

1 Shopping around


OBJECTIVES

- Read and analyse short texts about unusual shops and cafés.
- Listen to a podcast about creative recycling.
- Learn how to return clothes to a shop.
- Write a story about losing something important to you.



How much stuff do we really need?

ACTIVE THINKING

- In pairs, look at the photos and answer the questions.
 - What do you think the photos show?
 - What things do people often buy too many of and why do they do it?
 - Discuss the unit question 'How much stuff do we really need?'. Give reasons for your answer. Do you have the same opinion?
-  **VIDEO** Watch the video about Sarah's shopping trip and answer the questions.
 - What type of shop is Sarah in?
 - Why is she there?
 - Which items attract her attention most?

Extra video activity



Vocabulary

Clothes and accessories


- 3 **REVISE** Put the words below into the correct category. Can you add any more? Which clothes are you wearing today?

bag ■ coat ■ dress ■ jumper
shirt ■ sunglasses ■ trainers ■ trousers
T-shirt ■ watch

Clothes	Accessories


- 4 Look at the clothes and accessories below. Which do you usually wear or take to school? Are there any that you can't wear or take?

backpack ■ belt ■ bracelet ■ earrings
gloves ■ hoodie ■ leggings ■ necklace
ring ■ sandals ■ suit ■ tie ■ top ■ tracksuit

- 5  **COMMUNICATE** Choose a word in Exercise 4. Take it in turns to help your partner guess the word.


You wear them on your hands in winter.

Gloves!

- 6  06 Listen to four speakers. Choose what clothes or accessory each person likes to wear and why. There are two extra answers.

Clothes or accessory	Why
A bracelet	F a present from his dad
B hoodie	G very comfortable
C tracksuit	H a present from her sister
D leggings	I bought in a special place
E necklace	J good for doing exercise

- 1 Speaker 1
2 Speaker 2
3 Speaker 3
4 Speaker 4

- 7  **COMMUNICATE** Do you have any special clothes or accessories? Why are they important to you?

Describing clothes and styles

- 8 Read the quiz. Check that you understand the highlighted words and then answer the questions.




WHAT'S YOUR style?

- What are your favourite colours to wear?
a) dark
b) bright and **bold**
c) any
- What are your favourite clothes?
a) jeans, a **cotton** T-shirt and a **casual denim** jacket
b) something **loud** and colourful
c) anything big and **baggy**
- Which of the following do you prefer to wear?
a) **plain** clothes
b) **patterned** clothes
c) a mixture of both
- What kind of accessories do you like?
a) simple but **stylish**
b) lots of **trendy** jewellery
c) a backpack or sunglasses
- Which of the following clothes do you prefer to buy?
a) **second-hand** clothes
b) **designer labels**
c) I buy clothes from normal clothes shops

- 9  **COMMUNICATE** Follow the instructions.

- Use the quiz questions to interview three people in your class.
- Compare your answers and present your results to the rest of the class.

Grammar

1  **COMMUNICATE** Read the fact file. Are any of the facts surprising for you? Why?



Fact File

Did people **start** wearing trousers a long time ago?
Did women **use to wear** trousers as often as men?

#1 Archeologists **found** the oldest pair of trousers in China. They **were** over 3,000 years old, and they **used to belong** to a soldier.

#2 For centuries Romans **didn't like** wearing trousers because they **thought** they **were** unattractive. They **changed** their minds after they **arrived** in the north of Europe and **got** cold!

#3 In many countries women **didn't use to wear** trousers until the 1930s when they **started** to work in factories and **needed** comfortable and warm clothes.

#4 Until the 1970s, women in many Western countries **didn't wear** trousers to work or restaurants because it **wasn't** allowed.



Past simple

2 Read the examples in the grammar box and complete rules 1–4.

- Women **started** to work in factories.
- Romans **didn't like** wearing trousers.
- Did** people **start** wearing trousers a long time ago?
- The trousers **were** over 3,000 years old.

1 With most regular past simple verbs, we add to the end of the verb.

2 To form the negative in the past simple, we use subject + **didn't** + the of the verb.

3 To form questions in the past simple, we use **Did** + subject + the of the verb.

4 The past simple form of *be* is or in the affirmative, and or in the negative.


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3 Complete the table with the past simple forms of the verbs below.


carry ■ cry ■ decide ■ dress ■ eat ■ enjoy
find ■ have ■ hope ■ like ■ live ■ love
go ■ need ■ plan ■ play ■ put ■ see
shop ■ spend ■ stay ■ stop ■ study ■ take
talk ■ try ■ want ■ wash ■ worry

Regular verbs	...............
verb + -ed	...............
verb + -d	...............
verb ending in consonant + -y, change y to i + -ed	...............
verb + double consonant + -ed	...............
Irregular verbs	...............

PRONUNCIATION

 **VIDEO** We pronounce the past simple forms of regular verbs in three different ways:

- /ɪd/ when the verb ends in /t/ or /d/
- /d/ when the verb ends in a voiced sound, e.g. /n/ or /v/, or a vowel sound
- /t/ when the verbs ends in a voiceless sound, e.g. /k/, /p/, /s/ and /f/

4  **07** Look at the regular verbs in exercise 3. Is the -ed ending in each verb pronounced as /ɪd/, /d/ or /t/? Then listen, check and repeat.

5 Complete the sentences with the correct form of the verb given.

- When I (**go**) shopping last weekend, I (**find**) a T-shirt that I really (**like**) in my size.
- I (**want**) to visit that new shop yesterday, but I (**not have**) time.
- Amir (**decide**) to buy something special for his little sister's birthday last year. He (**not spend**) much, but his sister (**love**) the present!
- (**you / see**) the prices on that website? Everything is really expensive!


used to

- 6 Read the example sentences in the grammar box and complete rules 1–3 with the correct form of *used to*. For rules 4–5, choose the correct option.


- The trousers **used to belong** to a soldier.
- In many countries, women **didn't use to wear** trousers.
- Did** women **use to wear** trousers as often as men?

- For affirmative sentences, we use subject + + infinitive.
- For negative sentences, we use subject + + infinitive.
- For questions, we use *Did* + subject + + infinitive.
- We use **the past simple/used to** to talk about past habits that are not true now.
- We use **the past simple/used to** to talk about finished actions or situations which happened once or regularly in the past.

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- 7  **COMMUNICATE** Complete the sentences with the correct form of *used to* and the verb given. Then discuss if the sentences are true for you.

- I (**wear**) a school uniform at primary school.
- I (**not share**) clothes with my siblings when I was younger.
- I (**have**) a different style to the one I have now.
- My parents (**choose**) what clothes to buy for me.
- I (**not like**) going shopping for clothes.

- 8  **COMMUNICATE** Write four questions to ask your partner about their past habits. Then interview your partner. Use the ideas below or your own ideas.

daily routine food hobbies
likes and dislikes school and homework
sports weekend activities


Adjectives with prepositions 1


- 1 Match the correct preposition in the box to each group. There are two extra prepositions.

at ■ for ■ from ■ of ■ on ■ with

- famous / ready / well-known
- aware / full / proud
- bored / happy / popular
- brilliant / good / quick

- 2 Translate the phrases in Exercise 1 into your language. Do you use the same prepositions as in English or different ones?


EXAM HACK  In the next exercise, look closely at the words that come just before and after each gap. Do those words need a special preposition? Is an auxiliary verb or article missing? The gaps usually need prepositions, articles, pronouns, auxiliary verbs, modal verbs or linkers.

- 3  **EXAM** Complete the text.


(1) _____ your school have a uniform? If that is the case, are you happy (2) _____ it? Our school is aware (3) _____ the problem that school uniforms can be very uncomfortable. My parents used (4) _____ hate their uniforms! So, we wear comfortable T-shirts and hoodies with the name of the school on the front. I'm proud (5) _____ the school I go to, so I like having the name there. Once (6) _____ week, when we have sport, we can go (7) _____ school wearing a tracksuit. The tracksuit is popular (8) _____ almost everyone. It's clear that when you (9) _____ exercise, you need to wear the right clothes. Personally, I'm not good (10) _____ sport, but I like our tracksuit because I think it looks quite trendy!

- 4 Make questions from the words and phrases.



- you / good / maths / ?
- what / trends / popular / young people / ?
- your / wardrobe / full / clothes / you / not wear / ?
- what / you / most / proud / ?
- what / your town / famous / ?
- you / quick / doing this type of exercise / ?

- 5  **COMMUNICATE** Ask and answer the questions in Exercise 4.



An article

- 1  **COMMUNICATE** Discuss the questions.
- 1 Do you like shopping? Why/Why not?
 - 2 Do you prefer shopping online or in shops? Why?
 - 3 Who do you usually go shopping with? Do they like the same shops as you?
 - 4 Do you stop for a snack when you go shopping? What do you like to eat and drink?

ACTIVE THINKING

- 2  Look at the photos on page 17 and answer the questions.
- 1 What can you see?
 - 2 What do you think is special about each place?
 - 3 Imagine you are in each place. How do you feel and why?
- 3  08 Read and listen to texts A–C. Were your ideas in Exercise 2 question 2 correct?
- 4 Read the text again. Which text (A–C) ...
- 1 mentions a person who doesn't like shopping very much?
 - 2 mentions a special local drink?
 - 3 mentions something negative about visiting the place?
 - 4 explains why a person decided to learn a new hobby?
 - 5 talks about a place where you can write something?
 - 6 talks about a person who was not very excited until they arrived at the place?
 - 7 says the place they visited made them think of another place?
- 5 Match the words in bold in the text to the definitions.

- 1 the design and structure of a building
- 2 products for your body. e.g. makeup
- 3 other people can hear it
- 4 a set of stairs
- 5 something that looks different or special

- 6  **COMMUNICATE** Discuss which of the three places in the texts you would like to visit and why.
- 7  Your classmate is going on holiday to one of the cities mentioned in the text. Describe one of the places in the text to them in your own language.

Phrases with take

- 1 Here are three expressions with *take* from the texts. Match each expression with its definition.

- | | |
|------------------|----------------------------|
| 1 take ages | A quite a long time |
| 2 take your time | B a very long time |
| 3 take some time | C as much time as you need |

- 2 Here are more words or expressions with *take*. Find them in the text and check that you understand them.

take a course (in) ■ take a look (at)
take selfies ■ take a trip

- 3 Complete the sentences with the correct form of the phrases with *take* from Exercises 1 and 2.

- 1 I'd like to in Fashion Design one day.
- 2 Next summer I'd love to to Portugal.
- 3 I to decide what clothes to buy. I mean, a really long time!
- 4 Before I go to a new shop or café, I at the reviews first.
- 5 I don't like because I prefer other people to take my photo.
- 6 I like to get ready for school in the morning. I don't like it when people tell me to go fast.
- 7 I think it to learn photography. Not years and years, but at least a few months.

- 4  **COMMUNICATE** Do you agree or disagree with the sentences in Exercise 3? Why?

Vocabulary practice



Three people. Three places. The same passion.



A Isla from Seattle, US

I remember exactly how I learnt about the Purple Store. It was on a rainy Saturday two years ago. I was at home, and I felt bored. I googled some interesting things I could do in my hometown, and one of the places that came up

5 was the Purple Store. Well, I'm not a fan of shopping, but the reviews were great, so I went to take a look. Wow! I loved the store the moment I walked inside. It wasn't big, but it was full of all things purple, from clothes and accessories to games and **cosmetics**! I

10 tried on some purple hats, but what I really enjoyed was taking photos of the shop. I felt inspired. I took over a hundred photos with my phone, and I think that's when I realised I wanted to take a course in photography. 😊



B Rafael from Lisbon, Portugal

I love posting my photos on social media. I don't take selfies,

15 but I use my phone to take photos of **original-looking** shops. My favourite is the Lello Bookshop in Porto. It's an amazing bookshop with a cool store design (from 1906) and it's a great place for Harry Potter fans like me. There's a story that when J.K. Rowling worked in Porto as an English teacher, she used to visit the bookshop and that's how she

20 found inspiration to write her Harry Potter novels. Actually, it was just enough to see the **staircase** to feel like we were at Hogwarts! People love it for its book displays and amazing **architecture**. One thing we didn't like, though,

25 was the long queue. It took us ages to get inside, and the place was full of other people wanting to take photos!



C Huyen from Thái Bình, Vietnam

Cafés are my favourite places to photograph. So, a year ago when my class took a trip to Hanoi, I knew where I wanted to go: The Note Coffee. Our teacher agreed to take

30 us there, and she had fun too! The café is famous for its coffees (especially the original Vietnamese egg coffee), teas, sweets and its colourful sticky notes left by visitors from all over the world. We had a snack, and then took our time to read some of the messages.

35 There are four floors of them! It takes some time to visit all the floors, but it's worth it. Many of the messages make you think or laugh **out loud**. We left some notes too and I hope that other people found them funny. Next time, I'd love to visit Hanoi Weekend

40 Night Market! My friends say it's really cool!



SUSTAINABLE FUTURE

More and more young people are realising how important it is to support their local economy by spending money in the shops in their towns.



Work in pairs. Think of businesses in your area. Are they local, national or international? Think of three advantages of having local businesses. Can you think of any disadvantages?

8 DECENT WORK AND ECONOMIC GROWTH



1 COMMUNICATE Read the dialogue and answer the questions.

- 1 Why is Dan thinking about getting a smartwatch?
- 2 What does Amy think about smartwatches?
- 3 What do you think about smartwatches?

Amy: Hi Dan. Sorry I'm late, the bus took ages.

Dan: Amy! There you are!

Amy: What **were** you **doing while** you **were waiting** for me? Were you playing games on your phone?

Dan: No, I wasn't. I **was looking** at these smartwatches. What do you think of this one?

Amy: It looks great. **Are** you **thinking** of getting one?

Dan: Maybe. **When** we **were having** dinner last night, my dad asked me for ideas for birthday presents. It's my birthday next week.

Amy: I know, I know! ... You need to be careful with smartwatches though. Andy had one but he lost it **when** he **was running** in the park. And Katy **was doing** a history exam last Friday **when** the teacher saw her smartwatch and told her to take it off. She **wasn't copying**, of course, but ...

Dan: Hmm, thinking about it, maybe a smartwatch isn't a good idea!



Past continuous

2 Read the examples in the grammar box and complete the rules.

- Andy lost his smartwatch when he **was running** in the park.
- Katy **wasn't copying** in the history exam last Friday.
- **Were** you **playing** games on your phone?

- 1 To form the past continuous, we use subject + or + verb + *ing* in the affirmative, and subject + or + verb + *ing* in the negative.
- 2 For questions, we use or + subject + verb + *ing*.
- 3 We use the past continuous to talk about one or more actions in progress in the Sometimes a specific time is mentioned.
- 4 Sometimes a second, shorter action interrupts the action in progress. Here, we use the for the shorter action and the for the action in progress.

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3 Choose the past continuous or the past simple form of the verbs.

- 1 I **did/was doing** the shopping when I **met/was meeting** Tom.
- 2 This time last Friday, we **opened/were opening** my birthday presents.
- 3 My mum **bought/was buying** herself a new watch from an online shop last week.
- 4 Julie **tried/was trying** something on in the shop when I **called/was calling** her.
- 5 While we **walked/were walking** through the shopping centre, we **saw/were seeing** a great place to have lunch.
- 6 Sam **noticed/was noticing** a great offer on a new backpack while he **looked/was looking** at a website. So, he **decided/was deciding** to buy it.

4 COMMUNICATE Find out what your partner was doing at ...

- 1 6 am this morning
- 2 9 pm last night
- 3 10 am last Saturday
- 4 5 pm last Saturday
- 5 3 pm last Sunday
- 6 this time yesterday

when and while

5 Read the examples in the grammar box and complete the rule.

- **When/While** we were having dinner last night, my dad asked me for ideas.
- We were having dinner last night **when** my dad asked me for ideas.

We don't usually use *while* before the action in the **past**

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6 Complete the sentences with the past simple or past continuous of the verbs below. In which sentences can we use *while* instead of *when*?

find ■ lose ■ see ■ shine ■ study ■ talk

- 1 **When** he was riding his bike, he his smartwatch.
- 2 **When** I was walking to the supermarket, I an accident.
- 3 We to the shop assistant **when** somebody texted me.
- 4 At 5.30 pm, **when** my parents were doing the shopping, I for an exam.
- 5 **When** the shops opened, the sun
- 6 I was looking on the Internet **when** I an idea for Alfie's present.

7 Complete the sentences with information about you. Use the past simple or past continuous.

- 1 When I was coming to school this morning, ...
- 2 While I was doing my homework last night, ...
- 3 ... when the teacher came into the classroom.
- 4 ... while we were walking in the shopping centre.
- 5 When I got home yesterday, ...



Grammar game



A podcast



Noah Johnson



The Recycled Orchestra of Cateura

1 Match expressions 1–4 to definitions a–d. Are these ideas popular in your country?

- | | | | |
|----------------|-------|----------------|-------|
| 1 zero waste | ..... | 3 upcycling | ..... |
| 2 slow fashion | ..... | 4 fast fashion | ..... |

- a wasting nothing or as little as possible
- b changing unwanted products into new items
- c producing and selling cheap clothes quickly
- d buying fewer clothes, but better quality

2 09 Listen to part one of the podcast. Why did the presenter choose these people?

3 **COMMUNICATE** The things below are in part two of the podcast. Do you think they are connected with Noah Johnson or the Recycled Orchestra?

- | | |
|--------------------|--------------------|
| A coffee bean bags | D leather-like |
| B tin cans | (not real leather) |
| C a landfill | jackets |

4 10 Listen to part two. Put the things in Exercise 3 in the order you first hear them. Check your ideas in Exercise 3.

EXAM HACK In gap fill tasks, try not to leave blank spaces or you won't get a mark. If you're not sure of the answer, look for clues in the text. What type of word might fit? What would make sense?

5 10 **EXAM** Listen to part two again. Complete each space with one or two words.

Noah Johnson

Noah watched (1) to learn how to make clothes.

The materials Noah uses to make his trendy jackets include coffee bean bags, (2) clothes, and blankets.

(3) people follow him on social media.

The Recycled Orchestra of Cateura

Music teacher Favio Chavez's aim was to make sure the teenagers in the town were (4)

He made instruments from old boxes, tin cans and (5)

Landfill Harmonic was a (6) which they made about the band.

6 **COMMUNICATE** Which idea inspires you more and why?



Returning items at a clothes shop

- 1** **COMMUNICATE** Read the questions and check that you understand the words in bold. Then ask and answer the questions.

- How often do you go shopping for clothes?
- Do you always **try on** clothes in the **changing room** to see if they **fit** before you buy them?
- If you buy clothes that aren't the right **size**, do you **return** them to the shop?
- Do you or your parents always keep the **receipt** in case you need to ask for a **refund**?

- 2** **11** Listen to a conversation in a clothes shop and answer the questions.

- What is the boy's problem?
- Ideally, what solution does the boy want?
- Where are the changing rooms?
- What is the solution to the boy's problem in the end?

- 3** Complete the Speaking bank with words from the dialogue in Exercise 2. Listen again if necessary.

SPEAKING BANK

Useful expressions in a shop

Shop assistant

- How **(1)** I help you?
- I'm sorry **(2)** that.
- Have you got the receipt?
- Would you like to **(3)** it/them and get a refund, or try a different size?
- Sorry, we don't have it/them in (medium/dark blue), but we have it/them in (small/light green).

Customer

- This (T-shirt)/These (jeans) are the **(4)** size.
- I'd like a refund/a different size. I need it in medium.
- Can I try it/them **(5)**?
- Where are the changing rooms?
- I'll take it/them.

- 4** Use expressions A-F to complete the dialogue between Helen and a sales assistant.

- A Could I have a refund please?
- B The changing rooms are just there, on the left.
- C Is it the wrong size?
- D But I don't like the colour.
- E How can I help you?
- F Do you have the receipt?



Shop assistant

Hi. **(1)**

Helen



My brother bought me this hoodie for my birthday.

Shop assistant

I see. **(2)**

Helen

No, it fits really well. **(3)**
Do you have it in blue?

Shop assistant

No, sorry. We only have this one in light green or dark green.

Helen

Can I try the light green one on?

Shop assistant

Of course. **(4)**

Helen

Sorry, I don't like the light green one either. **(5)**

Shop assistant

No problem. **(6)**

Helen

Yes, here it is.

- 5** **TASK** Work in pairs. Invent a dialogue like the ones in Exercises 2 and 4. Choose:

- an item of clothing and who bought it
- a problem with the item
- the ideal solution for the customer

- 6** **COMMUNICATE** Practise role-playing your dialogue with your partner.

Life coach

Learning about money



1 COMMUNICATE Answer the questions.

- 1 Do you ever learn about money, or looking after money, at school or at home?
- 2 Do you think learning about money is useful? Why/Why not?

2 Look at these two facts. Do they surprise you? Why/Why not?

82%

of young people in the UK want to learn more about money and finance before they leave school or university.



47%

of young people in the UK between 7 and 17 felt that they received enough help or information about looking after their money.



3 12 Listen to a podcast with an expert giving some advice about money. Complete this student's notes in your own notebook.

- 1 First advice:
- 2 An example of 'wants versus needs':
- 3 The key question with wants and needs:
- 4 An example of 'don't let them trick you':

Life coach podcast

Explore new ways to think about spending money

LIFE HACK I'm in control here!

When you know how to look after your own money you start to become independent. When you're the one in control of your own spending or saving, you're the one responsible for the consequences!

4 **LIFE COACH TASK** Make a list of all the things you would like to buy over the next month and answer the questions.

- 1 How much money do you need to buy all of it?
- 2 Imagine that you don't buy these things, what could you do with the money instead?

Ordering events in a story

- 1 Look at the photos of things teenagers lose most often. What other things do teenagers sometimes lose? Do you ever lose things like these?



- 2 **COMMUNICATE** Read the beginning of a story. Answer the questions.

One of the worst days I can remember is the day when I lost my favourite hoodie.

- 1 What do you think was so special about the hoodie?
 - 2 What do you think happened to it?
- 3 Read the story and check your answers in Exercise 2. Did the story end well? Why/Why not?

My Favourite hoodie

by Sam

One of the worst days I can remember is the day when I lost my favourite hoodie. It was really important to me because I found it in a second-hand shop and it has a *Wednesday* theme. It's my favourite TV show and it was the first thing I bought with my savings.

That day I was travelling into town on the bus to meet my best friend. It was quite a hot day, so I took my hoodie off and put it on the seat next to me. When I got to town, my friend was waiting there for me. I jumped off the bus and the first thing he said to me was, 'Where's your hoodie?' It was too late! The bus wasn't there anymore.

I felt terrible. I was wondering what to do when my friend suggested contacting the bus company. I called them, but they couldn't find my hoodie anywhere. After that, I let everyone on my social media know, but nobody could help.

A few months later, I walked into the same second-hand shop, and guess what? There was the same hoodie! Luckily, when I told the shop assistant my story, he let me have the hoodie. I couldn't believe my luck!



- 4 Read the story again and answer the questions.

- 1 Why was the hoodie important to Sam?
- 2 How did Sam lose the hoodie?
- 3 What did Sam do to try to find the hoodie?
- 4 Where did Sam find the hoodie?

- 5 Read the Writing bank. Which expressions did Sam use in her story?

WRITING BANK

Writing a story

Beginning a story

- It was the worst/best day of my life.
- That day/afternoon/evening I was ...-ing.
- It all began/started when ...

Describing the order of the events

- When/As soon as I ...
- After that/Then/Finally, ...

Ending a story

- A few days/months later, ...
- Unfortunately,/Fortunately, ...
- In the end ...

- 6 Read the Exam hack. Choose the options to make the sentences true for you.

EXAM HACK Before adjectives, we often use expressions such as *a bit, a little, pretty, quite, really, very* e.g. *It was quite/pretty/really important to me.* These expressions reinforce the meaning of the adjectives and can make your story sound more interesting.

- 1 I feel *a bit/really* worried if I can't find something.
- 2 My smartphone is *pretty/very* important to me.
- 3 I'm *quite/really* careful with things I care about.
- 4 I feel *pretty/very* happy when there are discounts in a shop.

- 7  **COMMUNICATE** Explain your choices in Exercise 6 to your partner.

- 8  **EXAM TASK** Follow the instructions.

Write a story about a time when you lost something. Begin with this sentence:
I still remember the day I lost something really important to me.

Would you like some help? >>> Yes? Go to:

Writing coach, Workbook page 12

Text Analysis  **Plan**  **Draft**  **Write**

- 9 When you finish your story, use these tips to check it.

- 1 I started my story with the correct sentence. ☐
- 2 I used adjectives with expressions to make my story sound interesting. ☐
- 3 I used expressions from the Writing Bank. ☐

Design thinking coach

Empathy

In Design thinking project 1 you will practise empathy. Read the description. Then read each situation and choose which response you might have.

Empathy is when we are aware of how another person is feeling. When we show empathy, we can imagine what that person is thinking, and see things from their point of view.


- 1 You have a little brother and he's learning to ride a bike. He's upset because it's hard. Before you help, do you remember how you felt when you were his age? **Yes/No**
- 2 A classmate doesn't want to give a presentation in front of the class. Do you try to think why? **Yes/No**
- 3 A friend is in a bad mood. Do you try to understand what is making them feel that way? **Yes/No**

Now, think of one situation in your life when you can show empathy. Does it change your feelings about the situation? Tell a partner.

Time to reflect

- 1 Look at the unit question from page 12 again. Has your answer changed? Why?

How much stuff do we really need?

- 2  **COMMUNICATE** In groups, reflect on the whole unit. Answer the questions.

- 1 Did you enjoy learning about shopping? Why/Why not?
- 2 What can you remember best from the unit? Why?
- 3 What was your favourite lesson in the unit? Why?

Want more practice?

Kahoot!



Past simple

Positive	subject + regular verb with <i>-ed</i> / irregular verb	He liked/went to the new shopping centre.
Negative	subject + <i>didn't</i> + infinitive	We didn't like/go to the new shopping centre.
Questions	<i>did</i> + subject + infinitive?	Did you like/go to the new shopping centre?
Short answers	<i>Yes</i> , subject + <i>did</i> <i>No</i> , subject + <i>didn't</i>	Yes, I did . No, I didn't .

We use the past simple to:

- describe completed actions or situations in the past.
We usually say when the action happened:
*I **bought** a new hoodie on Saturday.*
***Did** you **see** your friends last weekend?*
- describe something that was true for a period of time in the past.
*The Romans **didn't like** wearing trousers.*
- say that one completed action happened after another in the past.
*I **stopped** buying cheap clothes after I **saw** a programme about fast fashion.*

Many common verbs are irregular, e.g. *buy-bought*, *go-went*, *take-took*. For a complete list, see page 151.

used to

Positive	subject + <i>used to</i> + infinitive	I used to wear a tracksuit to school.
Negative	subject + <i>didn't use to</i> + infinitive	He didn't use to like going shopping.
Questions	<i>did</i> + subject + <i>use to</i> + infinitive?	Did they use to buy designer labels?
Short answers	<i>Yes</i> , subject + <i>did</i> <i>No</i> , subject + <i>didn't</i>	Yes, they did . No, they didn't .

We use *used to* to:

- describe past habits and repeated actions in the past that don't happen now:
*I **used to** play with toys every day when I was child.*
- describe something that was true in the past, but is different now.
*She **used to** like loud, patterned clothes. (Now she likes dark, plain clothes.)*

We can use the past simple instead of *used to*, but the past simple doesn't emphasise that the action happened many times or that something is no longer true.

*My parents **chose** my clothes for me.*

*My parents **used to** choose my clothes for me.*

Past continuous

Positive	subject + <i>was/were</i> + verb + <i>ing</i>	I was taking selfies.
Negative	subject + <i>wasn't/weren't</i> + verb + <i>ing</i>	You weren't buying a belt.
Questions	<i>was/were</i> + subject + verb + <i>ing</i> ?	Were they wearing gloves?
Short answers	<i>Yes</i> , subject + <i>was/were</i> <i>No</i> , subject + <i>wasn't/weren't</i>	Yes, they were . No, they weren't .

We use the past continuous to:

- talk about actions that were in progress, but not completed, in the past. We often mention a specific time.
*At 9 pm yesterday, I **was looking** at photos on my phone.*
- describe scenes in a story or description.
*The birds **were singing** and the leaves **were moving** in the wind.*
- talk about an activity in progress when another, shorter activity happened or interrupted it. We use the past simple for the shorter action.
*She **lost** her bracelet while she **was running** in the park.*

Some verbs, called state verbs, do not usually have a continuous form. These verbs describe our opinions, feelings, senses or possessions, e.g. *think*, *understand*, *love*, *hate*, *see*, *have*.

I ~~was liking~~/liked baggy clothes when I was ten years old.

when and while

We use *when* and *while* to connect two actions happening at the same time in the past. When *when* and *while* come at the beginning of the sentence, we use a comma:

***While/When** we were taking selfies, we saw Tom.*

We can't use *while* before the action in the past simple.

*We were taking selfies **when/while** we saw Tom.*

1 Complete the sentences with the correct past simple forms of the verbs given.

- 1 (you / buy) a denim jacket yesterday? No, I (do).
- 2 When Jack (have) his final exam in music school last year, he (wear) a suit and tie.
- 3 My sister (not take) a course in Spanish before she (go) on an exchange to Spain.
- 4 (you / get) a refund when you (return) that backpack with the broken zip to the shop? No, I (do).
- 5 We (study) all day yesterday and by the evening we (be) bored with being at home.

2 Find and correct the mistakes in the sentences.

- 1 Did they used to wear a uniform in primary school?
- 2 Women don't use to wear shorts in public until after the 1940s.
- 3 I used wear patterned leggings when I was young.
- 4 This programme use to be very popular with schoolchildren.
- 5 Did it use to took you ages to get dressed in the morning?

3 Match the sentence halves.

- 1 I was trying on a hoodie
 - 2 Mia was riding a bike in the park
 - 3 Fede was shopping for new shoes
 - 4 While Ben was looking in a charity shop,
 - 5 Kim was listening to music
- a when she saw a colourful bird in a tree.
 - b while she was doing her homework.
 - c he found a stylish, second-hand jacket.
 - d while his sister was looking for a bag.
 - e when the changing room lights turned off.

4 Complete the sentences with the correct past simple or past continuous form of the verbs given. Then for each sentence, write another one starting with the word *Fortunately* or *Unfortunately* and using the past tense.

- 1 I (work) on my project on the computer when there (be) a power cut.
1 *Fortunately, I didn't lose any work.*
- 2 I (lose) my phone while I (shop).
- 3 When I (walk) in the park, it (start) raining.
- 4 We (run) to the platform when the train (leave).
- 5 While we (play) basketball, my friend (fall) over.

Vocabulary coach

Clothes and accessories 13

backpack /'bækpæk/ ■ belt /belt/ ■ bracelet /'breɪslət/
earrings /'ɪərɪŋz/ ■ gloves /glʌvz/ ■ hoodie /'hʊdi/
leggings /'legɪŋz/ ■ necklace /'neɪkləs/ ■ ring /rɪŋ/
sandals /'sændəlz/ ■ suit /su:t/ ■ tie /taɪ/
top /tɒp/ ■ tracksuit /'træksu:t/

Describing clothes and styles 14

baggy /'bægi/ ■ bold /bəʊld/ ■ casual /'kæʒuəl/
cotton /'kɒtən/ ■ denim /'denɪm/
designer labels /dɪˌzaɪnə 'leɪblz/ ■ loud /laʊd/
patterned /'pætənd/ ■ plain /pleɪn/
second-hand /'sekənd hənd/ ■ stylish /'staɪlɪʃ/
trendy /'trendi/

Adjectives with prepositions 1 15

aware of /ə'weər ɒv/ ■ bored with /'bɔ:d wɪð/
brilliant at /'brɪliənt æt/ ■ famous for /'feɪməs fɔ:(r)/
full of /'fʊl ɒv/ ■ good at /'gʊd æt/
happy with /'hæpi wɪð/ ■ popular with /'pɒpjələ(r) wɪð/
proud of /'praʊd ɒv/ ■ quick at /'kwɪk æt/
ready for /'redi fɔ:(r)/ ■ well-known for /wel 'nəʊn fɔ:(r)/

Phrases with *take* 16

take a course (in) /teɪk ə kɔ:s (ɪn)/
take ages /teɪk eɪdʒɪz/
take a look (at) /teɪk ə lʊk (æt)/
take a trip /teɪk ə trɪp/
take selfies /teɪk selfɪz/
take some time /teɪk sʌm taɪm/
take your time /teɪk jə(r) taɪm/