

# 1 First impressions

## Reading and vocabulary

### 1 WHAT DO YOU THINK? Discuss the questions.

- 1 Read the quotations below. What is the message in each one? Which do you think is most memorable and why?

'Nothing is uglier than ignorance.'

'I am powerful just the way I am.'

'Celebrate the beauty in difference.'

'It's OK to be who you are and to love who you are.'

- 2 How important is appearance when you first meet someone? What about when you know them well? Does society put too much emphasis on appearance?

### 2 Read the article. How were the people in the article affected by the reactions to their appearance?

## Strategy Guessing the meaning of unknown words

There are several things that you can do to help you guess the meaning of a new word.

- 1 Use the context. Looking at words before and after the unknown word and identifying the part of speech (noun, verb, etc.) of the word can help you to understand the meaning.
- 2 Understand a word through its different parts. You may already know one or more parts of the word. For example, *birth* + *mark* = *birthmark*.
- 3 Use your own language. Sometimes the English word or part of the word is similar in your own language. English = *norm* Dutch = *norm* Czech = *norma* Polish = *norma*

### 3 Read the strategy. Then guess the meanings of the underlined words in the article. What helped you to guess: the context, understanding the different parts or your own language?

### 4 Read the article again and answer the questions.

- 1 Why did Rick Guidotti start Positive Exposure?
- 2 What type of people did he use to photograph?
- 3 What was his reaction to the girl at the bus stop?
- 4 How was albinism presented in books?
- 5 Why was Christina shy?
- 6 What was the aim of the PEARLS project?
- 7 How did Guidotti achieve this aim?

### 5 REACT Discuss the questions.

- 1 How do you think the videos and blogs from Positive Exposure can help stop bullying in schools?
- 2 Guidotti's work encourages us to empathize. What is empathy and why is it important?

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## Change how you see,

Society conditions us to see fashion models in a particular way, a way that we have long thought is the norm. But what is 'normal', really? Rick Guidotti is a famous fashion photographer and his project Positive

- 5 Exposure challenges the way we see normal. The models he uses are a representation of the diversity in society and include individuals with a visible birthmark or genetic conditions such as albinism or Down's syndrome. Positive Exposure shows young
- 10 people who have confidence in themselves, and a positive body image. Guidotti's aim is to be inclusive and to 'change the way we see'.

- Rick Guidotti was a fashion photographer. He regularly flew to New York, Paris and Milan to
- 15 photograph 'perfect people'. There was no one overweight or plain on his photoshoots; they were all elegant, slim and attractive models. Then, one day, after a photoshoot in New York, he noticed a young girl at a bus stop. She stood out from the people
  - 20 around her because she was very pale-skinned and fair-haired. In fact, she had a genetic condition called albinism, and Guidotti thought she looked stunning. Fascinated, he researched information about the condition, but the images he found were upsetting
  - 25 and sad. Albinism was presented as a disease, as something ugly and unattractive.

- Guidotti wanted to challenge people's perception of genetic conditions like albinism. He organized a photoshoot just like the shoots he did with models
- 30 and photographed young people with albinism in the same way, using stylish clothes, make-up and lighting. The first girl, Christina, came in with her head down and made no eye contact. She looked self-conscious about being the centre of attention. Perhaps people
  - 35 had made fun of her albinism or maybe she felt



## see how you change

awkward in front of a camera. But Guidotti knew how powerful the camera was as a medium, and he wanted to use it to 'present self-esteem, to present self-acceptance and to see beauty'. The photos

40 Guidotti took were a big success and appeared in magazines and on websites all around the world.

Guidotti went on to start the PEARLS project and also worked on the documentary *On Beauty*.

45 For PEARLS, he asked 11 people with different disabilities to make a video and write a blog about their lives. The videos and blogs were used in high schools as part of anti-bullying programmes. Students were able to ask questions and get to

50 know the bloggers – they saw the people, not the condition. One 15-year-old called Ashley was asked if she felt **embarrassed** about her wheelchair when she met people. She confidently replied that if they only saw the wheelchair, that was their problem!

55 Then, in the documentary *On Beauty*, a mother comments on how **handsome** her son is in Guidotti's photos. The photos show her son as she sees him: a happy, loving child. 'They were the most **beautiful** pictures of this blue-eyed baby,' she says.

Guidotti's work celebrates the beauty in difference.

60 It also helps us empathize and put ourselves in other people's shoes. His models are not sun-tanned or broad-shouldered. But Positive Exposure encourages us to see the person. It challenges us to accept everyone for their differences and individuality,

65 and to be more inclusive. 'The **ultimate** goal is to see someone with a difference and not see that difference,' says Guidotti.

In other words, 'Change how you see, see how you change'.

### V Insight Describing appearance

- 6 Study the highlighted adjectives in the article. Which ones have a positive meaning and which ones have a negative meaning?
- 7 Choose the correct word.
- 1 Photos of models are often airbrushed to make them look more **attractive** / **plain**.
  - 2 The dragon tattoo was detailed and colourful. It was really **plain** / **stunning**!
  - 3 You might say someone is good-looking, but another person may think they are **plain** / **attractive**. It depends on your point of view.
  - 4 High heels can make people look tall and **elegant** / **overweight**. They can be uncomfortable, too!
  - 5 Marta didn't like the photo she was tagged in. She said she had an **ugly** / **attractive** frown on her face.
  - 6 He was too small and **slim** / **overweight** for the T-shirt. It was two sizes too big!
  - 7 Everyone looks **beautiful** / **slim** when they smile.
  - 8 The boys wore suits for their graduation. They all looked very **handsome** / **beautiful**.

### V Insight Compound adjectives: appearance

- 8 Match the words below to make compound adjectives. Check your answers in the article.

fair blue pale broad sun	+	-shouldered -haired -tanned -eyed -skinned
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- 9 How many compound adjectives can you make with the words below?

dark blonde straight long blue green	+	-sighted -skinned -haired -eyed
--	---	---------------------------------------

- 10 **TASK** Work in pairs. Use the adjectives in exercises 6–9 to make sentences about people you know.

My sister is tall, dark-haired and blue-eyed. She looks like our dad!

People say my cousin and I are very similar. We're both broad-shouldered and fair-haired.

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## Grammar

## Present simple and present continuous

- 1 WHAT DO YOU THINK?** Look at the photo. How can this animal's appearance help it to survive? What problems does this animal face? How is it adapting to deal with those problems?



## Adapt to Survive



Today, in our photo series on endangered animals, <sup>1</sup>we're looking at the polar bear. <sup>2</sup>Polar bears live in the Arctic - one of the planet's coldest environments. Their thick fur protects them from the freezing temperatures, and they even have fur on the bottom of their paws to protect them against the ice. Adult polar bears measure up to 2.5 m long and weigh about 680 kg. They have an incredible sense of smell and they can smell their favourite food - seals - up to 16 km away.

<sup>3</sup>Every day, they walk across the ice and swim and dive in its coastal waters to look for seals. <sup>4</sup>This polar bear is waiting patiently by an ice hole for a seal to appear. When the seal comes to the surface for air, the polar bear stands up on its back legs to catch it and kill it.

Life for the polar bear is becoming more difficult. <sup>5</sup>Humans are always creating problems for the Earth, it seems. <sup>6</sup>Climate change is warming up the Arctic and the sea ice is melting, which is causing polar bears a lot of problems. Some of them are spending more time on the land, but they can't hunt seals there. Others are swimming longer distances in search of sea ice and seals, often without success and leaving them exhausted. So, polar bears are starving. <sup>7</sup>Scientists believe that as the Arctic continues to warm up, two thirds of the world's polar bears could disappear this century.

<sup>8</sup>Next week in our *Adapt to Survive* series, we're looking at another endangered species: the snow leopard. Join us!



[View all 362 comments](#)

- 2** Read the text quickly and check your answers to exercise 1.

- 3** Read the text again. What do the numbers below refer to?

■ two thirds ■ 2.5 ■ 16 ■ 680

- 4 REACT** Work in pairs. What information in the text did you find surprising? Can you think of other animals that need to adapt to survive? How are they adapting? Make a list. Then compare it with other students.

## Grammar Insight

- 5** Study sentences 1–8 in the text. Which ones are in the present simple and which are in the present continuous? Match sentences 1–8 to rules a–h.

## We use the present simple:

- a to talk about routines or habits, often with adverbs of frequency like *always, often, regularly, usually, sometimes* and time expressions like *every day, on Mondays, twice a week, etc.*
- b to talk about facts and general truths.
- c with verbs that describe states: *believe, have, know, like, need, see, seem, think, want, understand, etc.*

## We use the present continuous:

- d to talk about actions happening now, often with expressions like *right now, at the moment, this week, etc.*
- e to talk about temporary, changing or developing situations.
- f to talk about planned future arrangements.
- g to talk about irritating habits, usually with *always*.
- h to describe photos.

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**6 Make questions in the present simple or present continuous. Then match questions 1–7 to answers a–g.**

- |   |  |
|---|--|
| 1 how / a zebra's stripes / help it to survive?     | a Because humans are destroying its natural habitat.     |
| 2 why / leopards / have / spots?                    | b It's waiting for a seal.                               |
| 3 what / the polar bear in the photo / do?          | c They fly from the USA to Mexico to survive the winter. |
| 4 why / the mountain gorilla / become / endangered? | d So the animals they are hunting can't see them coming. |
| 5 how / peacocks / attract / a mate?                | e They usually show off their feathers.                  |
| 6 what / Monarch butterflies / do / in the autumn?  | f To warn its enemies that it's dangerous.               |
| 7 why / a tree frog / be / bright blue?             | g They help to confuse its enemies.                      |

**7 Complete the text with the present simple or present continuous form of the verbs in brackets.**

## Mimicry

Animal survival is a fascinating subject. As these photos <sup>1</sup>\_\_\_\_\_ (show), nature often <sup>2</sup>\_\_\_\_\_ (play) tricks on us. Two insects <sup>3</sup>\_\_\_\_\_ (sit) on a flower. They both <sup>4</sup>\_\_\_\_\_ (look) like bees, but one of them <sup>5</sup>\_\_\_\_\_ (not be) a bee. It <sup>6</sup>\_\_\_\_\_ (imitate) a bee in order to protect itself from predators. The real bee on the left <sup>7</sup>\_\_\_\_\_ (have) a sting, which it uses to attack its enemies. However, the hoverfly on the right <sup>8</sup>\_\_\_\_\_ (be) completely harmless. This imitation of one species by another often <sup>9</sup>\_\_\_\_\_ (happen) in nature and is called mimicry. Animals <sup>10</sup>\_\_\_\_\_ (copy) the appearance, actions or sounds of another animal and this <sup>11</sup>\_\_\_\_\_ (help) them to survive.



**8** 1.1 Listen to an interview about urban wildlife. Which two countries and animals does it mention?

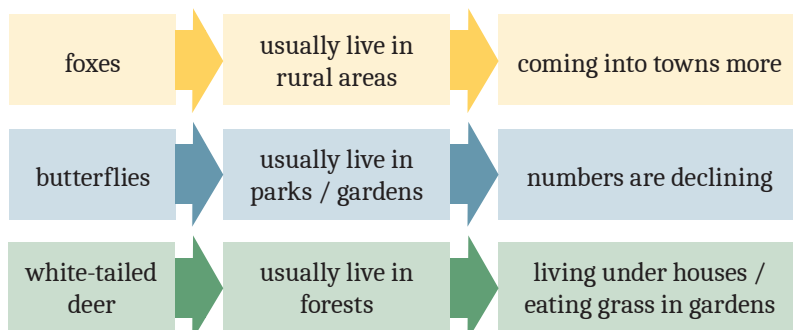
**9** 1.1 Listen again and answer the questions.

- How is urbanization affecting animals?
- Why are cities becoming difficult places for animals to live in? Give one example.
- How do crows use cars to help them in Sendai?
- How are citizen scientists helping ecologists in the Netherlands?
- What is happening to snails' shells in the Netherlands? Why?



**10 TASK** Work in pairs. Imagine you are citizen scientists. Look at the facts below. Think about what the animals usually do and why their behaviour is changing. Discuss the reasons with other pairs of citizen scientists. Think about these factors.

■ chemicals ■ climate change ■ food ■ habitat ■ housing ■ predators



Foxes usually live in rural areas like forests. Why do you think foxes are coming into towns more?

I think they're doing that because ...

**Assess your progress**  
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## Listening and vocabulary

**1 WHAT DO YOU THINK?** How important are the things below when you form a first impression (1 = most important)? Work in pairs and compare your answers.

- age ■ attractiveness ■ body language ■ clothes ■ eyes ■ facial expressions  
■ hair colour and style ■ height ■ personality ■ tone of voice



**2** **1.2 Listen to an interview with a psychologist. Which of the things in exercise 1 does she say influence our first impression of someone?**

**3** **1.2 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.**

- 1 It takes a long time for the human brain to process a first impression.
- 2 What a person says has more impact than a friendly expression or gesture.
- 3 We make assumptions about a person's personality based on their physical appearance.
- 4 Handsome or attractive people always make a good first impression.
- 5 If you are happy and relaxed, you will usually create a positive first impression.
- 6 If you look happy, the negative parts of your character are not so important.
- 7 A negative first impression is not difficult to change.
- 8 You need to get to know a person better to change your first impression.

**4 REACT** Work in groups and discuss the questions.

- 1 How often do you judge a person based on a first impression?
- 2 Can you judge someone on a first impression without realising you are doing it?
- 3 Do you think it's possible to change your first impression of someone? Why / why not?



**V Insight** Words often confused: personality adjectives

**5 Match the adjectives to the definitions. Which adjective in each pair has a negative meaning?**

- 1 arrogant / assertive
  - a thinking you are better and more important than others
  - b expressing your opinions and feelings in a confident way
- 2 determined / stubborn
  - a not letting anything stop you doing what you've decided to do
  - b not willing to change your decision or consider anyone else's opinion
- 3 emotional / sensitive
  - a having intense feelings about things and showing them
  - b being aware of your own feelings and other people's
- 4 easy-going / lazy
  - a relaxed and happy to do whatever people want
  - b not liking to work or use energy
- 5 modest / shy
  - a not feeling confident in the company of people you don't know
  - b not wanting to talk about the things you do well



**6 Complete the sentences with adjectives from exercise 5.**

- 1 Max never listens to anyone's advice. He's so \_\_\_\_\_.
- 2 You've achieved so much, but you're so \_\_\_\_\_. You should tell everyone!
- 3 I don't like getting up early at the weekend, but I'm definitely not a \_\_\_\_\_ person.
- 4 You're working so hard to get good results. I didn't realize you were such a \_\_\_\_\_ person.
- 5 Sara usually knows when her friends aren't happy. She's very \_\_\_\_\_ to their feelings.
- 6 Nico thinks he's more important than the rest of us. He can be really \_\_\_\_\_.
- 7 Esther is relaxed with people she knows, but in new situations she feels \_\_\_\_\_.
- 8 We love spending time with Kevin. He's so \_\_\_\_\_ and he gets on with everyone.

**7 TASK** Work in groups. Prepare four tips on how to make a good first impression. Then compare your tips with another group and agree on the best three tips.

Speaking Speculating

8 Work in pairs. Look at the photos. How would you describe the people? Why?



9 1.3 Listen to two dialogues about two of the people in the photos. Which two people are they talking about?

10 1.3 Complete the phrases from the dialogues. Then listen again and check.

Speculating

Modal verbs

He <sup>1</sup> \_\_\_\_\_ be in his thirties.  
 He <sup>2</sup> \_\_\_\_\_ / could understand us better.  
 She <sup>3</sup> \_\_\_\_\_ be nearly two metres tall.

seem

<sup>4</sup> \_\_\_\_\_ nice?  
<sup>5</sup> \_\_\_\_\_ easy-going.

look / look like / look as if

He <sup>6</sup> \_\_\_\_\_ younger than I expected.  
 He <sup>7</sup> \_\_\_\_\_ a typical headteacher.  
 She <sup>8</sup> \_\_\_\_\_ she's an Olympic athlete.

11 1.4 Listen to the two people in the photos talking about themselves. What words do they use to describe themselves?

12 1.5 Complete the dialogue with the phrases below. Then listen and check.

- he could definitely be useful
- he seem nice
- looks like a good basketball player
- looks taller than
- might play basketball
- seems quite shy

Ed Have you met the new student in our class yet?  
 Lily Who's that?  
 Ed His name's Andi. Look - he's talking to Olivia at the moment.  
 Lily He <sup>1</sup> \_\_\_\_\_ I expected. He certainly <sup>2</sup> \_\_\_\_\_.  
 Ed Yes. I think he <sup>3</sup> \_\_\_\_\_.  
 Lily Really?  
 Ed Yes. I think <sup>4</sup> \_\_\_\_\_ for the team.  
 Lily Have you spoken to him? Does <sup>5</sup> \_\_\_\_\_?  
 Ed Yes, I chatted to him in the corridor on the way to English. He <sup>6</sup> \_\_\_\_\_. Why don't I introduce you to him now?  
 Lily Eh ... not just now. Maybe later.  
 Ed Who's the shy one now, then?

GS Global skills Adverbs

We often use adverbs when we are speculating to show how strongly we think something is true. When we do this, we stress the adverb in the sentence.

He could **definitely** be useful for the team.  
 He **certainly** looks like a good basketball player.

13 What adverbs could we use to show that we are not sure how true something is?

14 TASK Work in pairs. Take turns to speculate about the other people in the photos in exercise 8 and discuss your first impressions. Use the dialogues in exercises 9 and 12 to help you. Remember to use adverbs and to stress them. Then compare your ideas with another pair.

Assess your progress  
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## Reading and vocabulary

**1 WHAT DO YOU THINK?** Look at the photos in the article and discuss the questions.

- 1 Would you wear these T-shirts? Why / why not?
- 2 What other types of T-shirt slogans do you know?
- 3 Slogans can sometimes be 'conversation starters'. What type of questions would you ask about the slogans on these T-shirts? What answers might people give?

**2 Read the article.** According to the writer, why do people wear slogan T-shirts today?

**3 Read the article again.** Match sentences a–f to gaps 1–5 in the article. There is one sentence that you do not need.

- a Today the same design is used to advertise places all over the world!
- b Many of these phrases promoted charities too and encouraged people to take action.
- c They sold them at concerts to make extra money and promote their music.
- d Photos of people in slogan T-shirts also looked great on social media.
- e Stylish but pricey T-shirts by designers such as Tommy Hilfiger became incredibly popular.
- f Sadly, the slogan didn't help him and he lost!

**V Insight** Clothes and fashion

**4 Study the highlighted words in the article and in exercise 3. Then match them to definitions 1–6.**

- 1 used by someone before \_\_\_\_\_
- 2 using a style from the recent past \_\_\_\_\_
- 3 completely new and different \_\_\_\_\_, \_\_\_\_\_
- 4 fashionable in a way that looks expensive \_\_\_\_\_, \_\_\_\_\_
- 5 expensive and having a famous brand name \_\_\_\_\_
- 6 typical of a period in the past and of high quality \_\_\_\_\_

**5 Use the adjectives in exercise 4 to describe the clothes and style of people you know.**

**GS Global skills** Culture

**6 Work in pairs and discuss the questions.**

- 1 Which of these quotes best describes your idea of slogan T-shirts and why?
  - a 'These aren't my words. They're just words on a T-shirt.'
  - b 'A slogan T-shirt can make you think, but then you have to act.'
- 2 Can protest slogans make a difference? How?
- 3 Some slogan T-shirts have been banned. Why might slogans be banned?
- 4 Are slogan T-shirts bad for the environment? How often do you think people wear them compared with plain T-shirts?

# Say it with a T-shirt



A slogan on a T-shirt can help you say a lot of things. Words grab people's attention; they can raise awareness of important issues and tell the world what you care about. They can make people think or simply make them smile. So

- 5 how and why did we start wearing words?

## 1940–1950s

T-shirts were originally a symbol of youth culture. The famous Hollywood actor James Dean wore a plain white one in the movie *Rebel Without a Cause* and made T-shirts 'cool'. However, the first slogan to appear on a T-shirt was not particularly cool. 'Dew it with Dewey' asked people to vote for Thomas E. Dewey in the 1948 US Presidential elections. <sup>1</sup> \_\_\_\_\_

## 1960s

15 One of the first shops to sell slogan T-shirts opened in London. It was called Mr Freedom and sold T-shirts with fun and retro designs from the 50s. People began making their own T-shirts too, using iron-on lettering to create original slogans. At the end of the 60s, slogan T-shirts became popular with pop and rock bands. <sup>2</sup> \_\_\_\_\_ Today, we still buy band T-shirts – from good-quality vintage shirts on eBay to shirts which tell people which tours we have seen.

## 1970s

25 Companies such as Coca-Cola started to sell T-shirts with their logo on, as a cheap way to advertise. Slogans were also used in popular fashions such as punk, which often recycled and adapted second-hand shirts. Wearing a punk-style T-shirt with a shocking slogan showed which 'tribe' you belonged to or who you identified with. The 70s also introduced the 'I ♥ NY' slogan, which advertised New York City as a great place to visit. <sup>3</sup> \_\_\_\_\_



## 1980s

People often chose to wear slogans about social or political problems. <sup>4</sup> \_\_\_ Bob Geldof's 'Feed the world' T-shirt raised money, and Katherine Hamnett's '58% don't want Pershing' protested against nuclear missiles. These innovative T-shirts made newspaper headlines and got people talking about important issues.

## 1990s–2000s

More and more companies used slogan T-shirts to advertise their products – from football teams to chic designer fashion brands such as Ralph Lauren. People enjoyed wearing them; slogans revealed their hopes and dreams, who they wanted to be and what group they wanted to belong to. <sup>5</sup> \_\_\_ Celebrity slogan T-shirts also became fashionable, with everything from 'No photos, please' to 'I am the American dream'.

## Today

Nowadays, slogan T-shirts, especially political ones, are very popular. People like showing which side they're on. Why not consider supporting women's rights with 'This is what a feminist looks like'? Or decide to be an eco-warrior with 'There's no Planet B'? Slogans on T-shirts often argue with each other too, such as 'Make America great again' and 'America is not great'.

Slogans are like short tweets, which can start a conversation or give an opinion without being interrupted. 'I really like to sit on the bus in silence,' says one person, 'but still say something with my T-shirt.'

## Grammar

## Verb patterns

### Grammar Insight

**7 Study the rules. Then add the underlined verbs in the article to the correct group.**

- verb + infinitive with *to*: agree, promise, expect, need, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- verb + infinitive without *to*: shall, must, could, will, might, \_\_\_\_\_
- verb + *-ing*: suggest, admit, avoid, imagine, \_\_\_\_\_, \_\_\_\_\_
- verbs + infinitive or *-ing*: love, \_\_\_\_\_, \_\_\_\_\_

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**8 Complete the second sentence so that it has a similar meaning to the first sentence. Use the correct form of the verbs in brackets.**

- My friend said she'd help me choose a T-shirt.
  - My friend \_\_\_\_\_ choose a T-shirt. (promise)
- 'Why don't we buy a T-shirt at the concert?' said Jola.
  - Jola \_\_\_\_\_ a T-shirt at the concert. (suggest)
- Wearing shocking slogans is something he enjoys.
  - He \_\_\_\_\_ shocking slogans. (love)
- It looks like many old slogans are popular memes today.
  - Many old slogans \_\_\_\_\_ popular memes today. (seem)
- I never thought they'd ban the slogan.
  - I never \_\_\_\_\_ them \_\_\_\_\_ the slogan. (expect)

**9 Study sentences 1–5. What is the difference in meaning between sentences a and b?**

- I remember buying a Disney T-shirt when I was a child.
  - I remembered to buy a Disney T-shirt for my sister.
- I'll never forget going to my first rock concert.
  - Don't forget to bring the tickets for the rock concert!
- They tried to sell T-shirts at the charity run, but not many people bought them.
  - They tried selling T-shirts at the charity run to see if they could raise more money.
- He stopped to look at the advert.
  - He stopped looking at the advert.
- I regret dyeing the T-shirt black.
  - I regret to tell you that I've dyed the T-shirt black.

**10 TASK Complete the questions with the correct form of the verbs in brackets. Then work in pairs and discuss the questions.**

- Why might people want \_\_\_\_\_ (buy) a slogan T-shirt?
- Have you ever chosen \_\_\_\_\_ (wear) a slogan in order to shock people?
- Can you imagine \_\_\_\_\_ (make) a slogan T-shirt? What would it say?
- Are there any slogans you would avoid \_\_\_\_\_ (wear)?
- Which item of clothing do you most regret \_\_\_\_\_ (buy)?

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Assess your progress

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## Planning for writing

## 1 Read the advert below and answer the questions.

- 1 What is the advert for?
- 2 What does the Let's Connect! project involve?
- 3 How can students learn more about it?

3G 4G

**GHS** @GhentHigh

Follow Message

6 Posts 108k Followers 10 Following

**Let's Connect!**

Our partner school in Ghana wants to connect with students here at Ghent High.

**What's involved?**

Writing emails to Ghanaian students aged between 16 and 18. They're all studying English, but they want to connect with you to find out more about your life, family, friends and school.

**Interested?**

Come along to the sixth form common room after school this Tuesday.

## 2 Read the model email on page 13 and answer the questions.

- 1 Does Matteo include all the information asked for in the advert?
- 2 What other information does he include?
- 3 What does he ask Kwame to do?

## 3 Read the strategy. Then read the model email again and underline examples of informal language and register.

## Strategy Informal emails: language and register

When we write informal emails, it's important to use appropriate language and register.

- Use an informal opening greeting, e.g. *Hello, Hi there.*
- Address the sender by their first name.
- Use contractions, exclamation marks and appropriate emojis.
- Sign off with an informal greeting, e.g. *See you soon, Love from.*

## 4 What is the purpose of each paragraph in the model email? Complete the organization boxes with the headings below.

- Describe a photo ■ Hobbies and interests ■ Information about you ■ Reason for writing

## Writing Insight Describing position

## 5 Study the phrases we use to identify the position of people and things in a photo. Look at the highlighted phrases in the model email and complete the gaps.

- <sup>1</sup>\_\_\_\_\_ the back / front
- in front of
- behind
- in the <sup>2</sup>\_\_\_\_\_ (of)
- <sup>3</sup>\_\_\_\_\_ the left / right of
- on the right / <sup>4</sup>\_\_\_\_\_
- in the top / bottom / right-hand / left-hand corner
- in the foreground / <sup>5</sup>\_\_\_\_\_
- next to

## 6 Correct the sentences.

- 1 The boy on the top left-hand corner is Felix.
- 2 Who's the boy in the middle of the photo, on the back?
- 3 Nobody can see me because you're standing right in left of me.
- 4 That's the Eiffel Tower at the background.
- 5 You can see me in this photo. I'm right at the middle of the group.
- 6 What's that on the foreground of your selfie?

1 Explain briefly why you are writing.

2 Write about yourself, your family and your school.

3 Describe your friends. Explain where they are in the photo and give some information about their personalities.

4 Talk about things you like doing and how often you do them.

To: kwame@ghana.com  
From: matteo@ghent\_high.bg  
Subject: Let's connect!

Hi Kwame,

My name's Matteo and I'm from Belgium. I'm writing to you as part of the Let's Connect! project.

I live in Ghent with my parents and brother. There are about 1,000 students in my school, but only 20 in my class. I usually cycle to school and I meet my friends on the way.

I'm attaching a photo of me and my friends from last summer. The sun's shining **in the background**, so it's a bit difficult to see us all clearly. I'm the tall one **in the middle** of the photo **at the back**. The boy **on the left** in glasses is Lars. He's funny 😄 but a bit lazy! 🙄 The fair-haired boy **on the right** is Sander. He's my best friend. The girl **to the right** of Sander is Kim – that's his sister. Jade's **at the front** with Lara – they're always smiling! 😊

I love hanging out with my friends. 😊 I'm a member of a board games club and we meet up to play once a week. It's great fun! 👍 I also play in the same football team as Sander every Saturday.

Can you send me a photo of you and your friends when you email me back?

Bye for now,

Matteo



## Writing your email

Home | Get support | Links

### Partner Links

We are looking for 16-year-old students to establish links with one of our partner schools in Brazil.

The students in our partner school want to connect with you to practise their English and to find out more about life in other places. Tell them about you, your life, your friends and your school. Don't forget to attach a photo and describe yourself and your friends.

■ **PLAN** Read the task and check you understand it.

**Plan your email. Think about the information you need to include and make notes about:**

- yourself, your family and where you live.
- where your friends are in the photo.
- what your friends look like and their personalities.
- things you like doing and when you do them.

**Think about the type of language and the phrases for position you will use.**

**Create a plan for your email. Plan to write four paragraphs and decide what information to include in each one.**

■ **WRITE** Write the first draft of your email. Use the model email and your paragraph plan to help you.

■ **REVIEW** Check your writing. Use the checklist to help you.

Have you:

- used the correct email format and register?
- included all the information asked for in the task?
- used phrases for position to describe the photo?
- checked your spelling, grammar and punctuation?

✓ **Assess your progress** Workbook page 11

# Review 1

## Vocabulary

**1 Complete the sentences with the words below. There is one word that you do not need.**

- elegant ■ handsome ■ overweight ■ plump ■ slim  
■ stunning ■ unattractive

- I think too much make-up is actually \_\_\_\_\_.
- Stylish and \_\_\_\_\_ clothes don't need to be expensive.
- Usually people use the word '\_\_\_\_\_' to describe men.
- More than a billion adults globally are unhealthily \_\_\_\_\_, with many being obese.
- Most ballerinas are very \_\_\_\_\_ in order to be light.
- Wow! You look absolutely \_\_\_\_\_ in that outfit!

Marks \_\_\_\_ / 6

**2 Complete the sentences with compound adjectives. Use the words in brackets.**

- I'm very \_\_\_\_\_. I never tan. (pale-)
- There was a photo of a fair-haired, \_\_\_\_\_ baby on the cover. (blue-)
- She had blonde hair when she was younger, but now she's \_\_\_\_\_. (dark-)
- I'm \_\_\_\_\_, so I'll need a bigger jacket. (-shouldered)
- You're \_\_\_\_\_. Have you been on holiday? (-tanned)
- She wears glasses because she's \_\_\_\_\_. (-sighted)

Marks \_\_\_\_ / 6

**3 Complete the sentences with the adjective form of the nouns below. There is one noun that you do not need.**

- arrogance ■ assertiveness ■ emotion ■ laziness  
■ modesty ■ shyness ■ stubbornness

- Luke never works hard. He's \_\_\_\_\_.
- Katie hates meeting new people. She's \_\_\_\_\_.
- Mark thinks he's better than everyone else. He's \_\_\_\_\_.
- Jo refuses to change her mind. She's \_\_\_\_\_.
- Al always says what he wants. He's \_\_\_\_\_.
- Sofia's very quiet and \_\_\_\_\_ about her success.

Marks \_\_\_\_ / 6

**4 Replace the words in brackets with the words below.**

- chic ■ designer ■ innovative ■ retro ■ second-hand  
■ stylish

Trainers are both comfortable and <sup>1</sup>\_\_\_\_\_ (fashionable). Converse's early black and white design has become a <sup>2</sup>\_\_\_\_\_ (vintage) classic, and <sup>3</sup>\_\_\_\_\_ (owned before) Converse sell for lots of money. Many fashion houses now sell <sup>4</sup>\_\_\_\_\_ (expensively branded) ranges. In 2007, Nike did something <sup>5</sup>\_\_\_\_\_ (new and different): they created gold trainers. They cost \$50,000 – but they do look <sup>6</sup>\_\_\_\_\_ (fashionable and expensive)!

Marks \_\_\_\_ / 6

## Grammar

**5 Complete the sentences with the present simple or present continuous form of the verbs in brackets.**

- 'Look at that cheetah! How fast \_\_\_\_\_ (it / run)?' 'Over 110 km/h!'
- 'How many hours \_\_\_\_\_ (pythons / sleep) every day?' 'Eighteen.'
- 'How long \_\_\_\_\_ (flies / live)?' 'Two to three weeks.'
- 'Which animals eat while \_\_\_\_\_ (they / lie) on their backs?' 'Sea otters.'
- Look at that hummingbird! It \_\_\_\_\_ (fly) backwards!
- Male mosquitoes never \_\_\_\_\_ (bite) humans.
- Zebras normally \_\_\_\_\_ (eat) all day.
- 'That lion \_\_\_\_\_ (not hunt). Why?' 'Male lions \_\_\_\_\_ (not usually / hunt).'
- Andy and I \_\_\_\_\_ (watch) a documentary about polar bears tonight. Do you want to join us?

Marks \_\_\_\_ / 10

**6 Complete the dialogue with the present simple or present continuous form of the verbs below and the words in brackets.**

- change (x2) ■ do ■ give ■ leave ■ mean ■ seem  
■ think

- Jake** Do you see that? What <sup>1</sup>\_\_\_\_\_ (that chameleon)?
- Mike** It <sup>2</sup>\_\_\_\_\_ colour. Oh wow! It was green. Now it's purple!
- Jake** Why <sup>3</sup>\_\_\_\_\_ (chameleons) colour?
- Mike** They mainly use colours to communicate.
- Jake** What message <sup>4</sup>\_\_\_\_\_ (you) that one <sup>5</sup>\_\_\_\_\_ us right now?
- Mike** Darker colours <sup>6</sup>\_\_\_\_\_ (usually) it's angry.
- Jake** Well, that chameleon <sup>7</sup>\_\_\_\_\_ very angry. It's now black!
- Mike** Oh dear! We <sup>8</sup>\_\_\_\_\_ now, OK? Sorry for bothering you!

Marks \_\_\_\_ / 8

**7 Rewrite the sentences. Start with the words in brackets.**

- 'Let's go to the concert,' she said. (She suggested)
- I think I might dye my hair red. (I'm considering)
- Buying these shoes was a mistake. (I regret)
- Packing a swimsuit is essential. (Don't forget)
- Buying designer brands isn't compulsory. (You don't need)
- Why don't you wear a belt with that? (Try)
- It looks like clothes are getting cheaper. (Clothes seem)
- I'm getting a piercing when I turn 18. (I decided)

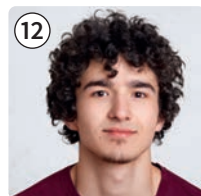
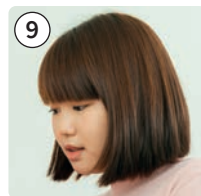
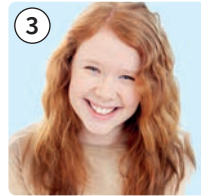
Marks \_\_\_\_ / 8

Total \_\_\_\_ / 50

## Describing hair

### 1 Label the photos with the words below.

- Afro hair ■ a bob ■ a bun ■ curly hair ■ dyed hair  
 ■ locs ■ a plait ■ a ponytail ■ a shaved head  
 ■ spiky hair ■ straight hair ■ wavy hair



### 2 Complete the sentences with the words in exercise 1.

- Her hair is quite short and is the same length all around. She's got \_\_\_\_\_.
- His hair is short with sharp points. He's got \_\_\_\_\_.
- She divides her hair into three parts and joins them together. She's got \_\_\_\_\_.
- Her hair is red and yellow! She's got \_\_\_\_\_.
- His hair is very curly and not very easy to comb. He's got \_\_\_\_\_.
- She hasn't got any curls. She's got \_\_\_\_\_.
- His hair is twisted into long thick pieces which hang down from his head. He's got \_\_\_\_\_.
- All of her hair is together at the back of her head. She's got \_\_\_\_\_.
- The hairdresser cut his hair very short with a machine. He's got \_\_\_\_\_.
- She wears her long hair in a ball on top of her head. She's got \_\_\_\_\_.
- His hair forms lots of round shapes. He's got \_\_\_\_\_.
- Her hair is slightly curly. She's got \_\_\_\_\_.

### 3 SPEAKING Work in pairs. Think of people you know with the hairstyles in exercise 1.

## Clothes

### 1 Match the words below to definitions 1-12.

- Bermudas ■ camisole top ■ cardigan  
 ■ cargo pants / trousers ■ fleece ■ hoody ■ joggers  
 ■ leggings ■ maxi dress ■ mini skirt ■ polo shirt ■ vest

- a sweatshirt with a hood
- a very short skirt
- a sleeveless top for men
- a long dress which reaches the ankles
- a long-sleeved top made of soft warm material
- an informal pair of trousers often worn for sports practice
- loose informal trousers with large pockets on the legs
- shorts that come down to just above the knees
- a summer top for women which is held up by straps
- a T-shirt with a collar
- women's trousers that fit tightly around the legs
- a top made of wool with buttons down the front

### 2 Label items 1-12 with the words in exercise 1.



- |         |          |
|---------|----------|
| 1 _____ | 7 _____  |
| 2 _____ | 8 _____  |
| 3 _____ | 9 _____  |
| 4 _____ | 10 _____ |
| 5 _____ | 11 _____ |
| 6 _____ | 12 _____ |

### 3 SPEAKING Work in pairs. Which clothes do you usually wear in warm weather? Which clothes do you usually wear in cool weather?

**1 WHAT DO YOU THINK?** Discuss the questions.

- 1 Why do people set goals?
- 2 Can you think of any possible disadvantages of setting a goal?

**2** 1.6 Match questions 1–5 to the SMART goals in the infographic on the right. Then listen to a talk and check your answers.

- 1 When will you achieve your goal by?
- 2 What is your action plan? Do you have all the resources you need?
- 3 Can you achieve this goal in the time available?
- 4 What exactly do you want to achieve and why?
- 5 How will you know when you've achieved your goal?

**SMART goals** Make sure your goal is SMART and it's much more likely that you'll achieve it!

**S** Specific  
**M** Measurable  
**A** Actionable  
**R** Realistic  
**T** Time-bound

**3** Read the infographic below. What should you do if you fail to achieve a goal?

# From doing to reviewing

So you've set a SMART goal, you've worked towards it and the deadline has arrived. Now it's time to review how it went.

Did you achieve your goal?

**YES**

**Well done! 😊**  
Think about why you were successful.

- What helped you to succeed in achieving your goal?
- How did you track your progress?
- What problems did you face? How did you overcome them?
- Will you use the same strategies again in the future?
- Will you do anything differently next time?

**NO**

**Don't worry!**  
The important thing is to understand why. Here are some common reasons and some possible solutions.

- The goal was too difficult to achieve. Maybe you need to make your next goal easier or set a more realistic deadline.
- You were busy. Find ways to include your goal into your daily routine. For example, if you've planned to learn three new English words a day, you could look at them while you're brushing your teeth.
- You forgot. Setting a reminder on your phone or using a habit tracker app can help you remember what you've planned to do.
- You didn't feel motivated. There are strategies you can use to stay motivated. For example, think about ways to reward yourself.
- It was the wrong goal. Maybe you have more important things to focus on or you'd prefer to try something else. That's OK. If this isn't the right goal for you at the moment, choose a different one.

Now that you've reflected on what you've learned, you can decide what your next goal should be. Planning and reviewing our goals takes time, but it's time well spent if we want to make things happen in our lives. After all, as the saying goes, 'a goal without a plan is just a wish'.

**4 Read the infographic in exercise 3 again. Then think about a goal that you've set in the past and discuss the questions.**

- 1 Was it a SMART goal? If so, how? If not, why not? How could you have improved it?
- 2 Did you achieve it? Why / why not?
- 3 What problems did you face while you were working towards your goal? Did you use any strategies to overcome these problems?

**5 Read the tips on the right. Which strategies do you think are the most useful for you? How many more ideas can you add to the list?**

**6 Use the words in each column to make eight collocations. You can use the same words more than once. In what order might you do these things after setting a goal?**

achieve  
set  
overcome  
face  
use  
work towards  
track

a goal  
a strategy  
a deadline  
a problem  
your progress

**7 PROJECT** Follow these steps to set a goal for the coming week.

- 1 Choose a SMART goal for the coming week and plan how you're going to achieve it. Create a diagram like the infographic in exercise 2 and make notes on each aspect of your goal.
- 2 Share your diagram with a partner and discuss your goal. How have you made sure your goal is SMART? Can your partner suggest any improvements? What problems do you think you'll face? What strategies will you use to overcome them?
- 3 Over the next week, put your plan into action. Review your success in the next lesson.

## STAYING MOTIVATED

There are lots of ways to motivate yourself to achieve a goal. Different strategies work for different people, but here are some ideas that you could try.

- **Don't be too ambitious.** Don't set too many goals. If you start small, you're more likely to succeed.
- **Visualize your goal.** Imagine yourself after you've achieved your goal. How will you feel? What new opportunities will you have?
- **Reward yourself.** Track your progress using a diary, app or sticker chart. Reward your effort as well as your success.
- **Focus on your 'personal best'.** Try not to compare yourself to other people.
- **Help each other.** If you work towards a goal with a friend, you can motivate each other. Sharing your plans and your progress with another person can be very motivating.



✓ Assess your progress Workbook page 124

## Video Setting goals



Watch the video to find out what **Emma, Madina, Harry** and **Adil** do to make sure they achieve their goals.