# **Inspiration**

#### inspiration [,inspə'rei[n]

- noun a sudden feeling of creativity, an idea that helps you to do or create something I couldn't think what to do, but then suddenly I had a flash of inspiration.
- noun a person or thing that gives you new ideas and the energy to make them real My children are my greatest inspiration.

















What do you think inspires these people? photographer | artist | musician | designer | writer | architect

#### In this unit, you will learn to:

- give detailed accounts of experiences
- present information in an interesting way
- give personal opinions
- express feelings and reactions
- talk about clothes and accessories

# **Step 1** | My light bulb moment

Creative activities | Past progressive / past simple | when / while | Presenting information in an interesting way



#### Starter

Are you a creative thinker?
How many uses can you think of for a brick?





What did these famous creative people do?

Beethoven | Versace | Picasso | Shakespeare | Edison act | compose | design | discover | draw | invent | make | paint | take photos | write



Peter Moody



### 1/30 A man of ideas

Listen to a talk about the American inventor Thomas Edison (1847–1931) and note down one fact about:

- 1 his inventions
- 2 his education or training
- 3 good or bad luck in his life

Then share the information with the rest of the class.

### 2a Look again

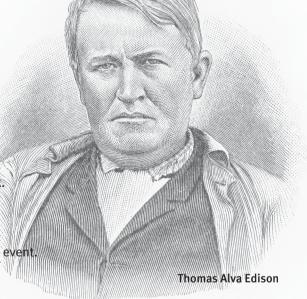
Look at these sentences about Thomas Edison.

- 1 He was looking for a job in New York when he had a bit of good luck.
- 2 He was visiting a telegraph office when the machine broke.

Now choose the right word.

The first | second half of each sentence gives us the background to the event.

The **first** | **second** half of each sentence tells us what happened.



2b Grammar

----- LS, page 35

You already know: Past progressive / past simple

He was looking for a job in New York when he had a bit of good luck.

### Now you: Key moments in your life

Complete two or three of these sentences that are relevant to your life, e.g. when you met your best friend or when you learned to drive.

I was living ... when ...I was studying ... when ...I was visiting ... when ...I was working ... when ...I was looking for ... when ...I was travelling ... when ...

Read one of your sentences about a key moment to the class.



You don't have to be a genius to have a great idea. These people all had 'light bulb moments' in their everyday lives. Read and be inspired!

# Peter Moody

My idea Cookery classes for men over 50 My inspiration My wife was a great cook, but she died two years ago. I started doing a couple of different courses at our local college to get out of the house and meet new people. At home one evening, I was eating a bowl of overcooked pasta when I had my idea. I asked the college to organise a course for men like me - men who are widowed or divorced and who suddenly find themselves alone and hungry. They liked the idea and found a teacher for us. The result The college now has regular courses -

# Barbara Swanney

and I'm in the advanced group.

My idea Au pair grannies

My inspiration I thought of it while I was helping my daughter to find an au pair for her children. She didn't want an 18-year-old with no experience of babies and I said, "What you need is a nice granny!" That's how the idea came to me and I started the agency. We match older ladies from abroad with families here in the UK through our website. **The result** The families get an experienced, reliable carer. For the older ladies, it's a chance to travel and

learn English. And I have a successful business!

# Shona Finlay

My idea Sharing lessons via webcam My inspiration I teach in a primary school in the Highlands of Scotland and felt that my pupils had too little contact with other cultures. I had my idea when I was watching a TV documentary about kids in the Australian bush who learn via webcam. I thought, "We could talk to partner schools around the world." So I made contact with schools in India, Chile and South Africa. Yesterday we learned an Indian game called kho kho and we taught our Indian friends a Scottish folk song.

The result The kids love the interaction with children from other countries and they have new global perspectives.

## Mimi Kellard

My idea Hula hooping with homeless people **My inspiration** I'm the activities co-ordinator at a day centre for homeless people. I needed a new idea for our summer activity programme and then - I had a flash of inspiration! While I was clearing out my old bedroom in my parents' house, I found my old hula hoop and I thought, "Why not?" Hula hooping is good exercise and it's a lot of fun. We've even taken part in a couple of shows at the centre. We create our own routines, so we all have to share ideas and work

The result We've been invited to perform in a local talent show, which is great for my clients' confidence.

### Who is it?

- 1 Who was inspired by a problem at work?
- Who was inspired by a problem at home?
- Who found a way to use technology?

- 4 Who makes money out of their idea?
- 5 Who has contact with people in other countries?
- 6 Who has learned new skills?

4a Grammar

→ LS, page 35

#### And now: when / while

I was eating overcooked pasta when I had my idea.

I had my idea when / while I was watching a TV documentary.

I thought of it when / while I was helping my daughter to find an au pair.

**NB** While is not used before the past simple.

### What were they doing?

Combine each pair of sentences – once with when and once with while. Different answers are possible.

- 1 Peter was cooking. Peter burnt his finger.
- 2 Barbara was working in her office. One of Barbara's clients phoned with a problem.
- 3 Shona's pupils were sharing a lesson with pupils in India. The Internet connection crashed.
- 4 Mimi was having lunch at the day centre. Mimi met Barry, a new volunteer.

Read out your answers in class.

### 5a

# 1/31 How to present information in an interesting way

Listen again to the talk about Thomas Edison and tick the phrases you hear.

Did you know?

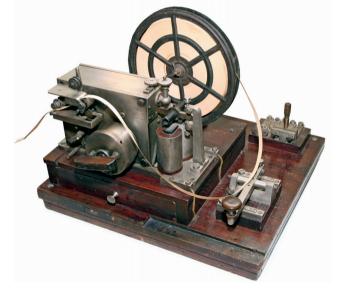
Maybe you don't know this, but ...

Not a lot of people know this, but ...

Now, this is really interesting.

Have you ever heard of ...?

I'll tell you what happened.



### Now you choose: A short talk

Choose one of these tasks. When you have made your notes, present your talk to a partner. Use some of the phrases above to make it as interesting as possible!

#### Free time

Prepare a few notes to give a short talk about an interesting person from your town or an interesting place there.

#### Work

Prepare a few notes to give a short talk about the person who started your company, or another interesting aspect of your work.

### What do you think?

If I need to think,

I have my best ideas when ...

Children learn to be creative ...

### Language study 2 Online → B1.1U2S1L



You already know: **Past progressive** / **past simple** (for interrupted activities) Edison was doing an experiment when he had an accident.

-> Grammar, page 161

- A1 Cross out the wrong tenses.
- 1 The **past simple** | **past progressive** tells us what happened.
- 2 The past simple | past progressive gives us the background to the event.
- Cross out the wrong verb form.
- 1 | I lived | was living in London when I met | was meeting my wife.
- 2 How fast did you drive | were you driving when the accident happened | was happening?
- 3 The students listened | were listening to a talk about Edison when the lights suddenly went out | were going out.

#### And now: when / while

-> Grammar, page 161

I was trying to solve the problem when the answer suddenly came to me.

The answer suddenly came to me when I was trying to solve the problem.

The answer suddenly came to me while I was trying to solve the problem.

**NB** You can also start a sentence with when / while:

When / While I was trying to solve the problem, the answer suddenly came to me. If you start with the when / while clause, then use a comma after it.

- B1 Underline the right answer.
- 1 When can be used before the past simple | the past progressive | both tenses.
- 2 While can be used before the past simple | the past progressive | both tenses.
- B2 Cross out the wrong word where necessary – in some sentences, both when and while are possible.
- 1 I was shopping when while I saw an old friend.
- 2 He broke his leg when while he was skiing.
- 3 When | While they met, they were both working in London.
- 4 When | While we were queueing for tickets, we heard that the event was sold out.



В3	Rewrite the sentences	starting	with	the	given	word.
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1 I was watching TV when someone knocked on the door.

While

2 When they were clearing up, she found a ring.

3 She was having a shower when the phone rang.

The

🔑 p. 145



### 1 Page 1/32 Read and listen

Read and listen to the article My light bulb moment on page 33. Then read the sentences below. Each sentence has one word which makes it false. Cross out the false word and write the correct one on the line.

- 1 Peter needed cookery classes because he was divorced.
- 2 He's in the beginners group.
- 3 Barbara was helping her neighbour to look for an au pair.
- She now has a successful hobby.
- Shona felt that her pupils had too much contact with other cultures.
- 6 Her pupils have new local perspectives.
- 7 Mimi works at a day centre for disabled people.
- Her clients now have less confidence.

### Vocabulary: Creative activities



- 1 JK Rowling **composed** | **wrote** the *Harry Potter*
- 2 She created | discovered a magical world.
- 3 She discovered | invented the game of Quidditch.
- 4 When Harry was eleven, he discovered | designed that he wasn't a normal boy.
- 5 Daniel Radcliffe acted | composed in all of the films.
- 6 John Williams composed | painted the music.
- 7 The Hogwarts uniforms were **acted** | **designed** by Judianna Makovsky.

# How to present information in an interesting

Fill in the missing words in the phrases. Tip: Each word has four letters.

- 1 Did you
- Maybe you know this, but ...
- Now. is really interesting.
- heard of ...? Have you
- happened. I'll tell you
- 1/33 Listen and check your answers.
- 1/34 Now listen and repeat.

### 4 1/35 Who did it?

Listen and try to solve the puzzle. Write your answer.



21/36 Now listen to the solution. Were you right?

### 5 1/37 Tell me ...

Talk about yourself. Listen and answer the questions.

### Why don't you ...?

Think creatively! In this Step, you tried to think of different uses for a brick. You can play this game in English when you're on a bus (ten uses for a bus ticket), in the supermarket (ten uses for a tin of soup) or in the park (ten uses for a tennis ball).

₽ p. 145

Past perfect | Emotional reactions | Giving an opinion | Expressing feelings in an email



#### Starter

Can you knit? Have you ever tried to learn? What are the typical things that people knit?



News | Opinion | Business | Money | Sport | Life | Arts

## Under attack!





When the residents of Pinetown, Canada, woke up on Sunday morning, they found that someone had decorated their town during the night – with wool.

They were the victims of the trend of guerrilla knitting. Knitting activists had covered the town with their knitted creations. They had put woollen jackets on trees and parking meters, they had planted knitted flowers in the park and someone had parked a knitted bicycle outside the library. They'd even broken into the museum gardens and had put knitted hats and scarves onto the statues.

"I couldn't believe my eyes," said local resident Kitty Harper. "The mail box on the corner of my street was all the colors of the rainbow. It really brightened my day." Others were not so pleased. One man, who did not want to be named, described the action as "vandalism".

This morning, local knitting group The Sharp Needles said that they were behind the attack. They say they just wanted to "make the town more interesting".

What's your opinion? Click here to comment.

# Guerrilla knitting THE FACTS

- The trend is also known as yarnbombing, yarnstorming or graffiti knitting.
- The first example was in May 2004 in Den Helder, the Netherlands.
- Some early yarnbombers used their unfinished knitting projects, but now artists create special pieces for each attack.

### 1 What's your reaction?

Do you agree or disagree with these statements?

- 1 The activists did permanent damage to the town.
- 2 Their motive was political.
- 3 They attacked the town anonymously.

- 4 Most local residents were pleased about the knitting.
- 5 The knitting makes the town more interesting.
- 6 The newspaper report takes the attack very seriously.

Grammar

----- LS, page 40

#### Past perfect

When they woke up, they found that someone had decorated their town. They'd even broken into the museum gardens and had put knitted hats and scarves onto the statues.

What can you remember?

When the people of Pinetown woke up, what did they find? What had someone done?

Someone had ...

### What had happened?

What had happened in each of these situations? In class, think of different ideas.

- 1 At the end of the school day, the students were tired because they'd ...
- 2 The boy came home from the park with a big smile on his face because ...
- 3 My best friend's name was on the front page of the newspaper because ...

### **Now you: Your experiences**

Which of these experiences have you had? Choose one and tell a partner what happened.

- I found that I'd locked myself out of my home / office.
- I realised that I'd left my mobile phone / my money at home.
- I saw that someone had left something for me on my desk / outside my door.
- I discovered that someone had cooked / bought something for me as a surprise.

3a	1/38	Vocabulary: Emotional reactions
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Listen and repeat.

I was ...

amazed | delighted | disappointed | grateful | pleased | proud | shocked | surprised | upset

In class, decide if each reaction is positive or negative or if it can be both positive and negative.

Then make sentences with the words above: I was ... because ...

# 1/39 What's their reaction?

Listen to three residents of Pinetown. Does each person have a positive, negative or m

1/40 Listen again. Whi

In my opinion, ...

ixed reaction?
ich speaker uses which phrase(s)?
To be honest,
I find it



I think ...

### How to give an opinion

I think it's interesting / important / fun / silly. I find it all very interesting / a bit silly. It's a waste of time / money.

I don't mind it.
I don't understand it.

In my opinion, ...
To be honest, ...

### Now you: What's your opinion?

Talk in small groups. What's your opinion about ...?

yarnbombing | street theatre | modern buildings | designer clothes | reality TV

### 5a An email

Read this email to Michelle in Pinetown, Canada, and choose the words that you think fit best. Different answers are possible. Read your email to a partner. Did you choose the same words?

Re: Yarnbombing

Hi Michelle

I was very **interested** | **surprised** | **sorry** to read about your town in our newspaper here in the UK. What a(n) **funny** | **interesting** | **shocking** story! You must feel very **disappointed** | **proud** | **upset** to see your town in the international news.

What about you? Have you seen any of those woollen creations?

We must speak soon. Let me know when you have time and I'll call you.

Love from

Deborah

#### Info

Sorry is usually used in apologies (e.g. I'm sorry I'm late) but it can also be used to express sadness (e.g. I was sorry to hear your sad news).

### 5b Dear ...

You have a friend who lives in a small town in Canada, where this happened:

# Freak weather causes massive damage

Use the email in exercise 5a as a model to write to your friend. Then swap mails with a partner.

### What do you think?

# Paris hosts new exhibition of nothing



Past perfect

### **Language study** 2 **©** Online → B1.1U2S2L



When I arrived at the concert, I realised that I'd done something to What had you done?  I hadn't brought my ticket. I'd left it at home.	silly.
NB When you talk about events in the order they happened, use the happened before that, use the past perfect:  A journalist travelled to Pinetown. He interviewed a few local peothere. Then he wrote his report and went back to the newspaper	pple and found out what had happened
A Cross out the wrong words.	
<ul> <li>The past perfect is formed with <i>have</i>   <i>had</i> and the second   third</li> <li>The past perfect tells us what happened next   what had already</li> </ul>	
B Write the correct verb in the past perfect form in each gap in the a negative form.	ne conversation. Tip: One gap needs
break   do   drink   eat   have   invite   write	
A: When we came home from our weekend break, we found that ou	r son (1)
a big party while we were away. His guests (2)	a lot of damage.
B: What had they done?	
A: In the living room they (3) an antique	e mirror and someone (4)
silly words on the wall.	
B: Oh no!	
A: When we looked in the kitchen, we found that they (5)	all our beer and wine
and they (6) all our food. The cupboa	ards were all empty. But it wasn't all our
son's fault. A lot of people came who he (7)	<del>.</del>
B: Uninvited guests – they always cause problems.	
C Rearrange the letters to form the verbs that are often used bef	ore a past perfect tense.
1 I RELASIED that I'd forgotten my bag.	
2 We DCSIVOREED that we'd lost our tickets.	
3 He UFODN that someone had scratched his car.	
4 She TONCIED that she'd lost one of her earrings.	
5 They AWS that their children had broken the television.	

-> Grammar, page 162





### 

Read and listen to the article Under attack! on page 37. Then decide which sentence in each pair could come from a statement made by The Sharp Needles.



- a) Our members organised this event. 1
  - b) This attack had nothing to do with us.
- 2 a) This was a totally spontaneous event.
  - b) We had planned this event in advance.
- a) This was a way to open people's eyes to the world around them.
  - b) This was a protest against the politics of the city council.
- a) We wanted to vandalise the town.
  - b) We're artists, not vandals.

### 2 1/42 Vocabulary: Emotional reactions

Listen and choose the right word to describe each person's reaction.

- 1 She's grateful proud.
- 2 He's delighted | disappointed.
- 3 She's amazed | disappointed.
- 4 He's grateful shocked.
- 5 She's amazed upset.
- 6 He's proud | shocked.
- 7 She's delighted upset.
- 8 He's pleased | surprised.
- 9 She's surprised upset.

### 3 How to give an opinion

Choose the right word to complete these people's opinions about surprise parties.

don't | find | fun | honest | opinion | understand waste

1 I think they're	
-------------------	--

them a bit silly.

I don't the idea.

, they're a In my

of time.

mind them.

, I don't like surprises.

1/43 Listen and check your answers.

1/44 Now listen and repeat.

### 4 A sad occasion

Put the lines in the right order to make the message. Write the numbers 1–6 in the boxes.



### 1/45 Tell me ...

Talk about yourself. Listen and answer the questions.

# **Step 3** Upcycling

Clothes and accessories | Reading: How 'trashionable' are you? | during / while



#### Starter

When you buy clothes or accessories, do you check the label to find out where the item was made, what it's made of or how to wash it? Why (not)?

### Close-up: Clothes labels Read the clothes label from a shirt and tick the true statements. 1 It's machine washable. 2 You can wash it at sixty degrees. 3 You shouldn't wash it with black trousers. 4 You can't dry clean it. 5 You have to iron it when it's dry. TUMBLE DRY LOW 6 It's only made of one material. DRY CLEANABLE WARM IRON WASH DARK COLOURS SEPARATELY IRON WHILE DAMP MADE IN CHINA

### **Clothes and accessories**

Which of these accessories can you see in your classroom?

hat | scarf | belt | (hand)bag | wallet / purse | glove | watch | earrings | necklace | ring

Now work with a partner. Close your eyes and describe what they're wearing. Remember to mention colours and accessories.

These words are always plural: trousers, jeans, shorts, tights, glasses If you want to talk about one item, you have to use *a pair of (trousers)*.

### Now you: Your clothes

Talk to a partner about what you ...

- wore at the last wedding you went to.
- would wear to a fitness studio.
- would wear for a job interview.
- are probably going to wear tomorrow.

### Vocabulary building: Adjectives ending in -able / -ful / -v

In class, add the correct ending -able, -ful, or -y to these words to make adjectives, e.g. healthy. Your teacher will write them on the board. Notice that the spelling sometimes changes a little bit.

beauty | care | clean | colour | dirt | health | recycle | reuse | trend

Now complete this sentence with one of the adjectives:

After the football match, my T-shirt was really

Write two similar sentences about clothes or accessories with a line where the adjective should be, and give them to a partner. They should read out your sentences and add the correct adjective.

### Upcycling

Read the first part of the article on the opposite page. What is 'upcycling'?

#### 4b Reading

Read the rest of the article and answer the questions.

- 1 What does Conserve India make its products from?
- 2 What does it do with the money it makes?



# How 'trashionable' are you?

Fashion writer Toby Carter reports on Conserve India, an upcycling success story that he visited during a trip to India.

he fashion world is always interested in finding new sources of inspiration. The problem of environmental pollution has inspired a growing trend for 'trashion' - fashion made from trash using a technique called 'upcycling'. We all know what recycling is - taking old paper, plastic or glass and making the same material again, but new. Upcycling is different. Waste is kept in its original form and color and reused to make completely different products with a higher value than the original product. There are now lots of upcycling companies around the world making fashionable, environmentally-friendly

products from trash. One of the first was Conserve India, a non-profit organization founded in Delhi in 1998 by Anita and Shalabh Ahuja.



### From garbage to gold

Anita and Shalabh Ahuja's inspiration came while they were working on recycling programs in Delhi. India produces millions of tonnes of waste every year, and a lot of it is often just dumped on the streets. Anita and Shalabh realized that it would be impossible to recycle so much waste. So they came up with the idea of upcycling plastic and other waste into high-quality, trendy accessories. The waste that Conserve upcycles includes plastic bags, car tires and seatbelts, and textiles like cotton, denim and old saris.

Conserve now employs about 1,000 local people from the slums. Their employees usually come to the company with no education or skills, so the company trains them to collect and process plastic and other waste and make the products. The people who collect the waste are called 'rag pickers', and Conserve pays them for the amount of reusable waste they bring in. For their work, rag pickers earn about three times more from Conserve than they would from other jobs. So as well as helping the environment, Conserve also gives



real work and a secure income to some of the poorest people in Delhi.

Plastic waste is washed, dried and pressed into a material that Conserve calls 'Handmade Recycled Plastic'. This is then used to create beautiful, colorful accessories, like purses, wallets, belts and jewelry. Anita and her team design the products and the company's production team makes them in Conserve's own factories.

#### Global success, local benefits

Surprisingly, Conserve doesn't have many customers in India. They mainly sell their accessories abroad, especially in the USA, Europe, Israel, Japan and Australia. The big advantage of selling their products abroad is that they can make more money there. They use this money to finance education and health projects for slum families, including their own employees.

So come on – get trashionable!

### What can you remember?

In class, say what you can remember about ...

- why Conserve India began upcycling.
- their employees and the work they do.
- processing the waste.

- who designs the products.
- where they sell most of their products and why this is an advantage.

### Focus on ...

----- page 170

#### during / while

He visited Conserve India during a trip to India.

Their inspiration came while they were working on recycling programs.

*During* + noun (e.g. *a trip*). *While* + verb (e.g. *they were working*).

### Working at Conserve India

Read this information about the work at Conserve. Cross out the wrong words.

- (1) **During** | **While** the day, rag pickers collect plastic from the streets and
- (2) **during** | **while** they're at work, their children go to a school financed by Conserve. The plastic is washed, dried, pressed and sorted into colors
- (3) **during** | **while** the production process. (4) **During** | **While** employees are processing the plastic, Conserve makes sure they handle it safely. Anita and her design team check the quality of the work (5) **during** | **while** employees are making the products. Conserve also has a study program to give

are making the products. Conserve also has a study program to give student designers work experience (6) **during** | **while** their studies.



### 7a British and American English

While you were reading the article, did you notice the American English words and spellings? With a partner, look back at the article and underline the words that show you that it comes from a US magazine, e.g. *color*. You can check your answers on page 143.

### 7b Jewellery or jewelry?

Complete the table with these British English (BE) and American English (AE) words for clothes and accessories, then compare your answers in class.

jewelry | knickers | money-purse | pajamas | pantyhose | purse | sneakers | sweater | swimming costume | trousers | (under)pants | vest

Take turns to say a sentence using one of the AE words. Your partner repeats the sentence using a BE word.

	bathing suit
handbag	
	pants
	panties
jewellery	
jumper / pullover	
pyjamas	
	shorts
purse	
	undershirt
tights	
trainers	



Coco Chanel (1883–1971), French fashion designer



# **Selfstudy** 2 Selfstudy online → B1.1U2S3

### 1 (1/46 Read and listen

Read and listen to the article How 'trashionable' are you? on page 43. Then write one word to complete the sentences.

1	Conserve India is a	organization
2	A lot of waste is	on India's streets
3	Rag pickers	trash from the streets
4	Conserve's employees earn	a secure
5	Conserve's products are made	de in its own
6	Conserve sells most of its p	roducts

### Vocabulary building: Adjectives ending in -able / -ful / -y

Complete the text by making adjectives from the words in brackets with the correct ending -able. -ful or -v.

	0,		
A lot of (1, recycle)	waste is dumpe		
on Delhi's streets. Rag pick	kers only collect (2, reuse)		
and (3, wash)			
waste. It's a (4, dirt)	job, so Conserve		
is (5, care)	_ that its employees stay		
(6, health) while they're at work.			
Conserve upcycles the waste into (7, beauty)			
accessories that are (8, colour)			
and (0 trand)			

### Focus on: during / while

Cross out the wrong word.

- 1 **During** | **While** my last holiday
- 2 **During | While |** was travelling

Now complete the sentences with during or while.

3	a visit to Paris, I saw an amazing
	handbag made of old jeans in a shop window.

4	I wore soc	ks made	out of	an old	jumpe

I was	а	student

5	I lost my purse	I was shopping.
_	I tost illy puise	i was shopping.

### **Playing with words: British and American** English

Write the British and American English words for these clothes and accessories.

1 BE:	3 BE:

2 BE:	4 <u></u> 1	BE
AE:		٩E

### 5 Dictionary skills

You can find British and American English words and spellings in most dictionaries. They usually use the abbreviations BE or GB to show you which is British English, and AE or US to show you which is American English.

colour ['kʌlə] n BE (color AE) red, blue, green, black, etc.: "What colour did you paint the door?" "Red."

trash [træf] n US (rubbish GB) waste that has been or will be thrown away: Don't throw your trash on the street. See also garbage.

Use a dictionary to find the British or American English words or spellings for ...

1		trash can
2	waistcoat	
3		gray
4	mobile phone	
5		catalog
6	wardrobe	

#### Online unit vocabulary

You can find all the vocabulary from Unit 2 and more practice at www.klett-sprachen.de/networknow/ vocabulary.

### Now I can

## 

Look back

What's the story behind these things?





## Now I can:

- give detailed accounts of experiences
- present information in an interesting way
- give personal opinions
- express feelings and reactions
- talk about clothes and accessories



#### Now look forward

In this lesson, you're going to talk about how people can change their style.



### 1a What's your style?

Work in groups of four. Each person writes three questions – one question for each other person in the group – about their personal style, their clothes and accessories. Then take turns to ask each other the questions.

Do you often wear a skirt, Petra?

Have you ever worn shorts to work, Tobias?

Where did you get your earrings, Selma?

### What's your opinion?

Look at some of the ways that people can change their style. Talk in your group. Which of these things would you not do? Why not?

change your hairstyle

change your hair colour

change your make-up

have a tattoo

grow a beard or moustache

have a piercing

buy a different style of clothes

ask a friend for style advice

pay for professional style advice

I think ...

In my opinion, ...

To be honest, .

I find it ...





### 2a What do you look like?!

If your 20-year-old daughter came home with a change of style like these young women, how would you react?





2b S<sub>1/47</sub> Home from university

Listen to how two fathers reacted when their 20-year-old children came home with a new look. Listen and choose the right words.





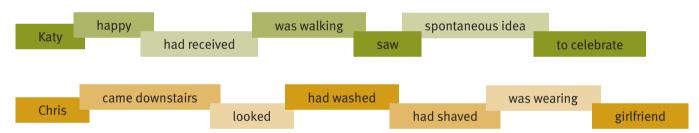


- 1 His daughter Katy came home with a piercing in her lip | nose.
- 2 His son Chris came home with some new clothes for a **job interview** | **family event**.



### 2c Tell the story

Use the words below to write about how Katy got her piercing and how Chris transformed himself. Then read your sentences to a partner.



### 2d I was really surprised

Think of a time when someone in your family or at work surprised you. What had they done? What was your reaction? Take a minute or two to think about what you're going to say. Then tell your partner what happened.



#### **Tattoo facts**

Surprise your partner with some information about tattoos. Partner A: Look at page 141; Partner B: Look at page 142.

### 4 Now you choose

Choose one of these tasks (easy  $\star$ , standard  $\star\star$ , challenging  $\star\star\star$ ). Work with a partner who would like to do the same task as you.





\*\*\*

Talk to your partner about your favourite outfit. What is it? Where did the different items come from? How do you feel when you're wearing it?

Talk to your partner about what young people wear these days. What do you think about their style? Do you both have the same opinion?

Talk to your partner about uniforms. What are the advantages and disadvantages of a wearing a uniform at work or at school?

These test exercises are based on the exercise formats of the telc English B1 and PET (Cambridge ESOL) exams.

### Language elements (telc)

Read the following conversation and decide which word or phrase a)-|1) is missing in items 1-10. Mark (–) your answers in the answer box.

\_ you watch the new Scandinavian crime series on TV last night? Jenny: Hi Tom, 1

2 , it's not usually my type of TV programme but I liked this one. Tom: Well, to be

Jenny: Yes, I 3 it very exciting.

Tom: Yes, me too. Who do you think the killer is? I think maybe Katja, the teacher, because we don't know what doing 5 the girl was killed.

Jenny: Yes, you might be right, but I can't see what she had. What about the car mechanic with the big muscles?

Mmm, in my 7, he doesn't 8 bad enough to be a killer.

Jenny: Oh well, we'll see what happens next week. You know, I think I might try to write a crime story myself, this series has really 9 me.

Tom: Why not? I think you have some talent to be a 10

- a) b) c) d) e) f) g) h) i) j) k) l) 1 0 0 0 0 0 0 0 0 0 0 0
- a) did b) found
- d) inspired
- g) opinion
  - i) was

- - c) honest
- e) like f) motive
- h) seem sent
- k) when writer

200000000000 3 0 0 0 0 0 0 0 0 0 0 0 4 0 0 0 0 0 0 0 0 0 0 0 5 0 0 0 0 0 0 0 0 0 0 0 6 0 0 0 0 0 0 0 0 0 0 0 7 0 0 0 0 0 0 0 0 0 0 0 8 0 0 0 0 0 0 0 0 0 0 0 90000000000 10 0 0 0 0 0 0 0 0 0 0 0 \_\_/10

Skills focus: In other words ... In reading tasks, the questions you have to answer often use different words or phrases from the words and phrases you read in the text. So you need to recognise different ways of saying the same thing. Now try this in exercise 2. Underline the phrases in the text which have a similar meaning to these phrases in the task, but are expressed differently:

a) during the night b) making a lot of noise c) The girl didn't know

### **Reading comprehension (PET)**

Look at the sentences 11-15 below about vandalism. Read the text below to decide if each sentence is correct (+) or incorrect (-).

Mark (–) your answers in the answer box.

Not many people know this, but a lot of vandalism takes place during the day, not when it's dark. Last week, while I was walking home from school, I saw three girls – about fourteen or fifteen – sitting at a bus stop. They were shouting loudly at people who were walking by when suddenly one girl stood up and started writing graffiti on the bus stop sign. She didn't realise it, but I was filming her with my mobile phone. When I got home, I sent the film to the police, who found the girl and took her to the police station.

- 11 Most people think that vandalism happens more during the night.
- 11 🔾 12 The writer had planned to meet the teenagers.
- 12 🔾 13 The three girls were making a lot of noise.
- 13 🔾 🔾 14 All of the girls vandalised the bus stop sign.
- 15 The girl didn't know he was filming her. 14 🔾 🔾

15 🔾 🔾 =\_\_\_\_/5

### Reading comprehension (telc / PET)

Read the text and questions below.

For each question (16–20), mark (–) the correct letter a), b), c) or d) in the answer box.

### Charlotte van der Laan: Entrepreneur mother

Charlotte van der Laan, 44, is one of the new type of businesswomen who combine a busy family life with their own Internet-based business. Once divorced and now remarried, Charlotte lives in the suburbs of London with her second husband and her two teenage sons from her first marriage. While her husband is at work and the boys are at school, she runs her own jewellery business



from her living room – designing, creating and photographing her own beautiful jewellery to sell on her website.

Charlotte says that she knows many other inspiring women who are doing something similar. "The Internet has changed the lives of many women – they can work successfully from home without having the stress of travelling to and from work." But she says she sometimes finds it lonely working at home and tries to go out to look at the work of other jewellery makers for inspiration.

- 16 What is the writer doing in this text?
- a) giving advice on how to set up an Internet business
- b) saying that the online jewellery business is a good way to make money
- c) giving an example of a mother who has successfully set up an Internet-based business
- d) saying that women are lonely at home
- 17 When does Charlotte make her jewellery?
- a) when her family is out of the house
- b) every day
- c) at the weekend
- d) when she travels to work
- 18 Charlotte says that without the Internet
- a) she would be bored.
- b) she would go out more.
- c) she wouldn't be able to run her business.
- d) she would be more creative.

- 19 Charlotte says that one of the difficulties of travelling to work is:
- a) the cost
- b) the stress
- c) the waste of time
- d) the waste of energy
- 20 To get new ideas for her jewellery, Charlotte
- a) goes on the Internet.
- b) stays at home.
- c) asks her family.
- d) leaves the house.

### 

You are going to hear five speakers talking about their creative work.

First read items 21-25.

After you have listened, decide if the statement for each of the items 21-25 is true (+) or not true (-). Mark (-) your answers in the answer box.

- 21 The speaker uses the colours of the sea in her work.
- 22 The speaker is a musician.
- 23 The speaker is a photographer.
- 24 The speaker thinks that 1960s buildings are in fashion now.
- 25 The speaker's father was an inventor.



a) b) c) d)

16 0 0 0

17 0 0 0

18 0 0 0

19 0 0 0

20 0 0 0

24 🔾 🔾

=\_\_\_\_/5

total

= \_\_\_\_\_ / 25







# English worldwide

# Sande in Scotland

Scotland is famous for many things: its beautiful countryside with rolling hills, glens and lochs; its 'dreich' (pronounced: dreech) or bad weather; and, of course, its whisky. But it's also famous for its inventors. Although it's a relatively small country, with a population of only four million, Scotland has given the world a surprisingly large number of inventions. Adhesive stamps, colour photography, the fountain pen, golf, the lawnmower, marmalade, picture postcards, the speedometer, the vacuum flask, and the Bank of England were all invented by Scots!



**Glossary:** glen (Scot.) / valley (Eng.) – Tal | loch (Scot.) / lake (Eng.) – See | adhesive – klebend | fountain pen – Füller | lawnmower – Rasenmäher | marmalade – Orangenmarmelade | speedometer – Tachometer | vacuum flask – Thermosflasche | waterproof – wasserdicht | discovery – Entdeckung | cure – Behandlung(smethode)

We don't know if a Scot invented the wheel, but Scotsman John Dunlop definitely improved the invention by making air-filled tyres for bicycles in 1888, which made cycling a lot more comfortable.

It was probably the bad weather that inspired Charles Mackintosh to design waterproof cloth. He patented his invention in 1823 and the first Mackintosh coats were made. To this day raincoats are still called 'macs' in Britain.

In medicine, too, Scottish inventions and discoveries have made history: a cure for malaria, the cloning of Dolly the sheep, and the most important – Alexander Fleming's discovery of penicillin in 1928, which has saved millions of lives.

Which of the inventions in the text have you used this week? Which ones couldn't you live without? Why?

### They say it differently

Scotland has its own language called Gaelic. Not many Scots speak Gaelic anymore, but you can still see Gaelic words in place names. What kind of places are these? Underline the correct word.

- 1 **Glen** Livet is the **town** | **valley** where the famous malt whisky is distilled.
- 2 **Ben** Nevis is the highest **building** | **mountain** in Britain
- 3 Loch Ness is the hill | lake where the monster Nessie lives.

Listen in



Listen and say why the Scotsman is surprised.

#### Info

What's the difference between *Scotch* and *Scottish*?

*Scottish* is used to describe people or things from Scotland.

Scotch is mainly used in fixed expressions, such as Scotch whisky and Scotch broth (Brühe, Suppe). The noun scotch means 'whisky'.



#### Find out ...

Go to <u>www.klett-sprachen.de/networknow/eww</u> and find five other things invented by Scots.





# English at work



# Placing an order



#### **Ordering goods**

When did you last order something? What was it? How did you research the product before you placed the order?

Customer Name: Contact: Tel. No.: Ref.:		nct: I Io.: (	Dui and The accordaine	lanet rdware
	Qty	Unit price	Description	Total
	1	£699.00	New Vix GH7 data projector	£699.00
	4	£230.00	Go Line 5XL 2TB hard drive	£920.00
			Subtotal	£1619.00
			-10 % discount	£161.90
			TOTAL VALUE OF ORDER (all prices include VAT)	£1457.10

### Phrases to order products

Write down two phrases vou can use to ask about or order products. Then compare your ideas in class.





 $\bigcirc$   $_{1/52}$  Now listen and repeat the phrases below.

I'd like to ask about (the GH7 projector). My department would like to buy (five units). Will we get a discount if we order (five units)? Do you give a discount on large orders? Can you send me a price list / a sample / your latest catalogue? We need (twelve printers).

Are they in stock?





### 1/53 Do you offer a discount?

You're going to hear two people ordering things by phone. Which dialogue is more formal? Why do you think that?

### They do it differently

The English language doesn't have a formal / informal form of address (like Sie / du in German). English speakers show distance and respect by choosing more formal words when they're speaking to someone in a business situation or when they're writing business letters or emails.

### Formal or informal?

Read out the phrases in exercise 1a which have these words in them.

1 ask about 2 buy 3 get 4 give 5 need

Match the words above to these words, which have a similar meaning but are more formal.

J			
a) receive	c) require	e) enquire al	oout
b) offer	d) purchase		

Now write down the phrases you read out in exercise 1a, but replace the informal words with the formal equivalent.

# 1/54 Listen again

Look at the phrases you have written down. Listen to the second dialogue again and tick the three phrases she uses.

Now complete what the salesman says: If you twelve printers, you'll a 15% discount.

How would you say that informally?

### Choose a task

- Role play: Work with a partner. Partner A: You work in the sales department of a company. Partner B: You're a good customer of Partner A's company. You want to order a product. Phone Partner A and ask about the availability, price and discounts.
- Write an email: Write a short email to a company that sells office supplies. Ask questions about the XP 750 printer. Start with Dear Sales Team and end with Yours faithfully and your name. Send your email to a partner.





# Playing with English

#### **Patchwork game**

Instructions: Work with a partner. Try to make a row of four squares – horizontally —, diagonally  $\searrow$  or vertically  $\downarrow$ . To win a square, talk for about half a minute about the topic in the square. Then mark the square as yours (use a coloured pen or write your initials).

The winner is the first person to have a row of four squares.

