

### Unit profile

**Vocabulary:** Things to wear  
**Reading:** Fashion and music  
**Grammar:** Past simple  
**Vocabulary:** Adverbs  
**Listening:** A discussion about the past  
**Speaking:** Talking about yourself

### Warmer

Write *In fashion* on the board and elicit its meaning (things which are popular at the moment). Ask students which things change, and provide an example, e.g. hairstyles. Put students into small groups to brainstorm music, clothes and hairstyles which are currently in fashion and out of fashion. Stop them after a few minutes and share some ideas as a class.

### Your profile

Model answers to the two questions to help understanding. Say, for example, 'Today I'm wearing trousers and a shirt. I like fashions from the 1960s.'

Ask students to tell their partner what they are wearing and what fashions they like. If they find it difficult to answer the second question, they could point to one of the pictures and say 'I like this fashion.'

## VOCABULARY Things to wear

**1** **1.05** Tell students to look at the photos and ask 'Do you like what the people are wearing? Which do you like the best?'

Direct students to the items of clothing in the box. Drill pronunciation and invite different students to demonstrate what they are by drawing simple pictures on the board. Refer students to the pictures again and ask 'What are they wearing?' to elicit the items of clothing. Play the recording for students to listen and check, pausing after each description to check answers.

### Audioscript

**Narrator:** a  
**Boy:** Formula 1 star Lewis Hamilton is wearing a cap and a black leather jacket. He's got a black top with a white t-shirt underneath it. He's got his hand in his pocket and I think he looks pretty cool.

**Narrator:** b  
**Boy:** This is Neymar, the Brazilian footballer. He's wearing a black suit, a white shirt and a black tie. I think he's at a football awards ceremony. He certainly looks very smart!

**Narrator:** c  
**Girl:** Dakota Fanning, one of the stars of the Twilight films, is out in New York in this photo. She's wearing a long raincoat with a blue and red scarf and a really cool black dress. She's got some black tights and great ankle boots too. She looks smart.

**Narrator:** d  
**Girl:** I love Katy Perry's clothes. This looks like a dress, but actually it's a skirt and top. Very clever. She's wearing great black sandals and some really nice sunglasses too. They're a cool kind of 1950s style.

**Narrator:** e  
**Girl:** This is Rihanna, one of my favourite singers. She's wearing a tracksuit and trainers and I think she's got a sweatshirt underneath the tracksuit top. She's wearing a very cool necklace. It looks expensive. Maybe she's going to the gym.

**Narrator:** f  
**Teen girl 4:** Taylor Swift is such a great singer. I love her songs. Here she's wearing a fantastic jumper and a cool woollen hat. I love her boots and handbag, too. What great colours!

### Answers

**a** cap, jacket, pocket, top      **e** cap, necklace, sunglasses, sweatshirt, tracksuit, trainers  
**b** suit, tie  
**c** boots, raincoat, tights      **f** boots, jumper  
**d** sandals, sunglasses, top

**2** **1.06** Ask students to read the questions first, and check the meaning of the words in blue. Ask 'What kind of words are they?' (adjectives). Point to items of clothing that you are wearing to demonstrate meaning. Books closed. Play the whole recording. Books open. Ask students to read the questions again, and see if they can answer them from memory. Allow students to compare their answers with a partner. Play the recording a second time. Check answers.

### Audioscript

**Narrator:** Ashley  
**Woman:** Hi. I'm doing a survey about clothes. Can I interview you?  
**Ashley:** Yes, of course.  
**Woman:** Thank you. What's your name and age?  
**Ashley:** I'm Ashley and I'm 13.  
**Woman:** What clothes do you like wearing, Ashley?  
**Ashley:** Well, I love casual sports clothes. I never wear smart clothes because they're uncomfortable. I always wear trainers and a tracksuit. I'm not really interested in fashionable clothes.  
**Woman:** Why?  
**Ashley:** Tracksuits are loose and comfortable. I love this one. I think the colour's great!  
**Narrator:** Kelly  
**Woman:** Hello. Can I ask you a few questions? It's for a survey about clothes.  
**Kelly:** Sure.  
**Woman:** What's your name and age?  
**Kelly:** Kelly. I'm 15 years old.  
**Woman:** You look very well-dressed today. Can you tell me about your clothes?  
**Kelly:** I really like this top. I saw it in a market and I fell in love with it immediately. It's quite tight, but it's really comfortable.  
**Woman:** It's lovely.  
**Kelly:** Thank you. It's brand new. I actually bought it yesterday.

**Woman:** What about your sandals?  
**Kelly:** These were my big sister's but she never wears them so she gave them to me.  
**Woman:** Oh, they're really nice.  
**Kelly:** Yeah. And they're great to walk in.  
**Narrator:** Luke  
**Woman:** Good morning. I'm doing a survey about clothes. Can I ask you a few questions?  
**Luke:** OK.  
**Woman:** What's your name and age?  
**Luke:** Luke. I'm 14.  
**Woman:** Thank you, Luke. Can you tell me what fashions and clothes you like?  
**Luke:** I don't actually like the fashion industry. I like clothes that are quite simple and not too colourful. I love these narrow jeans. They're really comfortable. My boots are quite old. And this is my favourite sweatshirt.  
**Woman:** Did you buy your clothes second-hand?  
**Luke:** No, I bought them new ... but a few months ago!

### Answers

1 Ashley's 2 Kelly's 3 Ashley 4 Luke's 5 Kelly  
 6 Ashley 7 Kelly

- 3** Drill pronunciation of the words in the box, paying attention to *casual* /'kæʒjuəl/ and *uncomfortable* /ʌn'kʌmfətəbl/. Put students into pairs to complete the exercise. Check answers.

Invite different students to describe one of the pictures of the celebrities using the adjectives, for example, *He's wearing a smart suit and a narrow tie*. The class guess which person is being described.

### Answers

casual – smart	second-hand – brand new
uncomfortable – comfortable	tight – loose
unfashionable – fashionable	wide – narrow

- 4** Ask students to read the questions and then model the answers. Ask each of the questions to different students. Tell students to ask and answer the questions in pairs. Monitor and join in with the discussions. Invite students to tell the class about their partner.

### Fast finishers

Ask fast finishers to write one or two more questions about clothes and fashion to ask the class to answer.

## READING

- 1** Tell students to look at the photos and ask 'What can you see?' Set a short time limit for them to read the article and match each paragraph to one of the photos. Tell them not to worry about any unknown words at this point. Check answers.

### Answers

1 a 2 d 3 b 4 c

- 2** Elicit the key words in the questions and options and tell students to look for these ideas in the text (1 before the 1950s, teenagers, music; 2 In the 1950s, teenage boys; 3 In the 1960s, young men, sandals, long hair; 4 In the 1970s, punks; 5 In the 1980s and 1990s, hip hop singers).

Allow plenty of time for students to complete the exercise. Monitor and help, encouraging them to point out the part of the text where the answer is. Check answers, inviting different students to read out the part of the text where they found the answer.

### Answers

1 B 2 B 3 B 4 B 5 A

- 3** Set a short time limit for students to work individually to match the words to the meanings. Check answers. Check understanding of any other new words in the text. Remind students that they won't always have a dictionary or a teacher with them and that they should try to work out the meanings from the context. New words may include *lively* (full of energy and interest) and *movement* (a group of people with the same beliefs who work together to achieve something).

Ask students what music they like listening to and encourage them to describe the fashions associated with it.

### Answers

1 trends	3 style
2 peace	4 generation

## EP Word profile

Tell students to read the three sentences, and discuss the meaning of *kind* in each one.

Put students into pairs to write a sentence using each of the phrases. Share some ideas as a class and invite other students to say whether *kind* has been used correctly.

Monitor as students complete the exercise on page 122. Check answers.

### Answers

1 c 2 b 3 d 4 e 5 a

## Talking points

Tell students that you are going to hold a class discussion, but that first they should work in pairs to choose a question that they would like to talk about. Ask them to note down some ideas in answer to their question (e.g. people get bored and want to try new things; there are new materials and technologies available). Allow them five minutes to do this.

Ask the first question and encourage different students to offer their ideas, giving reasons for their opinions. Repeat the process for the second question.

## GRAMMAR Past simple

- 1** Books closed. Introduce the past simple by saying what you did last weekend, e.g. 'I went to the beach'. Then ask 'Am I talking about now, the future or the past?' (the past). Check how much students already know about the past simple by asking several students 'What did you do after school yesterday?'

Tell students to call out some verbs. Write them on the board in columns, according to whether they are regular (e.g. *walk*) or irregular (e.g. *go*). Continue until you have ten verbs and then elicit their past forms. Ask students what they notice about the regular verbs in the past (they end in *-ed*). Explain that irregular verbs are spelled in different ways and they just have to learn them!

Books open. Tell students to read the three sentences and the words in the box. Put them into pairs to complete the rules. Check answers. Elicit an example for each rule.

→ Grammar reference Student's Book page 139

### Answers

a irregular b didn't c did

- 2** Tell students to read the first sentence and elicit the correct answer (*saw*). Ask 'When did this happen?' (yesterday). Then ask 'Is the verb *see* regular or irregular?' (irregular).

Students complete the exercise in pairs, referring to the example sentences and rules in exercise 1 to help.

### Answers

1 saw 2 have 3 Did Martha show 4 went 5 didn't like 6 Did

- 3** Ask students to look at the first sentence. Point to yourself and shake your head to indicate that you didn't wear jeans yesterday. Elicit which form should go in the gap (*didn't wear*). Check each sentence eliciting the past positive and negative forms.

Monitor and help as students work individually to complete the sentences so that they are true for them. Check answers.

### Answers

1 wore/didn't wear 2 got/didn't get 3 bought/didn't buy 4 watched/didn't watch 5 texted/didn't text 6 rode/didn't ride 7 played/didn't play 8 saw/didn't see

- 4** Write the verbs in brackets on the board and elicit their past simple forms (*got, gave, found, designed, did, used, took, showed, didn't know*). Ask 'Which verbs are regular?' (*design, use, show*). Point out that verbs which already end in *-e* only add *d* in the past, and not *-ed*.

Students complete the conversation individually and then compare their answers with a partner. Check answers and invite different pairs to read out the conversation.

### Answers

1 did you get 2 gave 3 did he find 4 didn't find 5 designed 6 did he do 7 used 8 took 9 showed 10 didn't know

- 5** Tell students to look at the two examples. Ask 'What is different about them?' to elicit that the first one begins with a question word. Elicit other *wh-* words (*why, what, where, when, which, who*) and *How* and say that these words always go before the auxiliary verb (e.g. *did*), as in the example.

Students complete the exercise in mixed-ability pairs. Check answers.

### Answers

1 Where did you go? 2 Which friends did you meet? 3 Did you play any sports? 4 What did you watch on TV? 5 Did you go to bed late?

- 6** Nominate two students to read out the example question and answer. Then put students into new pairs to ask and answer the questions from exercise 5, including the two example questions. Then invite different pairs to ask and answer the questions in front of the class.

## Corpus challenge

Tell students to read the sentence and elicit which tense is used (present simple). Ask 'Is the person talking about the past, present or future?' (the past) and 'How do you know?' (because of *ago*).

Put them into pairs to find and correct the mistake (we use the past simple to talk about a finished past action).

### Answer

A few days ago, I met a friend.

## VOCABULARY Adverbs

- 1** Books closed. Write *quickly, slowly, and fast* on the board and elicit that they are adverbs. Ask 'What do adverbs tell us?' (how we do something). Provide an example sentence for each adverb, for example, *They drove quickly, She ate slowly, I walked fast.*

Explain that adverbs can be made from adjectives. Elicit what the adjectives are for *quickly, slowly* and *fast* (*quick, slow* and *fast*). Ask students what they notice about how the adverbs are formed for *quick* and *slow* (they add *-ly*). Point out that *fast* is irregular and doesn't change form. Explain that there is no reason for this, and that they will just have to learn the irregular ones!

Books open. Refer students to the example sentences. Ask 'What is different about the adverbs?' to elicit that the endings are different. Discuss why this is (adjectives ending in *-y* add the *-ily* ending; *hard* is irregular and stays the same).

Put students into pairs to complete the table. While they are working, write the three headings on the board.

Then invite different students to write the adverbs on the board under the correct heading.

Ask students whether they can think of any other adjectives ending in -y and add them to the second column (e.g. *easy*, *happy*).

### Answers

+ **-ly**: badly, carefully, honestly, politely, rudely, seriously  
+ **-ily**: angrily, heavily  
**Irregular adverbs**: fast, good (well), hard

- 2** Ask students to read the first sentence and elicit the correct adverb (*happily*). They then complete the exercise individually, referring to the rules in exercise 1. Allow students to compare their answers with a partner.


### Extension activity

Put students into pairs to take turns to choose a verb and an adverb for their partner to make a sentence with. Ask different students to say some of their sentences.

### Answers


1 happily 2 quickly 3 loudly 4 slowly 5 quietly 6 hard  
7 badly 8 easily

## LISTENING

- 1** Find out if students can remember the names of the characters they were introduced to in Unit 1 (Jess, Matt and Ali). Then tell them to look at the photos and ask 'Who are they? What are they talking about?' (Jess and her grandma). Accept any reasonable answers for the second question.
- 2**  **1.07** Tell students that they are going to find out what Jess and her grandma are talking about by listening to their conversation. Ask students to look at the three options. Play the recording for them to listen and tick which topics Jess and her grandma talk about. Check answers. (Note: the audioscript for this exercise comes after exercise 4.)


### Answer

2 music and fashion

- 3**  **1.08** Before students do the exercise, ask them to predict the answers from what they remember. Play the recording for students to listen and choose the correct options. Allow them to compare their answers with a partner before playing the recording again. Stop after each item to check answers. (Note: the audioscript for this exercise comes after exercise 4.)

### Answers

1 kitchen 2 didn't watch 3 cinema 4 loved

- 4**  **1.09** Give students two minutes to read the sentences and predict the answers before they listen. Play the second part of the conversation again for them to complete the sentences with the words in the box. Check answers.

## Audioscript

**Jess:** Grandma, did you listen to pop music when you were young?  
**Grandma:** Oh yes! It was a really exciting time. I remember the beginning of pop music.  
**Jess:** Really?  
**Grandma:** Yes, really!  
**Jess:** What was the first pop song you heard?  
**Grandma:** I was a teenager. It was a summer's evening in 1954. My two sisters were in the kitchen with the radio and I was upstairs, in the bedroom. We listened to the radio a lot in those days. We didn't have televisions.  
**Jess:** No TV?  
**Grandma:** That's right! In the evenings, we often went to the cinema with friends, or to a coffee shop, but that evening we were at home. I was upstairs in the bedroom and it was quiet downstairs. Suddenly, I heard something. One of my sisters screamed. I was quite frightened, so I ran downstairs quickly.  
**Jess:** What was it?  
**Grandma:** My sisters just pointed at the radio. I listened, and there was a new song on the radio. I loved it. It was the first 'pop' song I ever heard. It was by Bill Haley and the Comets, and it was 'rock'n'roll! It was so exciting!  
**Jess:** That's amazing! Oh, Grandma, there's something I want to ask you. Can I borrow your jacket again?  
**Grandma:** The blue one? But it's really old.  
**Jess:** I know it's old, but that style's fashionable again now, and it matches my jeans.  
**Grandma:** Here you are.  
**Jess:** Thanks, Grandma. Um, I was wondering: what kind of clothes did you wear when you were my age?  
**Grandma:** Girls always wore dresses in those days. We loved our clothes, but we didn't have much money, so we often made our own clothes at home.  
**Jess:** What? Did you really make your own clothes?  
**Grandma:** Yes! Things were a bit different in the 1950s. There weren't many fashionable clothes shops, and of course online shopping didn't exist.  
**Jess:** So, you made your own jeans and things like that ...?  
**Grandma:** Well, maybe not jeans, but we made dresses and skirts by hand. We found the right material at the market, and then we cut it and sewed the clothes with a sewing machine. I made lots of lovely dresses when I was a teenager. And this jacket ...  
**Jess:** Yes?  
**Grandma:** I made this jacket in ... I think it was ... 1961!  
**Jess:** No way! That's amazing! I never knew you were so clever, Grandma.  
**Grandma:** Well, now you know!

### Answers

1 jeans 2 fashionable 3 dresses; skirts 4 blue

## SPEAKING Talking about yourself

- 1** Ask students to read the questions and discuss them with a partner. Then nominate a student to answer the first question and name another student to answer the next question. Continue until all the questions have been answered.



- 2** **1.10** Ask students to read the questions about shopping and decide in pairs which option is correct. Check answers. Set a short time limit for students to think about their answers. Tell them that they are going to listen to Harry answering the same questions and that they should listen and compare his answers to their own. Play the recording for students to make notes. They then tell their partner which things were similar to or different from their own answers. Invite different students to feed back to the class.

### Audioscript

**Interviewer:** Are fashion and clothes important to you?

**Harry:** Yes, they are. I really like having nice clothes. I think you feel more confident if you're wearing nice things.

**Interviewer:** How often do you buy new clothes?

**Harry:** Well, I don't go shopping every week, but I suppose I go shopping two or three times a month. I do jobs for my parents to earn money.

**Interviewer:** Where do you usually buy your clothes?

**Harry:** I usually go to the market because the clothes are quite cheap. You can get more for your money! I don't like shopping in department stores because the clothes are too expensive.

**Interviewer:** How much do you spend on clothes?

**Harry:** I suppose I spend about £30 a month. And, of course, I always spend more when I get money for my birthday.

**Interviewer:** What do you enjoy wearing?

**Harry:** I like wearing jeans. They're very comfortable, and I think jeans always look good.

### Answers

1 Are 2 do you buy 3 do you usually 4 do 5 do you enjoy

- 3** **1.10** Ask students to read the sentences with their partner and predict the kind of information which goes in each gap. Play the recording again for them to listen and complete the sentences. Check answers.

### Answers

1 like 2 every week 3 don't like 4 always 5 think

- 4** **1.10** Books closed. Write the bullet points from the *Prepare* box on the board and put students into small groups to brainstorm as many relevant words and phrases as they can in three minutes. Invite a different group to offer suggestions for each of the headings, before asking the rest of the class for additional ideas. Books open. Ask students to read the phrases in the *Prepare* box. Play the recording again for them to tick the phrases they hear. Check answers.

### Answers

I usually, I always, because, I really like, I don't like, I like, I think

- 5** **Preliminary Speaking Part 1** tests students' ability to give factual and personal information. The interlocutor asks each candidate questions about their personal details, daily routines, likes and dislikes, past experiences and future plans. This part lasts for two to three minutes.

Put students into small groups and tell them to take turns to ask a question and invite each student to answer it. Monitor and join in the discussions. Invite different students to report back about their group's shopping habits.

### Cooler

Write the word *supermarket* in a jumbled order on the board and put students into groups of three.

Tell them that they have one minute to write down as many words as they can, using the letters on the board. Remind them that can only use the letters that appear once, unless the letter is repeated. Stop the game after a couple of minutes and invite teams to read their lists. Award a point for each word and award a bonus point if they guess the word which uses all of the letters.

### Project

Refer students to the article on page 15. Ask them what they learned about fashion and music in the 1950s, 60s, 70s, 80s and 90s. Put them into pairs to discuss fashion and music now and to say what kind of information they could include in a presentation about it. Share some ideas as a class.

Tell students to choose another era to research. This could be a period of fifty years or another decade from the twentieth or twenty-first century. Students work with their partner to research the fashions of the time. Remind them to find information about clothes and music. They could also research other interesting facts about the era. Students prepare a PowerPoint presentation. Remind them to think carefully about what information to include on each slide, and not to overload each one. Ask them to include some pictures too.

Students practise their presentation before giving it in the following class. Ask students to listen carefully and comment about what they found interesting.

### Teacher's resources

#### Student's Book

Grammar reference and practice page 139  
Vocabulary list page 129

#### Video

In fashion

#### Workbook

Unit 2, page 8

#### Go online for

- Pronunciation
- Progress test
- Video extra worksheet
- Corpus tasks