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a radio clip about World Water Day two people talking about what happened next	an interview about underwater discoveries an article about an unforgettable experience	reading between the lines	the first time puzzles it happened to me	text type: a blog post writing skill: interesting language
three people talking about their childhood ambitions a radio programme about International Women's Day	an article about India's new superhighway an article about the economic boom in China	arguments	predictions planning your work pay and conditions	text type: a covering letter writing skill: formal style
three people talking about travel tips part of a radio programme about a wildlife conservationist three conversations about holiday activities	a profile of a wildlife conservationist an article about holiday destinations an article about tourism and conservation	close reading	travel experiences what makes a good holiday? green activities	text type: a postcard writing skill: informal style
part of a radio programme about healthy eating two people discussing the power of the mind	a news item about traditional dishes a news item about imaginary eating an article about modern lifestyles	language clues	your favourite dish a healthy lifestyle modern life	text type: a formal letter writing skill: explaining consequences

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
7 Living space pages 81–92	comparatives and superlatives <i>used to, would</i> and past simple	features of homes in the city word focus: <i>as</i> and <i>like</i> wordbuilding: verb → adjective	expressing preferences and giving reasons	as ... as rising and falling intonation
VIDEO: A special kind of neighbourhood page 90 ► REVIEW page 92				
8 Weird news pages 93–104	modal verbs (2) speculation about the present: <i>must, might, may, could, can't</i> modal verbs (3) speculation about the past: <i>must have, might have, may have, could have, can't have, couldn't have</i>	the natural world history -ly adverbs in stories word focus: <i>look</i> wordbuilding: noun → adjective	reacting to surprising news	weak form of <i>have</i> showing interest and disbelief
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Listening	Reading	Critical thinking	Speaking	Writing
three people talking about different living arrangements podcast replies about homes around the world four people talking about where they live	an article about what New York used to be like an article about a little town in Puerto Rico	descriptions	house or flat? your town wish you were here!	text type: a description of a place writing skill: organising ideas
two people discussing an unusual photo some clips from a website about mysteries in nature part of a radio programme about the Nasca lines	an article about the Nasca lines an article about one of aviation's greatest mysteries	opinion or fact?	missing captions speculating about the past give your opinion	text type: a news story writing skill: structuring a news story
market research interviews with some people who are shopping a radio item about banking via mobile phones	a website about producers and products an article about how to negotiate a price	testing a conclusion	saving money brands negotiating	text type: an eBay advert writing skill: relevant and irrelevant information
a podcast about the <i>Marathon des Sables</i> part of a TV preview show about bionic bodies	a webpage about life on Mars two stories about feats of endurance	reading between the lines	medicine I'd love to live in ... inspirational people	text type: a personal email writing skill: linking ideas (2)
an interview with a woman about the languages spoken in her region four conversations about news headlines	a news item about the last 'uncontacted' tribe an article about social networking	summarising	news stories personal communication digital media	text type: a report of a meeting writing skill: using notes to write a report
an interview with a cormorant fisherman two stories about uncomfortable experiences	a review of a book about Arctic expeditions an article about the samurai	relevance	where did I go wrong? what if ... ? going back in time	text type: a website article writing skill: revising

Unit 1 Colour



Two girls at a family event in Brunei
Photograph by Adam Hanif

FEATURES

10 Life in colour

An article on how we use colour in our lives

12 Culture and colour

Do two quizzes about colour

14 In sport, red is for winners

A report on colour in sport

18 Peruvian weavers

A video about how women in the Andes are helping to preserve a way of life

1 Work in pairs. Look at the photo and discuss the questions.

- 1 Who are the girls?
- 2 What are they doing?
- 3 Where are they?

2 **1.1** Listen to two people discussing the photo. Check your ideas from Exercise 1.

3 **1.1** Listen to the conversation again. Which of these things (a–c) interests the speakers most about the photo?

- a the colours
- b the girls
- c the place

4 Discuss these questions with your partner. Are your answers similar or different?

- 1 What colour is your house / your kitchen / your car / your mobile phone?
- 2 What is your favourite colour? Why?
- 3 Which colours do you normally wear? Why?

1a Life in colour

Reading

- 1 Read the article *Life in colour*. Find how colour is important to the people in the photos.
- 2 Read the article again and find the following information.
 - 1 three ways we use colour
 - 2 one example of each way we use colour
- 3 Work in pairs. Compare your answers from Exercise 2. Then think of examples for the three uses of colour from your own culture.

Grammar present simple and present continuous

- 4 Underline the present simple and circle the present continuous forms in the article. Which verb form do we use for these things?
 - 1 things which are always or generally true
 - 2 things which are in progress at the time of speaking
 - 3 things which are regular actions

► PRESENT SIMPLE and PRESENT CONTINUOUS

Present simple

The 'in' colour changes every season.

Present continuous

This autumn women are wearing shades of purple and lilac.

For further information and practice, see page 156.



Life in *colour*

We live our lives in colour from our earliest days – in Western cultures 'pink for a girl' or 'blue for a boy'. Colour plays a big part in everything we do. We use it both as a badge of identity and a way of expressing our individuality through decoration. And we use different colours to send out very different messages.

IDENTITY People need a sense of group identity. Look at the schoolboy in the photo. From his colourful traditional dress, other people in Peru know he comes from the Quechua community. We wear uniforms at school and work, and we dress in our favourite sports team colours to say the same thing – we belong to this group.

DECORATION The Huli villager in the photo is getting ready for a local festival. He's applying the traditional colours of red, black and white in his own personal pattern. Face-painting is an important part of the celebrations, and these days people are starting to experiment with brightly coloured synthetic paints as well as traditional hues. In fashion-conscious Europe, the 'in' colour changes every season. This autumn, for example, women are wearing shades of purple and lilac.

MESSAGES Marketing experts understand the power of colour very well. Packaging and labels in eye-catching colours stand out on the supermarket shelf. And companies always select the colour of their brand very carefully – a calm blue for a bank you can trust, dark green says quality and sophistication, or brown and green means eco-friendliness.

hue (n) /hjuː/ a shade of a colour

packaging (n) /'pækɪdʒɪŋ/ a container for a product

- 5 Complete the comments with the present simple and present continuous forms of the verbs.

Jenni, IT student

We ¹ (dress) casually at my college. But today my tutor ² (wear) bright blue cycling shorts! I know everyone ³ (say) IT people are 'different', but I think that's a bit much!

Leo, finance assistant

'My boss often ⁴ (get) crazy ideas. At the moment, we ⁵ (try) out a new colour coding system for the files – different shades of pink!

Josie, sales assistant

'I usually ⁶ (buy) a takeaway for lunch. I ⁷ (not /eat) inside because the bright yellow and red tables are horrible!

► STATIVE VERBS

We use stative verbs to talk about states. These verbs are not normally used in the continuous form. Some verbs, for example *be*, can have both stative and dynamic meanings.

Jenni is a student.

Jenni is being silly.

For further information and practice, see page 156.

- 6 Complete the table with these stative verbs. Can you add more verbs to the table?

belong contain know love mean
need sound suppose taste understand

Categories	Stative verbs
thoughts / mental processes	believe,,,
the senses	hear,,
emotions	want,,
possession	have,,

- 7 Complete the pairs of sentences with the present simple and present continuous forms of the verbs. Do the verbs have stative or dynamic meanings?

- a I (think) this colour is OK for my living room.

b We (think) about redecorating the offices.
- a The Quechua people (come) from South America.

b A lot of people (come) to the city to live these days.
- a I (love) purple. It's my favourite colour.

b My sister is on holiday in Peru. She (love) it!

Vocabulary time expressions

- 8 Find these time expressions in the article and in the comments in Exercise 4. Complete the table with the expressions. Then add more expressions.

always at the moment often this autumn
today usually

Present simple	Present continuous
at weekends every day never	right now this month this week

- 9 Write questions with these verbs. Use the present simple or present continuous and time expressions. Then work in pairs. Ask and answer your questions.

buy dress eat try out wear work

Do you usually dress differently at weekends?

Not really, no.

Speaking

- 10 Put the activities into two groups: *routine activities* and *leisure activities*.

cook a meal
decorate your house
do DIY
do housework
dress up
go online
go out with friends
go shopping
go to evening classes
go to an exercise class
learn a new skill
make something with your hands
read a new book
spend time with your family

- 11 Work in pairs. Answer the questions about the activities in Exercise 9. Find three things you have in common.

How often do you cook a meal?

Are you cooking a meal at the moment?

When do you usually cook meals?

What are you cooking these days?

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1b Culture and colour

Vocabulary feelings and personal states

- 1 Work in pairs. Which colours do you associate with the words *love* and *anger*?
- 2 Choose the correct word for each definition. Check that you understand the meaning of the other words. Use a dictionary if necessary.
 - 1 *passion / prosperity* financial success
 - 2 *love / luck* when things go well without planning them
 - 3 *courage / anger* the ability to face dangerous situations without being afraid
 - 4 *happiness / wisdom* the ability to make good decisions based on experience
 - 5 *knowledge / sorrow* information and facts that a person has
 - 6 *power / sadness* a feeling of being unhappy
 - 7 *joy / mourning* a feeling of great sadness when someone dies
 - 8 *pride / envy* a feeling of wanting what someone else has

Listening

- 3 1.2 Work in pairs. Do the quiz *Colours and their meaning*. Then listen and check how many answers you got right.
- 4 1.2 Listen again and complete the notes.

Colour	Place	Meaning
red	Western cultures	love, passion, 1
	Eastern cultures	luck, prosperity, courage
yellow	China	power wisdom, 2
	India	
orange	Japan	happiness, 3
blue	Western cultures	4
	Mexico	
5	international	environmentalism
	Western cultures	envy

- 5 Do these colours mean the same in your culture?

Colours and their meaning

- 1 Look at the photo. Where are the women going?
 - a to a birthday party
 - b to a wedding
- 2 Does red have different meanings in Eastern and Western cultures?
 - a yes
 - b no
- 3 Where does yellow symbolise wisdom?
 - a China
 - b India
- 4 Which colour means 'happiness' in Japan?
 - a orange
 - b pink
- 5 Can you say 'I feel blue' in English?
 - a yes
 - b no
- 6 When do people wear blue in Mexico?
 - a at Easter
 - b at funerals
- 7 Who uses green as their symbol?
 - a the environmentalist movement
 - b the scout movement



6 Pronunciation questions

- a** **1.3** Listen to these questions. Notice how the speaker's voice rises at the end of questions which begin with verbs, and rises then falls for questions that begin with *Wh-* words.

- 1 Do you want to do this quiz?
- 2 Where are the women going?

- b** **1.4** Listen and repeat these questions.

- 1 Where does yellow symbolise wisdom?
- 2 Is it China?
- 3 What's the next question?
- 4 When do people wear blue in Mexico?
- 5 Are there any more questions?
- 6 Do you want to have a go?

Grammar question forms

- 7** Look at the questions in the quiz *Colours and their meaning*. Match the questions (1–7) with these statements (a–c).

- a We use *do* and *does* to make questions in the present simple.
- b When we make questions with *be* or modal verbs (e.g. *can*), we invert the subject and the verb.
- c When the question word is the subject of the question, we don't invert the subject and the verb.

QUESTION FORMS

(why / where / how etc.)	are can	you you	say	happy? this word?
	does is	it she	mean? doing?	
		who / what	uses	this colour?

For further information and practice, see page 156.

- 8** Look at the grammar box. Complete the *blue* and *yellow* quiz questions with verbs or question words.

- 9** Work in two pairs within a group of four.

Pair A: Turn to page 153 and follow the instructions.

Pair B: Turn to page 154 and follow the instructions.

- 1 Where the Tuareg – or Blue people – originally come from?
- 2 lives in the Blue House in South Korea?
- 3 What the name of the country where the Blue Nile begins?
- 4 Which part of the USA famous for Blues music?



The colour blue



- 1 Which fruit the Californian Yellow Fruit Festival celebrate?
- 2 sport gives a yellow jersey to the winner?
- 3 Where yellow taxi cabs come from originally?
- 4 Where you see the house that inspired Van Gogh's 'Yellow House' painting?

Writing and speaking

- 10** You are going to introduce yourself to people in your class and find out as much as you can about them. First, prepare some questions. Match questions 1–4 with the follow-up questions (a–d). Then write four more follow-up questions of your own for questions 5–8.

- 1 What do you do?
 - 2 Do you live near here?
 - 3 Are you from a large family?
 - 4 How many languages do you speak?
 - 5 Why are you learning English?
 - 6 What do you think of the course?
 - 7 Are you doing any other courses at the moment?
 - 8 Have you got any hobbies?
- a How well do you speak ?
 - b How many have you got?
 - c Can you walk there from here?
 - d Do you enjoy your job?

- 11** Work as a class. Introduce yourself to three or four students. Then work in pairs. Tell your partner about some of your classmates you spoke to.

Manuela and Adela are from Lisbon.

1c Red is for winners

Reading

- 1 How many sports teams can you write down in one minute? What are their team colours? Which are the most successful teams of those on your list?
- 2 Work in pairs. Read the article headline on page 15 and discuss what you think it means. Choose one of these options (a–c).
 - a Traditional gold medals are now red.
 - b Teams with the word 'red' in their name win more often.
 - c Red sports clothes lead to more success.
- 3 Read the article quickly. Check your idea from Exercise 2.
- 4 Find information about these people in the article and correct the factual mistakes in these sentences.
 - 1 Russell Hill and Robert Barton are British athletes.
 - 2 Joanna Setchell does research into African birds.
 - 3 Jonathan Blount is an anthropologist at the University of Glasgow.
- 5 Match the research topics (1–4) with the scientists' conclusions (a–d).
 - 1 Results at the Olympic Games
 - 2 African mandrills' success with the opposite sex
 - 3 Male and female zebra finches
 - 4 The colour of birds' beaks
 - a The colour red gives some male monkeys an advantage.
 - b The colour red makes some male birds more successful.
 - c Brightly coloured beaks are indicators of healthier birds.
 - d The colour red can give some athletes an advantage.



Critical thinking conclusions

- 6 Read Hill and Barton's conclusion carefully. Which statement (a–c) means the same thing?

When competitors in sport are equally matched, the team dressed in red is more likely to win, according to a new study.

- a The colour red can make a weak athlete successful against a strong athlete.
 - b The colour red is only an important factor when there is very little difference between the skill of the athletes.
 - c The colour red does not affect results when there is very little difference between the skill of the athletes.
- 7 Which piece of evidence in the text doesn't support this conclusion?

Vocabulary and speaking the roles we play

- 8 Look at the list of roles people can have. Which roles are mentioned in the text?

anthropologist athlete biologist colleague
competitor contestant friend manager
mentor opponent parent primatologist
researcher scientist teacher

► WORDBUILDING noun and verb → noun

We can change the ending of some nouns to make words that describe what people do.
anthropology → *anthropologist*
win → *winner*

For further information and practice, see Workbook page 11.

- 9 Work in pairs. Take turns to choose one of the words and describe what a person in this role does. Your partner will guess the word.

This person helps you at work, but it's not your boss.

colleague
- 10 How many different roles do you play in your life? Compare with your partner.

Well, at the moment I'm taking part in a photography competition, so I suppose I'm a competitor.

RED IS FOR WINNERS

When competitors in sport are equally matched, the team dressed in red is more likely to win, according to a new study

That is the conclusion of British anthropologists Russell Hill and Robert Barton of the University of Durham, after studying the results of one-on-one boxing, tae kwon do, Greco-Roman wrestling and freestyle wrestling matches at the Olympic Games. Their study shows that when a

competitor is equally matched with an opponent in fitness and skill, the athlete wearing red is more likely to win.

Hill and Barton report that when one contestant is much better than the other, colour has no effect on the result. However, when there is only a small difference between them, the effect of colour is sufficient to tip the balance. The anthropologists say that the number of times red wins is not simply by chance, but that these results are statistically significant.

Joanna Setchell, a primate researcher at the University of Cambridge, has found similar results in nature. She studies the large African monkeys known as mandrills. Mandrills have bright red noses that stand out against their white faces. Setchell's work shows that the dominant males – the ones who are more successful with females – have a brighter red nose than other males.

Setchell says that the finding that red also has an advantage in human sporting events does not surprise her and she adds that 'the idea of the study is very clever.'

Hill and Barton got the idea for their research because of the role that the colour red plays in the animal world. 'Red seems to be the colour, across species, that signals male dominance,' Barton says. They thought that 'there might be a similar effect in humans.' Setchell, the primatologist, agrees: 'As Hill and Barton say, humans redden when we are angry and go pale when we're scared. These are very important signals to other individuals.'

Red seems to be the colour ... that signals male dominance

As well as the studies on primates by Setchell, another study demonstrates the effect of red among birds. In an experiment, scientists put red plastic rings on the legs of male zebra finches and this increased the birds' success with female zebra finches. Zebra finches already have bright red beaks, so this study suggests that, as with Olympic athletes, an extra flash of red is significant. In fact, researchers from the University of Glasgow say that the birds' brightly coloured beaks are an indicator of health. Jonathan Blount, a biologist, says that females of many species choose to mate with the flashiest males. Now, Blount and his colleagues think they have found proof that bright red or orange beaks attract females because they mean that the males are healthier. Nothing in nature is simple, however, because in species such as the blue footed booby, a completely different colour seems to give the male birds the same advantage with females.

... bright red or orange beaks attract females because they mean that the males are healthier

Meanwhile, what about those athletes who win in their events while wearing red? Do their clothes give them an unintentional advantage? Robert Barton accepts that 'that is the implication' of their findings. Is it time for sports authorities to consider new regulations on sports clothing?



Team colour: red



The toucan is one of many birds with a brightly coloured beak.



The blue footed booby's feet are the main attraction.

fitness (n) /'fɪtnəs/ health and strength
flash (n) /flæʃ/ light or bright colour on a dark background
indicator (n) /'ɪndɪkətə/ sign
regulations (n) /,regju'leɪʃənz/ rules
significant (adj) /sɪg'nɪfɪkənt/ 1 not by chance
 2 with an important meaning
unintentional (adj) /,ʌnɪn'tenʃənəl/ not planned

1d First impressions

Real life opening and closing conversations

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

- Dress appropriately. A dark blue suit is great for a business meeting, a red tie or scarf suggests power and energy. But what if you work in the arts?
- Be punctual, courteous and positive.
- Make sure you know the other person's name. Use it!
- Make the other person the focus of your attention. Sound interested! Ask questions!
- Know what you want to say and say it effectively!
- Don't forget to follow up on your meeting with a phone call or an email.



1 Work in groups. Discuss the seminar handout.

- 1 Do the colours and clothes mean the same thing in your country?
- 2 What does 'punctual' mean in your country?
- 3 Do you use first names or surnames in your country?
- 4 Which advice is appropriate in your country?
- 5 Which advice is not appropriate in your country?

2 1.5 Listen to four participants at a business skills seminar in the UK. They are role-playing 'first meetings'. Tick the points on the handout the speakers follow.

3 1.5 Look at the expressions for opening and closing conversations. Listen again and tick the expressions Paula, Colin, Lucy and Yuvraj use. Which pair of participants do you think gave the best performance?

▶ OPENING AND CLOSING CONVERSATIONS

Opening a conversation

May I introduce myself?
Allow me to introduce myself.
How do you do? My name's ...
Hello, how are you? I'm ...
It's a pleasure to meet you.
I'm very pleased to meet you.

Closing a conversation and moving on

Thanks for your time.
It's been good talking to you.
Let me give you my card.
Let's stay in touch.
Why don't I give you my card?
How about meeting again?

5 Pronunciation short questions

a 1.6 Listen to these exchanges. Notice how the speakers use short questions to show interest.

- 1 C: I mostly work on web adverts.
P: Do you?
- 2 P: I'm in sales.
C: Oh, are you?
- 3 L: Oh yes, my brother goes to *Get fit*.
Y: Does he?

b Work in pairs. Practise the exchanges.

6 Look at the audioscript on page 173. Practise the conversations with your partner.

7 Imagine you are a participant at the business skills seminar. Complete the profile information card. Then do the seminar task. Use the expressions for opening and closing conversations to help you.

Name
Company
Position
Responsibilities
Current projects you are involved in

First Impressions

Task: You are at a networking event. Introduce yourself to as many people as you can and arrange to follow up useful contacts. You only have two minutes with each person.

networking [n] /'net,wɜ:(r)kɪŋ/

4 Look at the expressions for opening and closing conversations again. Which expressions are the most formal?

8 Work in pairs. Compare the information you found out about different people in Exercise 7.

1e About us



http://www.colouritdesign.com

Colour it! Interior design and colour consultants

About us
We are a professional colour consultancy with fifteen years' experience. We can offer advice on how to use colour in your workplace. In addition, we help you find the products and suppliers you need. We lead the field in colour therapy and interior design.

Current projects
We are currently working with a national transport company on the design of luxury coaches. Our team of experts is also advising medical centres on the best colours to reduce patient stress in waiting rooms.

Testimonials
'Colour it!' is completing a project for the redecoration of our four-star hotel. We can highly recommend their professionalism.' *Tartan Lodge, Edinburgh*
'This year, Colour it! is involved with the promotion of Young Fashion Week. We are extremely pleased with the results so far.' *Sandra Lowe, Art director*

Writing a website profile

1 Read the information about *Colour it!* consultancy. Who (a–d) do you think would be interested in their services?

- a a nursery school with new premises
- b a newlywed couple buying their first home
- c a paint manufacturer
- d a fashion store opening new shops

2 Writing skill criteria for writing

a Read the information again. Choose the correct option.

- 1 text type: *website / letter*
- 2 style: *neutral / formal / informal*
- 3 reader: *current clients / potential clients*
- 4 purpose: *to promote the company / to advertise a product*
- 5 structure: *a sequenced text / separate sections of text*

b Which features of the text helped you decide your answers in Exercise 2a?

3 Underline these expressions and verbs in the text.

- 1 time expressions
- 2 expressions that signal additional information
- 3 verbs describing the consultancy's work

4 Complete the sentences with some of the expressions you underlined in Exercise 3.

- 1 We are _____ carrying out market research into mobile phone use for a large telecommunications company. _____, we are advising a fast food company on a new logo.
- 2 _____ our company is opening four new offices in major cities in the UK. We are _____ expanding in Europe.

5 Work in groups. Imagine you run a small business together. Decide on your company name, field of work and some current projects.

6 Work on your own. Write a website profile to promote your business. Use the *Colour it!* profile and the categories in Exercise 2 to help you.

7 Work in your groups again. Read your profiles and choose the one which best promotes your company. Take into account the following points.

- **accuracy** Spelling mistakes do not look professional!
- **clarity** Does the reader understand exactly what your business does?

1f Peruvian weavers

For teachers' inspection ONLY



These villagers are part of something new.

Before you watch

- 1 Work in groups. Look at the photo and discuss these questions.

- 1 Where do the people come from?
- 2 What are they doing?
- 3 Why are they doing this?

- 2 Complete the summary with these words.

business cooked farming self-sufficient
shawls traditions village visitors weavers

The video is about a group of women ¹ in a small ² in Peru. Traditionally in this village women ³, looked after the children and made cloth, and men farmed. But now ⁴ is not enough to support a family and some women have formed a new type of ⁵ : a weavers' cooperative. The women use traditional methods to weave blankets, ⁶ and ponchos which they sell to ⁷ In this way, they preserve their identity and ⁸ but also make some money which helps them become ⁹

While you watch

- 3 Watch the video and check your answers from Exercise 2.

- 4 Watch the video again. Put the extracts in the order you see and hear them.

- a Farming has long been a tradition in Chinchero.
- b Now, in Chinchero, weaving isn't just a tradition. It's a way to make money and live well.
- c A few people from the village ... catch the sheep and prepare the knife.
- d I learned when I was in the third grade of school.
- e The methods they use are traditional, but these villagers are part of something new.
- f They want to keep the Peruvian weaving traditions alive.

- 5 Watch the video again and answer the questions.

- 1 Who is Nilda Cayanupa?
- 2 Why did she decide to start the cooperative?
- 3 What was her dream?
- 4 How did one man get involved in the weaving?
- 5 How much money can the women make?

After you watch

- 6 Roleplay an interview with Nilda

Work in pairs.

Student A: You are a journalist for *National Geographic*. Use the ideas below to prepare questions to ask Nilda.

Student B: You are Nilda. Look at the ideas below. Think about what you are going to say to the journalist.

- how the cooperative started
- what is special about the cooperative
- what the women have learned to do
- what the women do with the money they make
- how life is changing in the village

Act out the interview. Then change roles and repeat the interview.

- 7 At the end of the video, the narrator says: 'Many threads together are stronger than one alone.' How is this true for the women of Chinchero? Do you think this is always true?

- 8 Work in groups. Ask and answer the questions with other people in your group. Note down their answers. Then report the results to the rest of the class.

- 1 Do you like the clothes the women make?
- 2 Have you ever worn traditional clothes? When?
- 3 Do your clothes express who you are?
- 4 Which is more important to you: brand or colour and design?

blanket (n) /'blæŋkɪt/ a covering that keeps you warm in bed
cloth (n) /klɒθ/ material used for making clothes, etc.
cooperative (n) /kəʊ'ɒprətɪv/ a business or organisation owned by the people who work in it and who all profit from it
poncho (n) /'pɒntʃəʊ/ a traditional South American coat made from a single piece of cloth, with a hole in the middle for the head
self-sufficient (adj) /self sə'fɪʃnt/ able to provide everything you need for yourself
shawl (n) /ʃɔːl/ an article of clothing worn around the shoulders
spin (v) /spɪn/ twist fibres of a material into thread to make cloth
thread (n) /θred/ a long thin line of fibre (British)
weave (v) /wiːv/ make cloth by crossing threads over and under each other
weaver (n) /'wiːvə/ a person who weaves
wool (n) /wʊl/ a material made from the hair of sheep and other animals
yarn (n) /jɑːn/ a long thin line of fibre (American)

UNIT 1 REVIEW

Grammar

1 Work in pairs. Discuss the questions.

- 1 What do you think the life of an Olympic athlete is like?
- 2 How do athletes prepare for top-level sports competitions?
- 3 How do you think it feels to compete in major competitions?



2 Rebecca Adlington is a gold-medal winning swimmer for Great Britain. Complete the interview that she gave just before a major competition.

- 1 Q: What (this championship / mean) to you?
A: Actually, I (not / think) too much about it. I (concentrate) on what I (do) now and the process of building up to it.
- 2 Q: (what / influence) you during a race?
A: When you (hear) people cheering your name, it (make) it more exciting.
- 3 Q: (you / train) every day?
A: At the moment, I (do) a bit more than usual. I (get) Sundays off and I (have) gym work as well.
- 4 Q: How (an important competition / affect) your training routine?
A: The routine (not / change) before a major championships. But this time, we (try) different stuff in the sessions.

3 Work in pairs. Compare your answers from Exercise 2. Then act out the interview.

I CAN

ask and answer questions about things which are always and generally true, and routines (present simple) ☐

ask and answer questions about things happening now (present continuous) ☐

talk about possessions and states: thoughts, etc. (stative verbs) ☐

Vocabulary

4 Tell your partner about something you do or are doing at these times. Then choose one activity of your partner's that you don't know very much about and ask follow-up questions.

always	at weekends	every day	never
often	right now	this month	this week
today	usually		

5 Rewrite the words for people with the missing vowels. Race your partner to see who can finish first. Do you know people who have these roles? Tell your partner about these people.

thlt	frnd	prnt
blgst	mngrr	rsrchr
cllg	mntr	scntst
cmpttr	ppnnt	tchr
cntstnt		

I CAN

talk about feelings and personal states ☐

use time expressions with the present simple and present continuous ☐

talk about the roles people have ☐

Real life

6 Work in small groups. You are at a reception for a local sports charity. Choose one of the roles from Exercise 5. Then act out conversations with different partners using these pairs of expressions to begin and end the conversation.

- 1 'May I introduce myself?'
'Let's stay in touch.'
- 2 'How do you do? My name's ...'
'Let me give you my card.'
- 3 'Hello, how are you? I'm ...'
'How about meeting again?'

I CAN

introduce myself in formal and informal situations ☐

open and close a conversation, etc. ☐

ask for and give personal information ☐

Speaking

7 Choose a role: a successful sportsperson, entertainer, politician, etc. Then work in pairs. Tell your partner who you are.

8 Work on your own. Prepare questions to interview your partner about their success in their career. Use the ideas from Exercise 2.

9 Work with your partner. Take turns to ask and answer your questions.