

**Starter Unit**  
**Welcome!**

**Lesson aim:** I can talk about travel, music and theatre.

**Warmer**

Elicit students' ideas about travelling. Ask: *Do you like going to other places? What sort of holidays do you enjoy?*

1 **S.01** Before playing the recording, focus students' attention on the pictures. Ask: *What can you see in the photos?*

Audioscript p121

**Target vocabulary**

accommodation /əˈkɒməˈdeɪʃən/  
 backpacking /'bækprækiŋ/  
 holiday resort /'hɒlədeɪ rɪ'zɔ:t/  
 sightseeing /'saɪtsi:ɪŋ/  
 tourist attractions /'tuərɪst ə'trækʃənz/  
 trip /trɪp/

2 **S.02** ★ Encourage students to use the context to help them complete the gaps. For example, we can guess that *sightseeing* goes in the first gap because the text goes on to refer to Big Ben.

Audioscript p121

**Vocabulary bank**

**Learn to learn**

Explain to students that *personalising* vocabulary means to connect it in some way to themselves, their experiences or things and people they know.

3 Students write their own gapped sentences for their partner to complete using vocabulary from Exercise 1.

4 **S.03** Encourage students to think of personalised contexts for each word, e.g. when they were last a member of an audience or a part they played in a school play. Students can then discuss these contexts in pairs.

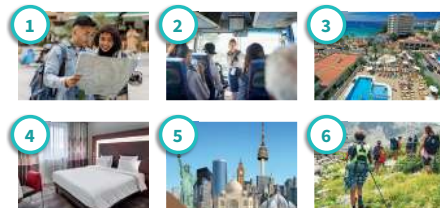
**Starter**

**Welcome!**

**Vocabulary**  
**Travel**

1 **S.01** Match the words in the box with the photos. Listen, check and repeat.

- |                       |               |
|-----------------------|---------------|
| 4 accommodation       | 6 backpacking |
| 3 holiday resort      | 1 sightseeing |
| 5 tourist attractions | 2 trip        |



2 **S.02** Complete the comments with the words in Exercise 1. Listen and check.

Where did you go on holiday this summer?

London. It's a great city for <sup>1</sup>*sightseeing* because there are so many <sup>2</sup>*tourist attractions*. My favourite was Big Ben.

To a <sup>3</sup>*holiday resort* in Greece. The <sup>4</sup> \_\_\_\_\_ was amazing – a beautiful hotel right next to the beach.

I went <sup>5</sup>*backpacking* in Mexico this summer – just me, my bag and a paper map. It was the best <sup>6</sup>*trip* of my life.

accommodation

**Learn to learn**

**Personalising vocabulary**  
 Writing sentences helps you to remember words.

4 Starter Unit

**Use it!**

3 Write true sentences about your holidays with the words in Exercise 1.

\_\_\_\_\_

\_\_\_\_\_

**Music and theatre**

4 **S.03** Match the nouns in the box with the definitions. Listen, check and repeat.

audience lines part rehearsal scene show

- When people practise a play *rehearsal* \_\_\_\_\_
- live performance in a theatre *show* \_\_\_\_\_
- the words actors say *lines* \_\_\_\_\_
- a character in a play *part* \_\_\_\_\_
- the people who watch *audience* \_\_\_\_\_
- a part of a play *scene* \_\_\_\_\_

**Use it!**

5 Complete the questions with words in Exercise 4. Discuss the questions.

- Have you ever been in a *show* \_\_\_\_\_ at school? What *part* \_\_\_\_\_ did you play? How did you learn your *lines* \_\_\_\_\_? Did you have any *rehearsals* \_\_\_\_\_ before the show?
- How is the *audience* \_\_\_\_\_ at the theatre and cinema different to one at a concert?
- If you were in a film, would you like to appear all the way through the film, or be in one big, important *scene* \_\_\_\_\_?

**Explore it!**

Guess the correct answer.

What films do these lines come from?

- 'To infinity and beyond!' *Toy Story*
- 'Just keep swimming.' *Finding Nemo*

Write other famous lines from English films. Can your partner guess the film?

**Explore it!**

If appropriate, allow students to use their smartphones to look up films and other famous lines.

**Homework**

Workbook p4, Exercises 1–3

Audioscript p121

**Target vocabulary**

audience /'ɔ:diəns/	rehearsal /rə'hɜ:səl/
lines /laɪnz/	scene /si:n/
part /pɑ:t/	show /ʃəʊ/

5 Give students two minutes to complete the questions. Encourage them to ask follow-up questions to develop their conversations.

**Vocabulary bank**

## Lesson aim: I can understand an interview in a magazine.

### Warmer

Ask students if they ever read interviews on websites or in magazines. If yes, ask: *Who have you read about recently? Was it interesting? Why / Why not?*

### Background information

In the UK, in the long summer holidays, young people can attend workshops (which are sometimes called camps) for a week or more, where they can concentrate on their interests (e.g. drama, sports, science, music, etc.).



Now that we're back to school, everybody's talking about what they did in the summer. Some of you probably stayed in a holiday resort or went sightseeing with your family, and most of you probably spent time at the pool with friends. But not Joshua Wills. His summer was very different. Let's find out why.

**Joshua, you didn't have a normal summer holiday this year, did you? What did you do?**

No, I didn't. I took part in a theatre camp for teenagers. Our teachers were real actors from the theatre and TV. They taught us all about acting – you know, how to develop a character, how to project your voice and use your body. It was lots of fun.

### Did you put on a show?

We put on a musical about a detective. I played the part of the detective's assistant. We had one rehearsal every day for a week, and then three performances. Lots of my friends and family came.

### How did it go?

It was great, but on the first night, in the final scene, I forgot my lines. Everything was going really well and then suddenly I couldn't remember anything! Everyone in the audience was looking at me, thinking, 'What's wrong? He's not speaking. He's not even moving!'

### Were you panicking?

I wasn't panicking. I was just frozen! But in the end I remembered the lines and it was all OK.

### Do you want to do more theatre?

Definitely! I don't want to stop. In fact, I'm writing a play. It's more difficult than I expected, but I'm really enjoying it. I want to put it on at school.

### Are you looking for any actors?

Of course! Why? Do you want to join us?

**Maybe! It sounds like fun!**



**1** **S.04** Elicit answers from the class as a whole. You could write students' ideas on the board.

**2** Challenge students to find the answers quickly by setting a one-minute time limit.

**3** Challenge students to think of what the words could be before they look for the words in the article.

**4** Read out the two questions. Give students a minute to think through their answers before discussing them in pairs.

### Extend it!

Students design their own summer camp. They give their camp a name, come up with a theme for it (e.g. sport, music, theatre) and design a short programme of activities. Students present their idea to the class, which then votes for the best ones.

## Reading

### An interview in a school magazine

**1** **S.04** Look at the photo. What do you think the boy is doing? Read the interview and check your answer.

**2** Read the interview again and answer the questions.

- Why was Joshua's summer holiday unusual?  
**He took part in a theatre camp.**
- What did the theatre camp participants learn?  
**Acting, how to develop a character, how to project your voice, how to use your body.**
- How often did the group practise their play?  
**Seven times (once a day for a week).**
- What problem did Joshua have?  
**He forgot his lines.**
- How did the audience react to the problem?  
**They looked at him, wondering why he wasn't speaking or moving.**
- Why is Joshua looking for actors now?  
**He's writing a play.**

**3** Find words in the interview that mean:

- speak loudly and clearly (phrase) **project your voice**
- somebody who helps someone do their job (n) **assistant**
- unable to move (adj) **frozen**
- 100% yes! (adv) **definitely**

### Voice it!

**4** Discuss the questions.

- Joshua's teachers were real actors. What is good about this?
- Have you ever acted or spoken in front of a big group of people? How was it?

Starter Unit 5

### Flipped class

Ask students to watch **Video S.1** and do the **Video worksheet** in the *Teacher's Resource Bank*.

### Homework

Workbook p4, Exercises 4–5

**Lesson aim:** I can use the present and past simple and continuous.

**Warmer**

▶ Play **Video S.1** if it was not set for homework and elicit that the speaker studied every day, and now he's playing basketball on the school team.

**1** Draw students' attention to the table. After students complete the exercise, check the answers as a class. Elicit the general difference between the present simple and continuous (actions we do regularly versus actions happening now). Then elicit the difference between the past simple and continuous (a completed action at a specific time in the past versus an action in progress in the past). Elicit that we can also use the present simple for things which are generally true and that we do not usually use the present continuous with verbs of feeling (e.g. *love, hate*) and senses (e.g. *sound, smell*).

**2** **s.05** ★ Tell students to look for words and phrases which help them decide the correct form of the verb, e.g. *didn't, last week, right now*.

Audioscript p121

**3** ★ Tell students to use the context to decide the correct form of the verb. For example, for gap 2, we know a past form is needed because the previous sentence begins with *Yesterday ...*

**▶ Grammar tutor**  
 Ask students to complete additional grammar activities on the Grammar tutor page 124.

**Language in action**  
 Present and past simple and continuous



**Watch video S.1**  
 What did he do every day?  
 What's he doing now?

	Present simple	Present continuous	Past simple	Past continuous
+	Your teacher <b>asks</b> you to write an essay.	I <b>'m playing</b> on the school team now.	I <b>played</b> every day.	My friend Matt <b>was teaching</b> kayaking.
-	I <b>can't</b> remember.	I <b>'m not doing</b> that now, though.	I <b>didn't go</b> on an exciting trip.	I <b>wasn't leading</b> the kayak tours.
?	<b>Does this happen</b> to you?	<b>Is he teaching</b> kayaking?	What <b>did you do</b> last summer?	<b>Was he working</b> on his vlog?

**1** Look at the table. Complete the sentences (1–4) with the correct tenses. Then match the uses with the examples (a–d).

**1** We use the **present simple** to talk about facts, habits and routines. **b. present continuous**

**2** We use the \_\_\_\_\_ to talk about actions

**past simple** in progress at the time of speaking. **a**

**3** We use the \_\_\_\_\_ to talk about actions completed in the past. **d**

**4** We use the \_\_\_\_\_ to talk about continuous actions at a moment in the past. **c**

**past continuous**

**a** It's raining outside, so I'm doing my homework now.

**b** My alarm goes off at 6.30 every morning.

**c** Paulo and Raul were rehearsing last night.

**d** Marta didn't go to school yesterday.

**s.05** **2** Complete the sentences with the correct form of the verbs in brackets. Listen and check.

**1** Mike **goes** (go) sightseeing every year.

**2** Amalia **didn't learn** (not learn) her lines until the night before the first show.

**3** A Where's Harry? B He **'s reading** (read) in his room.

**4** You didn't like the play, did you, Emir? You **were sleeping** (sleep) during it! **weren't staying**

**5** I'm so happy we \_\_\_\_\_ (not stay) in that holiday resort last week when the terrible storm came.

**6** Ana's not at the rehearsal because she **'s not feeling** (not feel) well right now.

**3** Complete Esma's blog with the correct form of the verbs in the box.

begin do get up go have not finish  
 not forget practise start think

Hi, everyone. Yesterday we **'had** our last rehearsal for the musical. I **2** **practising** until 11 pm, and when I **3** **were** to bed, some of the others **4** **still**. The first show **starts** at 7.30 tonight. I didn't feel nervous when I **6** **got up** this morning, but I **7** **to feel nervous** now – I hope I **8** **my lines**. But I **9** **it's** going to be a great night. **10** **Are you doing** anything this weekend?

**▶ Grammar tutor p124**

**Use it!**

**4** Write the questions. Then ask and answer.

**1** what / you / do / at nine o'clock last night  
**What were you doing at nine o'clock last night?**

**2** what time / you / get up / today  
**What time did you get up today?**

**3** speak English to anyone / last week  
**Did you speak English to anyone last week?**

**4** what / you / wear / at the moment  
**What are you wearing at the moment?**

**What were you doing at nine o'clock last night?**

**I was watching some videos online.**

6 Starter Unit

**4** Ask some students to tell the class what their partner said in response to the questions.

**Grammar game**

Put students into small groups. Write gapped questions (using the grammar structures from the lesson) on the board, e.g. *Where \_\_\_ you go yesterday?* The first group to complete each question and come up with a grammatically correct answer wins a point.

**Homework**

Workbook p5, Exercises 1–3

**Lesson aim:** I can talk about different ways of communicating.

1 **s.06** Ask students to describe what actions they can see in the emoticons before looking at the words in the box.

Audioscript p121

**Target vocabulary**

- describe /dɪ'skraɪb/
- greet /gri:t/
- post /pəʊst/
- shake hands /ʃeɪk hændz/
- shout /ʃaʊt/
- smile /smaɪl/
- translate /trænz'leɪt/
- wave /weɪv/
- whisper /wɪspə/

2 **s.07** ★ Before playing the recording, elicit definitions for each pair of communication words.

Audioscript p121

3 Students can work in pairs to complete the table.

**Vocabulary bank**

**Learn to learn**

Drill the pronunciation of *gesture* /'dʒestʃə/. Check understanding (a gesture is a movement of the body to show the meaning of something).

4 Elicit how students defined the words in the box or the gestures they used.

5 Give students a minute to prepare for this activity.

**Vocabulary**  
**Ways of communicating**

1 **s.06** Match the verbs in the box with the emoticons 1–9. Listen, check and repeat.

- |               |         |           |
|---------------|---------|-----------|
| 9 describe    | 7 greet | 8 post    |
| 1 shake hands | 5 shout | 4 smile   |
| 6 translate   | 3 wave  | 2 whisper |



2 **s.07** Listen to the dialogues and circle the correct words in Exercise 1.

- 1 whisper / shake hands
- 2 translate / smile
- 3 post / shout
- 4 greet / translate
- 5 wave / describe



3 Do we express the verbs in Exercise 1 with actions or words? Complete the table.

Actions	Words
shake hands post smile wave	describe greet shout translate whisper

**Learn to learn**

Describing words you don't know with other words or a gesture

When you don't know a word, use words you do know to describe it or use gestures to express what you mean.

4 Express or explain the words in the box with other words or gestures.

- accommodation cry dance film  
 frozen sing stand up tourist attraction

It's a place where you can stay.

Accommodation?



**Use it!**

5 Use gestures or tell your partner *I do this when ...* Can they guess the verb?

I do this when I ...

You wave!

Starter Unit 7

**Homework**

Workbook p5 Exercises 4–6, p6  
 Exercises 1–4

**Lesson aim:** I can talk about different ways of communicating.

1 Point out the words in the box to students. Students circle the correct words to complete the sentences.

**Learn to learn**

2 After students complete the exercise, ask volunteers to share one of their sentences with the class.

3 **S.08** Before students listen to Mateo, ask them to say which tips they think are best and why.

Audioscript p121

4 **S.08** Elicit the type of word needed to complete each gap (e.g. a verb). Then ask students if they can remember any of the words which fill the gaps. Play the audio again for students to check.

5 **★★★★** Encourage students to think of other tips to help someone learn English, e.g. read books and articles in English.

**Flipped class**

► Ask students to watch **Video S.2** and do the **Video worksheet S.2**.

**Vocabulary and listening**



**Ways of communicating**

- |          |             |           |
|----------|-------------|-----------|
| describe | shake hands | translate |
| greet    | shout       | wave      |
| post     | smile       | whisper   |

1 Circle the correct words.

- At the beginning of the trip, we were *posted* / *greeted* / *waved* by our tour guide.
- I think he enjoyed the show because he was *shouting* / *waving* / *smiling*.
- Alfonso will *describe* / *translate* / *whisper* all the tourist attractions we are going to see.
- She plays the part of an angry teacher who *shouts* / *posts* / *smiles* at her students a lot.
- In the first scene, two actors meet and *translate* / *shake hands* / *describe*.

**Learn to learn**

**Personalising vocabulary**

Writing personalised sentences helps you to learn new words.

2 Choose four verbs from the list above and write sentences that are true for you. Then tell your partner.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*Our teacher greets us every morning.*

**A talk**

3 **S.08** Listen to Mateo and tick (✓) the tips that helped him learn English.

- Describe a word with other words
- Do a language course
- Don't worry about making mistakes
- Listen to music
- Talk as much as possible
- Translate words and make them sound English
- Watch TV

4 **S.08** Listen again and complete each sentence with one word.

- Mateo is studying **translating** at university.
- He didn't understand the family at first because they **spoke** so fast.
- When he doesn't know a word, he describes it, **translates** it or makes a word in English similar to the Spanish word.
- Lots of things were different for him, but he liked the **people** best.

**Voice it!**

5 Discuss the questions.

- Which of Mateo's tips do you use?
- Which tips would you like to try?

## Lesson aim: I can use the present perfect and past simple.

### Warmer

▶ Play **Video S.2** and elicit that the girl went to a summer camp in Spain to learn Spanish last summer and that she has never studied Turkish.

**1** Draw students' attention to the table. After students complete the exercise, check the answers as a class. Elicit the difference between the present perfect (used for experiences and actions which began in the past and continue to the present) and the past simple (used for finished actions at a definite time in the past).

**2** ★★★ Challenge students to explain their choice of verb form in each case. Students can then practise reading the conversation in pairs.

**3** Ask students to read the gapped text through once before they choose the options. Ask: *Where did the writer work last summer?* (in a Mexican restaurant.) *What has the writer done since then?* (They have been to Spanish classes.)

### Get it right!

Explain that *since* does not go with the present simple because it refers to a time or situation which began in the past.

**4** ★ Encourage students to use the examples in the table and the sentences in Exercise 1 to help them choose the correct option.

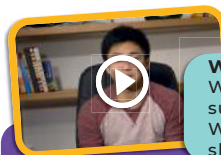
### Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 124.

**5** Encourage students to ask follow-up questions using the past simple.

### Language in action

#### Present perfect and past simple



**Watch video S.2**  
 Where did she go last summer?  
 Which language has she never studied?

	Present perfect	Past simple
+	I've studied Spanish for a few years.	I met two girls at the camp from Türkiye.
-	I haven't stopped talking with my hands since I got back. I've never studied Turkish.	English wasn't their native language.
?	Have you ever been to Spain?	How was your summer?

**1** Look at the table and complete the sentences.  
 We can use <sup>1</sup>for, <sup>2</sup>since, <sup>3</sup>ever and <sup>4</sup>never with the present <sup>5</sup>perfect. We use it for things that happened in the past in an unfinished time period, or when the exact time is not important.  
 We use the **past simple** for things that happened in a finished time period, e.g. last summer.

**2** Circle the correct words.

**Bernard** My cousin Alexia <sup>1</sup>has lived / lived in Bogota for two years. She loves it!  
**Laurie** Oh, she's so lucky. I <sup>2</sup>ve never visited / visited Colombia, but I want to go there one day.  
**Bernard** Yes, she <sup>3</sup>lived / has lived there since she <sup>4</sup>started / has started university.  
**Laurie** <sup>5</sup>Have you ever visited / Did you visit her?  
**Bernard** No <sup>6</sup>I didn't visit / haven't visited her yet. But my uncle <sup>7</sup>has been / went last June.

**3** Complete the text with the past simple or present perfect.

I <sup>1</sup>have never been (be) to Mexico, but last summer I <sup>2</sup>got (get) a job in a Mexican restaurant. I <sup>3</sup>ve met (meet) loads of people since I <sup>4</sup>started (start) working there and I <sup>5</sup>ve made (make) friends. At first they <sup>6</sup>spoke (speak) to me in Spanish, but I <sup>7</sup>didn't understand (not understand). Since then I <sup>8</sup>ve been (go) to Spanish classes and I <sup>9</sup>ve learned (learn) lots. Our teacher <sup>10</sup>has taught (teach) us how to describe things when we don't know the exact word.

### Get it right!

We don't use the present simple with *since*.  
 We've been here since Tuesday. ✓  
 We are here since Tuesday. ✗

**4** Circle the correct options.

- Have you (ever) / since been camping?
- We haven't heard from Maria (since) / ever she arrived in Caracas.
- Adem has (never) / ever flown before. He's quite excited.
- Isabelle has lived in Madrid (since) / (for) six years. Her Spanish is great.
- Have you (ever) / since used your English on holiday?
- My German has really improved (for) / (since) I started using this language learning app.

▶ Grammar tutor p124

### Use it!

**5** Discuss the questions.

- How many cities in your country have you visited?
- How long have you known your best friend?
- Have you ever been to a concert?

I've been to three cities. I went to the capital last month, but there are some cities I've never been to.

Starter Unit 9

### Grammar game

Students write five experiences they think their partner has never had, e.g. *You've never been to New York. You've never ridden a horse.* In pairs, students show each other their ideas. The student with the most correct guesses wins.

### Homework

Workbook p6, Exercises 5–7

**Unit 1**  
**Trendsetters**

**Lesson aim:** I can give my opinions about fashion.

**Warmer**

Write *trendsetters* on the board. Elicit its meaning (a trendsetter is someone who makes something fashionable, e.g. an item of clothing, new technology, an idea). Ask students if they can name any young trendsetters.

**Start it!**

**Extra digital activity**

Ask students to complete the quiz to introduce them to the unit topic. Don't forget to check their progress at the end of the unit with the quiz on the Review page.

**1** Discuss this question with the class as a whole. Write key words and phrases on the board (e.g. *cool, colourful, casual, informal, teenagers*) as necessary.

**2 & 3** ▶ Play **Video 1.1** and allow students to check their answers.

**4** Encourage students to compare their opinions in groups. Do students share a taste in fashion? Do they like and dislike the same styles?

**Extra digital activity**

Ask students to complete the video comprehension questions.

**Flipped class**

In preparation for **Explore it!** (p11), students find out about a well-known clothes designer whose designs they like.

# 1

## Trendsetters

**Learning outcomes**

**I can ...**

- understand texts about fashion and sustainability
- give my opinion politely
- comment on a blog post
- understand how to use the present perfect simple and continuous, and modifiers
- talk about and describe clothes and shoes
- categorise adjectives, record new verbs, use spidergrams for associated words.

Young people dressed to show their personalities  
 Colourful clothes  
 Daring patterns  
 Women started wearing trousers and men's styles

**Start it!**

- 1 Look at the photo. Do you like the clothes that the people are wearing? Why / Why not?
- 2 Before you watch, what does fashion mean to you?
- 3 Name three ways fashion changed in the 1960s. Watch and check.
- 4 What is your favourite fashion style?

**Watch video 1.1**

Language in action 1.2

p13

Language in action 1.3

p15

Everyday English 1.4

p16

Globetrotters 1.5

p18

10 Trendsetters | Unit 1

**Unit aims**

**Skills**

**I can ...**

- understand a text about fashion and sustainability p12
- give my opinion politely p16
- write a blog comment p17
- understand a text about traditional Scottish dress p18

**Language**

**I can ...**

- describe clothes and shoes p11
- understand how to use the present perfect simple and continuous p13
- use verbs related to clothes and shoes p14
- understand how to use modifiers p15

**Learn to learn**

**I can ...**

- put adjectives into categories p11
- record new verbs p14
- use spidergrams p19
- write different kinds of example sentences p20

**Extra resources**

- Grammar tutor, Student's Book p125
- Workbook pp8–15 and Writing tutor p80

**Teacher's Resource Bank**

**Worksheets:**

- Grammar 1.1 and 1.2 (3 levels)
- Vocabulary 1.1 and 1.2 (3 levels)
- Video 1.1–1.5
- Communication
- Culture project
- Finished? pages
- Vocabulary bank pages
- Course-specific tests package
- Cambridge English Qualifications practice
- Speaking and Writing frames (2 levels)
- Project Book pp22–25

**Lesson aim:** I can describe clothes and shoes.

**Warmer**

Ask: *Do you like the clothes in the photos on page 11? Why? Why not?* Students can discuss these questions in pairs.

- 1.01 Ask students, in pairs, to take turns saying an adjective and writing it down, to practise pronunciation and spelling.

Audioscript p122

**Target vocabulary**

- baggy trousers /'bægi 'traʊzəz/
- checked shirt /tʃektʃɜ:t/
- denim skirt /'denɪm skɜ:t/
- flat shoes /flæt ʃu:z/
- flowery dress /'flaʊəri dres/
- high-heeled boots /haɪ'hɪəld bu:ts/
- long-sleeved dress /lɒŋsli:v dres/
- plain cotton T-shirt /pleɪn 'kɒtən 'ti:ʃɜ:t/
- spotted shoes /'spɒtɪd ʃu:z/
- striped T-shirt /straɪpt 'ti:ʃɜ:t/
- tight jeans /taɪt dʒi:nz/

- 1.02 ★ Point out that both speakers mention items of clothing that they don't end up buying. Students should only note down the items the speakers decide to buy.

Audioscript p122

**Vocabulary bank**

**Learn to learn**

Explain that while we hardly ever put three or more adjectives together we often put two together. Point out that in English, it sounds odd if we say *The cotton plain T-shirt* rather than *The plain cotton T-shirt*.

**Vocabulary**  
 Describing clothes and shoes



- 1.01 Match the adjectives in **bold** with the numbers in the photos. Listen, check and repeat.

- |                             |                               |
|-----------------------------|-------------------------------|
| <b>9</b> baggy trousers     | <b>5</b> checked shirt        |
| <b>3</b> denim skirt        | <b>10</b> flat shoes          |
| <b>6</b> flowery dress      | <b>8</b> high-heeled boots    |
| <b>7</b> long-sleeved dress | <b>2</b> plain cotton T-shirt |
| <b>11</b> spotted shoes     | <b>4</b> striped T-shirt      |
| <b>1</b> tight jeans        |                               |

- 1.02 Juan and Rosa are shopping for clothes for a school party. Listen to the conversation. Which things in Exercise 1 do they buy?

**checked shirt, baggy trousers, long-sleeved dress, flat shoes**

**Learn to learn**

**Categorising**

When we use lots of adjectives to describe one thing, we use this order: shape, colour, pattern, material.

- 3 Complete the table with the adjectives in Exercise 1.

Shape	Pattern	Material
baggy, flat, high-heeled, long-sleeved, tight	checked, flowery, plain, spotted, striped	cotton, denim

- 4 Write three sentences describing the clothes in Exercise 1. Use at least two adjectives in each sentence.

*She's wearing a green cotton T-shirt.*

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

- 5 Read your sentences in Exercise 4. Can your partner guess which photo you are describing?

**Use it!**

- 6 Discuss the questions.

- 1 Which clothes in Exercise 1 do you have?
- 2 Can you describe the clothes you are wearing?
- 3 Which shapes, patterns and materials do you usually wear? Which do you never wear?

**Explore it!**

Guess the correct answer.

Some celebrities wear special 'anti-paparazzi' scarves. What do you think these scarves do?

- a make their faces more beautiful
- b make the photos go black
- c make the celebrities look ugly

Find out about a clothes designer. Write a question for your partner to answer.

- 3 Ask students to compare tables with a partner.
- 4 Give students two minutes to write their sentences.
- 5 ★★ Ask students to describe clothes people are wearing in the class. Their partner guesses who is being described.
- 6 Give students three minutes to discuss the questions.

**Explore it!**

Students use the facts they researched about designers.

**Homework**

Workbook p8

**Lesson aim:** I can understand a text about fashion and sustainability.

**Background information**

Thrifting is a word to describe shopping for second-hand items at charity shops, flea markets or boot sales. 'Thrift' means the careful use of money; someone who spends wisely is 'thrifty'. Thrifting reduces waste, helps the environment and allows people to shop without spending a lot of money. Second-hand items are often better quality and last longer.

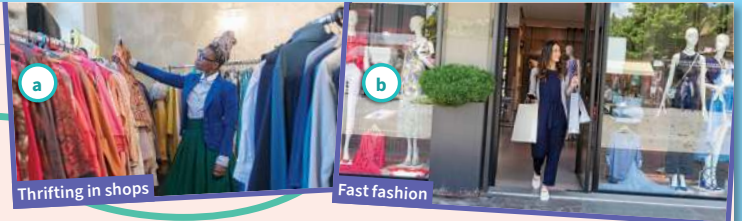
**Warmer**

Ask students if they have ever sold or bought second-hand clothes online. Encourage them to share their experience. Ask: *Was it a positive experience? Would you do it again?* Elicit students' ideas.

**Sustainability: Responsible consumption and production**

Second-hand shopping for clothes is not a new or simply 'fashionable' idea, but more young people than ever before are now interested in both vintage fashion and looking after the environment. Sustainable Development Goal 12 is to ensure sustainable consumption and production patterns. Sustainable fashion asks people to consider how they shop for clothing so they create the least impact on our planet. Ask students: *Why do they think second-hand shopping might be a good idea?*

There are activity cards related to Sustainability in the Teacher's Resource Bank.



- Hi there! Regular readers will know I've been trying to reduce my carbon footprint. Travel, cooking, holidays – I want to do them all in a greener way! But what about clothes? This week I bought a denim skirt from a well-known high-street chain. It's lovely, but did I really need it? Maybe not. Since then, I've been looking into ways to dress well without feeling guilty.
  - We've all known for years that fast fashion is an environmental disaster. The big fashion chains have been selling us cheap clothes, but they haven't been thinking about the planet. They just want us to keep buying. One day flowery shirts are the latest trend. The next day it's spotted ones. I've read that one online retailer lists 6,000 new styles on its website every day!
  - But there are alternatives, such as thrifting. My friend Claudio buys all his clothes from thrift shops and he always looks fashionable. He likes to mix retro styles from the 1990s with more modern clothes. And he's found some great bargains. For instance, the baggy jeans he was wearing yesterday were made by a famous designer, but he got them second-hand for almost nothing!
  - My friend Aida loves thrifting too, and she makes money from it! She's been selling second-hand clothes online for six months. She's already made enough money to buy herself an electric piano (second-hand, of course!). She even made a few sales using an app on her phone while we were chatting!
  - Experts say that the second-hand clothes business will soon be worth \$300 billion. But the more popular thrifting gets, the more expensive second-hand clothes become. Then, people on low incomes can't afford to go thrifting anymore. So they have to go back to fast fashion!
- Have you ever bought second-hand clothes? Have you been thinking about it? Post your thoughts!
- Alev



**Reading**  
 A blog post

- Read the blog post. Put the topics below in the order that they are mentioned in the text.  
 A recent shopping experience **1**  
 A stylish shopper **3**  
 The economics of thrifting **5**  
 The problems with fast fashion **2**  
 An entrepreneur **4**
- Find words in the blog that mean:
  - a group of shops owned by the same company (paragraph 1) **chain**
  - a business that sells products on the Internet (paragraph 2) **online retailer**
  - items that are a low price and good value (paragraph 3) **bargains**
  - owned or used before (paragraph 4) **second-hand**
  - the money that you earn (paragraph 5) **income**
- Read the sentences and write *T* (true), *F* (false) or *DS* (doesn't say).
  - Alev's blog is all about new fashion trends. **F**
  - Alev's skirt was cheap. **DS**
  - Alev doesn't agree with fast fashion. **T**
  - Claudio never buys brand-new clothes. **T**
  - Aida uses a computer to sell her clothes. **DS**
  - Alev thinks everyone can afford second-hand clothes. **F**

**Voice it!**

- Discuss the questions.
  - Do you think buying second-hand clothes is a good idea? Why / Why not?
  - What other things do people buy second-hand?
  - How does shopping damage the environment? Do you think thrifting helps?

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- Read out the four topics. Ask students to read the text and number the topics in the order they are mentioned.
- Before students look for the words in the text, read out the definitions and ask students if they can guess what words are being defined.
- Elicit correct answers for any sentences that students mark *false*.
- Give students time to think and make notes before they discuss the questions.

**Extend it!**

In groups, students think about other items that can be sold second-hand and make a list. Groups present their ideas to the class.

**Flipped class**

Ask students to watch **Video 1.2** and do the **Video worksheet 1.2**.

**Homework**

Workbook p9

## Lesson aim: I can use the present perfect simple and continuous.

### Warmer

▶ Play **Video 1.2**. Elicit that Tara's been knitting for a few years and that no one has bought Patrick's shoes yet.

**1** Draw attention to the table. Once students have completed the rules, ask: *What have you done today?* and *What have you been doing in the last ten minutes?* Elicit answers.

**2** Ask students to make use of the irregular verb list on SB p134 when doing the activities on this page.

**3** **1.04** ★ Tell students to first read through the gapped text to get an idea of its content, then to choose the correct verb for each gap.

Audioscript p122

**5** **1.05** Ask students to compare their answers in pairs, discussing any differences, before playing the audio to check.

Audioscript p122

### ▶ Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 125.

**5 & 6** Before students start speaking, check the completed questions in Exercise 5. Give students a few minutes to discuss the questions in pairs.

### Language in action

#### Present perfect simple and present perfect continuous



**Watch video 1.2**  
 How long has Tara been knitting?  
 How many people have bought Patrick's shoes?

	Present perfect simple	Present perfect continuous
+	She <b>has knitted</b> over twenty scarves.	She's <b>been knitting</b> for three hours.
-	People <b>haven't bought</b> any of his shoes yet.	He <b>hasn't been designing</b> for long.
?	<b>Have</b> you ever <b>read</b> the newspaper?	How long <b>have</b> you <b>been knitting</b> ?

**1** Look at the table. Complete the rules with *simple* or *continuous*.

- We use the present perfect **simple** to focus on the result of an activity.
- We use the present perfect **continuous** to focus on how long the activity is.

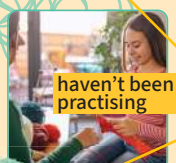
**2** Put the words in the correct order to make sentences. Then decide if the examples are present perfect simple (S) or present perfect continuous (C).

- lots of / I've / blog posts / written  
*I've written lots of blog posts.* **S**
- since / a fashion blog / writing / She's been / January  
*She's been writing a fashion blog since January.* **C**
- made / Have you / your own clothes / ever / ?  
*Have you ever made your own clothes?* **S**
- been / He's / two years / designing / for / clothes  
*He's been designing clothes for two years.* **C**

**3** **1.04** Complete the text with the present perfect continuous form of the verbs in the box. Listen and check.

help make not practise try watch work

**'ve been watching**



Recently I **'ve been trying** to learn how to knit. It's really difficult! I **haven't been practising** lots of videos online, but I **'ve been making** a scarf for a few days now, but it's full of holes and looks awful. My mum **'s been helping** me too, but she **'s been working** and hasn't really got much free time.

**4** **1.05** Complete the sentences with the present perfect simple or continuous form of the verbs in brackets. Listen, check and repeat.

- How long **has he been designing** clothes? (design)
- Have** you ever **learned** to knit? (learn)
- She **has** never **worn** high-heeled shoes. (wear) **'ve been walking**
- I **'ve been walking** in these shoes all morning and my feet really hurt! (walk)

Grammar tutor p125

### Use it!

**5** Imagine you are a fashion designer. Make questions with the present perfect simple or continuous. Then think of your answers.

- What / designed?  
**What have you designed?**
- Who / worn your designs?  
**Who has worn your designs?**
- How long / designing clothes?  
**How long have you been designing clothes?**

**6** Ask and answer the questions. Which designer makes the most interesting clothes? Why?

*I've designed a coat which changes colour when it gets wet!*

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### Grammar game

In pairs, students take it in turns to say something, e.g. *I can't find my keys.* / *My hair is wet.* Their partner guesses the reason, e.g. *Has someone stolen them?* / *Have you been walking in the rain?* Students get a point for a correct guess.

### Homework

Workbook p10