------|
| 1 A alert     | B awake         |
| C aware       | D attentive     |
| 2 A run       | B conduct       |
| C direct      | D operate       |
| 3 A course    | B track         |
| C route       | D line          |
| 4 A ordeal    | B affliction    |
| C argument    | D objection     |
| 5 A obstacle  | B impediment    |
| C obstruction | D inconvenience |
| 6 A abusing   | B exploiting    |
| C consuming   | D expending     |
| 7 A payable   | B serviceable   |
| C workable    | D employable    |
| 8 A phase     | B circle        |
| C cycle       | D sequence      |

- 3 **SPEAKING** What wider skills do you think you might need for the career you are interested in? Why?

## Writing

## Writing exam tip

When you write a guided essay, remember ... Read the task and notes carefully. Check you include only TWO of the key points in your essay. Make sure you explain why one of those points is the most important. Include your own opinion.

- 4 Read the task and write your essay. Write your answer in 220–260 words.

Your class has attended a careers workshop about the value of qualifications. You have made notes below:

Why qualifications are important:

- ensure proper training
- everyone same standard
- can compare interviewees

Some opinions expressed in the discussion:

'There are lots of jobs where it's better to learn by doing it.'

'Everyone needs to show they can do a job before they do it.'

'Waste of time – better to get working!'

'Getting a Certificate can be a real hurdle for some people.'

Write an essay discussing two of the ways in which qualifications are important in your notes. You should explain which is the most important, giving reasons in support of your answer. You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

- 5 Exchange essays with a partner. Use the Writing checklist on page 141 to check your partner's essay and give suggestions to help them improve.



# Events and festivals in your country



## 1 SPEAKING Starting point

What do you remember about festivals and fashion from the Culture exchange on page 21? What three festivals are mentioned? What fashions are mentioned for each festival?

## 2 SPEAKING Project task

You want to inform students from other countries about one or more annual festivals or another event which is unique or exclusive to your country or region. Use your own knowledge and the Internet for information and facts about the event(s). Prepare one of these:

- A poster
- B presentation
- C video message
- D information leaflet

### Research areas

- general information about the event (What kind of event is it? How long does it last? When is it?)
- special clothes or costumes that people wear to the event
- trends (fashion or other) that began at or are closely related to the event
- the history of the event – when and why it started
- defining moments in the history of the event

## 3 Think about ...

### Digital skills

Don't limit your online research to information only. Look also for useful, striking or funny images or graphics that you can use to illustrate the information in your project to make it more interesting, and to make it clearer for somebody from another country.

### Academic skills

Before you start doing research for your project, you should make sure your team has completed the planning stage. This will help to develop a clear structure for your presentation and identify which information is relevant to search for and which information can be left out.

### Collaboration

When you work in a team, it's a good idea to give everyone a role. This may be something that each person feels they can do well or something they want to focus on in order to improve. You should discuss together how to allocate the roles. In some cases, it may work well to share some of the roles. This will involve working more closely together, which is a great skill to develop.

### Useful language

*I'd like to gain more experience in ... , If nobody minds, I'd like to ... , Can I suggest ...? , Who would like to take charge of ...? , Is anybody interested in doing ...?*

### Intercultural awareness

Think about what may seem new or unusual to people from other countries and regions about the event you describe, and why that might be. Is there any background information or any other concepts you could include to explain the customs, traditions or behaviour? Check also for any words or expressions that you think are difficult to translate and decide how to get the meaning across effectively.

## 4 SPEAKING Project time

Do the project. Then present it to the class.

## 5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for:

- |              |                          |          |                          |
|--------------|--------------------------|----------|--------------------------|
| Content      | <input type="checkbox"/> | Design   | <input type="checkbox"/> |
| Presentation | <input type="checkbox"/> | Language | <input type="checkbox"/> |