

Unit 5

What's your style? Lesson aim: I can talk about clothes and accessories.

Warmer

Show students a few pictures of famous people. Elicit relevant clothing vocabulary. Students discuss what they are wearing and if they like their style.

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 In pairs, students discuss which clothes in the picture they like.
- 2 Give students two minutes to write a list of people who wear uniforms, using a dictionary if necessary.

▶ 3 & 4 After playing Video 5.1, give students two minutes of thinking time before they discuss question 4.

Extra digital activity

Ask students to complete the video comprehension questions.

Class challenge

In Indonesia at the end of the school year, students give their uniforms to younger students / throw away their uniforms / **decorate each other's uniforms with paint.**

Flipped class

Prepare for **Explore it!** (p59). Students research an interesting fact about clothes.

Unit aims

Skills

I can ...

- understand texts about fashion and a Hindu wedding p60, pp66–67
- buy clothes and accessories p64
- write a description of a photo p65

5

What's your style?

Learning outcomes

I can ...

- understand texts about fashion and a Hindu wedding
- buy clothes and accessories
- write a description of a photo
- understand how to use present tenses
- talk about clothes and accessories
- make a picture dictionary and practise vocabulary by making connections.



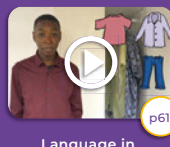
Start it!

- 1 What is your style? Look at the photo. What do you like wearing?
- 2 Before you watch, which people wear uniforms?
- 3 Have all schools got uniforms? Watch and check.
- 4 Do you think uniforms are a good idea?

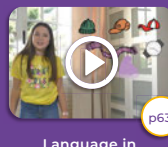
No, not all schools have got uniforms.



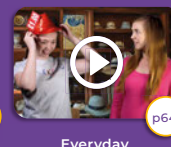
Watch video 5.1



Language in action 5.2



Language in action 5.3



Everyday English 5.4



Globetrotters 5.5

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Language

I can ...

- understand how to use present tenses p61, p63
- talk about clothes and accessories p59, p62

Learn to learn

I can ...

- make a picture dictionary p59
- listen for the general idea p62
- make connections p67
- guess the meaning of words p68

Extra resources

- Grammar tutor, Student's Book p129
- Workbook pp40–47 and Writing tutor p83

Teacher's Resource Bank

Worksheets:

- Grammar 5.1 and 5.2 (3 levels)
- Vocabulary 5.1 and 5.2 (3 levels)
- Video 5.1–5.5
- Communication
- Culture project
- Finished? pages
- Vocabulary bank pages
- Course-specific tests package
- Cambridge Exams practice
- Speaking and Writing frames (2 levels)
- Project Book pp38–41

Warmer

Put students into teams. Ask them to choose one team member and write a list of everything he/she is wearing, using a dictionary if necessary. The first team to finish wins.

- 1 5.01 ★★ Ask students to cover the words and to guess the items in the pictures.

Audioscript p128

Target vocabulary

- boots /bu:ts/
- cap /kæp/
- flip-flops /flɪp flɒps/
- hoodie /'hʊdi/
- jacket /'dʒækɪt/
- jeans /dʒi:nz/
- joggers /'dʒɒgəz/
- shirt /ʃɜ:t/
- shorts /ʃɔ:ts/
- skirt /skɜ:t/
- T-shirt /'ti:ʃɜ:t/
- trainers /'treɪnəz/

- 2 Students mingle and ask as many other students as possible. Encourage them to describe the look they prefer. Ask: *Which looks don't you like?*
- 3 Alternatively, play a whole-class game. Read the first group of words. The first team to shout out the odd one out wins a point.

Vocabulary bank

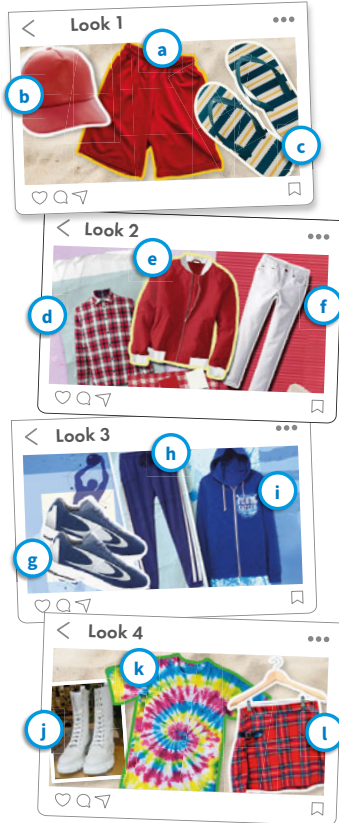
Learn to learn

At this level, students should be able to take effective notes in class and from homework reading. This can include pictures as well as words.

Vocabulary Clothes

- 1 5.01 Match the words in the box with the pictures. Listen, check and repeat.

j boots	b cap
i hoodie	e jacket
f jeans	h joggers
c flip-flops	g trainers
k T-shirt	l skirt
d shirt	a shorts



- 2 Which look do you prefer? Why? Compare with a partner.

- 3 Circle the odd one out.
 - 1 skirt / jeans / joggers / shorts
 - 2 flip-flops / trainers / shirt / boots
 - 3 shorts / jacket / hoodie
 - 4 shirt / hoodie / jeans / T-shirt
 - 5 jacket / cap / shirt / hoodie

- 1 The others are for your legs.
- 2 You wear the others on your feet.
- 3 The others are types of jacket.
- 4 You wear the others above your waist / on your top half.
- 5 It's the only one that you wear on your head.

Learn to learn

Making a picture dictionary

Drawing and labelling pictures helps you remember new words.

- 4 Make a picture dictionary for the clothes in Exercise 1. Compare with a partner.



- 5 Add more pictures to your dictionary. Cover the labels and show the pictures to a partner. Can they guess the words?

Use it!

- 6 Discuss the questions.
 - 1 What do you wear to school / at the weekend?
 - 2 What is your favourite outfit? Why?

Explore it!

Guess the correct answer.

Flip-flops have a lot of different names around the world. What do people in New Zealand call them?

- a slops **b jandals** c chinelos

What do you call them? Find an interesting clothes fact. Write a question for your partner to answer.

- 4 & 5 Encourage students to write the vocabulary far from the picture so that they can fold the paper to cover the vocabulary and test themselves at home.

- 6 Write the following prompts on the board before the discussion: *This outfit makes me feel ... comfortable, relaxed, pretty, sporty, free, cool.*

Explore it!

Students write a question using the interesting fact they researched for homework.

Homework

Workbook p40

Lesson aim: I can understand texts about fashion.

Warmer

Ask students why people like to write online diaries. Ask if anyone in the class has an online diary.

- 1 ★★★ Put students into A/B pairs. Student A describes the pictures and Student B, book closed, draws them. Students then compare the drawings with the pictures and check together any necessary vocabulary.
- 2 5.02 Give students one minute to scan the text for the name of a nationality. Elicit that the people are from Japan.
- 3 Put students into A/B pairs. Student A looks for the answers to 1–3, and Student B for 4–6. At the end, they share answers and show each other where the answers are in the text.
- 4 After feedback, students work in groups. Students take turns to think of a teacher and describe what he/she usually wears, using the adjectives they found. The first student to guess the teacher wins.
- 5 Allow students two minutes of silent thinking time where they can make notes and use a dictionary if necessary, before speaking.

Reading An online diary

- 1 Look at the photos and describe the clothes you see. Where do you think the people are from?
- 2 5.02 Read the online diary and check your answer to Exercise 1.
- 3 Choose the correct answer. Which person ...

Michiko Sofia Akiko

- | | |
|--------------------------------------|-------------------------------------|
| 1 has got a pet? Michiko | 4 is Michiko's friend? Akiko |
| 2 has got a maths test? Sofia | 5 is wearing boots? Michiko |
| 3 wants to go outside? Sofia | 6 is wearing sandals? Akiko |

- 4 Find adjectives in the online diary for the headings. Add two more adjectives for each heading.

Colour: **black** **white**, **red**, **green**

Size: **big**

Style: **traditional**, **retro**, **sporty**

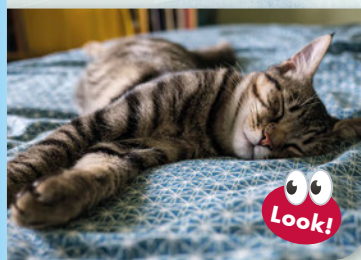
Voice it!

- 5 Discuss the questions.
 - 1 Do you dress like your friends? Why / Why not?
 - 2 How do the people you like influence the clothes you wear?
 - 3 How does the place you live in influence the clothes you wear?

Michiko's Mix.com

8:00 am **Saturday**
Happy weekend!

I'm writing this post in my bedroom. My cat, Candy, is sleeping right here beside me.



What are you doing this morning? It's so hot!

Comments:

10 replies 12 likes

Sofia: Hi, Michiko. I'm revising for a maths test! ☹️ It's really hot and I want to be outside!

Michiko: Poor you! Good luck! 🙏🍀 My friend is calling me. See you later!

10:00 am **Back online!**

We ❤️ Harajuku – the fashion district I'm sitting in a café with my best friend, Akiko. We're mixing traditional Japanese clothes with our own clothes to create a wamono style today. Look! We're wearing summer dresses and shirts. I'm wearing big black boots but Akiko isn't wearing the same boots. She's wearing zori (they're Japanese sandals).

We're also people watching from the café! There are a lot of different looks. There's a boy outside the café. He's wearing a black and white striped



T-shirt, a red shirt, tight jeans, a green jacket and trainers. What a cool retro sporty look! What do you think?

Comments:

Kyle from London: I love it!

1:00 pm **Lunchtime**

I'm not having ramen today. I've got sushi and sashimi. It's definitely a susimi kind of day. Delicious! Are you having ramen for lunch?

Comments:

Lily: No, I'm not. I'm making pizza for ten friends! 🍕

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Flipped class

- ▶ Ask students to watch **Video 5.2** and do **Video worksheet 5.2** in preparation for the next class.

🏠 Homework

Workbook p41

Lesson aim: I can understand how to use the present continuous.

Warmer

Students choose three famous people and work in groups to guess what they are doing right now, e.g. *Messi. I think he's training. No, I think he's still sleeping!*

► Play **Video 5.2**. Elicit that the boy is wearing jeans, a shirt and a T-shirt. Hiro is wearing a uniform.

> Pronunciation

Students do the Pronunciation activities on *-ing* on p119.

Audioscript p128

1 Ask volunteers or assign students to read the examples in the table. (Some students may particularly apply to some examples, such as *I'm not wearing a T-shirt*.) Point out the word order and *-ing* forms in the examples. Check answers as a class.

2 Ask pairs to check each other's answers. Students who finish early can make one more jumbled sentence for their partner to write in order.

3 Allow students one minute to look at the text again, if necessary, before writing their sentences.

👁️ Get it right!

Remind students that we invert the word order when making questions.

4 Stress that in this game, all the questions must be about the person right now. Elicit that *Is he wearing a green jumper?* is fine. *Has he got green eyes?* is grammatically correct but not good for the game.

> Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 129.

Language in action Present continuous



Watch video 5.2
What is he wearing?
Is Hiro wearing a uniform?

	I	He / She / It	We / You / They
+	Today, I'm asking about clothes.	He's wearing grey trousers.	The girls are wearing skirts.
-	I'm not wearing a T-shirt.	Hiro isn't wearing jeans.	They aren't wearing trousers.
?	Am I wearing a T-shirt?	Is he wearing jeans today?	What are they wearing at the moment?

> Pronunciation p119

1 Look at the table and choose the correct words in the rules.

- The present simple of *be* goes **before** / **after** the main verb.
- We add **-ing** / -s to the main verb.

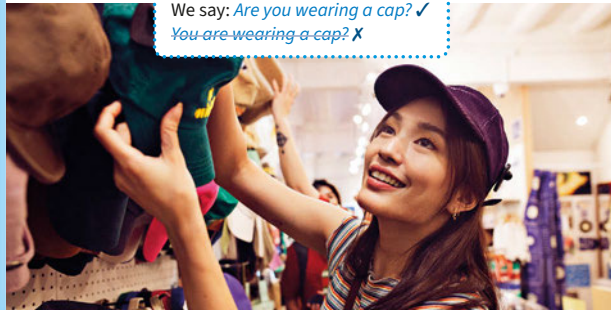
2 Write the words in the correct order to make sentences.

- wearing a / today. / I'm not / jacket
I'm not wearing a jacket today.
- the party. / trainers for / buying new / You're
You're buying new trainers for the party.
- her favourite / She's trying to / find / cap.
She's trying to find her favourite cap.
- washing the / boots outside. / They're
They're washing the boots outside
- playing? / are you / instrument / What
What instrument are you playing?

3 Remember the information from the online diary. Write sentences in the present continuous. Check with a partner. How many sentences have you got?

👁️ Get it right!

We say: *Are you wearing a cap?* ✓
You are wearing a cap? X



5 🗣️ Encourage students to repeat the task with at least two different partners.

Grammar game

Students look back at p26 and work in groups. One student from each group chooses an activity on p26 and mimes it. The first student to guess the activity and use the present continuous correctly (e.g. *You're listening to music!*) wins a point and mimes the next activity.

4 Choose a classmate but don't tell your partner. Ask ten questions to guess your partner's classmate. Your partner can only answer Yes or No.

Is this person sitting near me? **No.**

> Grammar tutor p129

🗣️ Use it!

5 Write present continuous questions. Ask and answer with a partner.

- what / you / wear / today?
What are you wearing today?
- which TV series / you / watch / this month?
Which TV series are you watching this month?
- where / your best friend / sit?
Where is your best friend sitting?
- what / you / think about / right now?
What are you thinking about right now?
- who / wear / hoodie outside?
Who is wearing a hoodie outside?

What are you wearing today?

I'm wearing my favourite jeans, but I'm not wearing flip-flops.

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🏠 Homework

Workbook p42

Lesson aim: I can describe clothes and accessories.

Warmer

Elicit the word *accessories* /ək'sesəriz/. Students say which accessories in the pictures they have and don't have.

- 5.05 ★★★ Books closed. Play the audio, pausing after each item for students to draw it. Then they compare with the pictures on p62 and complete the exercise in pairs.

Audioscript p128

Target vocabulary

- belt /belt/
- bracelet /'breɪslət/
- earrings /'iəriŋz/
- gloves /glʌvz/
- necklace /'neɪkləs/
- purse /pɜ:s/
- ring /rɪŋ/
- scarf /skɑ:f/
- sunglasses /'sʌŋglɑ:sɪz/
- umbrella /ʌm'brelə/
- wallet /'wɒlɪt/
- watch /wɒtʃ/

- ★★★ Put students into pairs. Ask them to think about all the accessories they have with them today and add any of them to the categories.

Vocabulary bank

- Alternatively, students answer two questions with the truth and one with a lie. Their partner must ask extra questions to guess the lie.

- Encourage students to use adjectives from p60 to describe the clothes and explain what they like about them.

Learn to learn

Some students worry because they can't understand listening texts at first. Encourage them to manage their feelings, and play long audio recordings more than once in the classroom, to develop their confidence.

Vocabulary and listening Accessories



- 5.05 Match the words with the photos. Listen, check and repeat.

4 belt	10 bracelet	5 earrings
6 gloves	7 necklace	1 purse
12 ring	11 scarf	3 sunglasses
2 umbrella	8 wallet	9 watch

- Write the words from Exercise 1 in the correct place in the table.

Carry	purse	umbrella	wallet
Wear	belt	bracelet	earrings
	gloves	necklace	ring
	scarf	sunglasses	watch

Use it!

- Work with a partner. Ask and answer. Which of the accessories in Exercise 1 ...
 - are you wearing/carrying today?
 - have you got at home?
 - do you wear/carry every day?

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- 5.06 ★★★ Challenge stronger students to write the keywords which indicated the answer in the interview.
- 5.06 Students read the questions and discuss what they remember before playing the audio again.

Audioscript pp128–129

An interview

- Look at the photos. What are the people wearing? Do you like the clothes?



Learn to learn

Listening for the general idea

When you listen for the first time, don't worry if you don't understand every word. Listen for the general idea.

- 5.06 Listen to the interview. What is Tom talking about?
 - his family
 - his job
 - his clothes
- 5.06 Listen again. Are the sentences T (true) or F (false)? Correct the false sentences. Tom ...
 - designs clothes for musicians. **F**
He designs clothes for actors.
 - usually starts work at 7 am. **T**
 - never works late. **F**
He sometimes works late / until midnight.
 - is good at drawing. **T**
 - makes the clothes. **F**
He designs the clothes. / Emily makes the clothes.

Flipped class

Ask students to watch **Video 5.3** and do **Video worksheet 5.3** in preparation for the next class.

Homework

Workbook p43

Lesson aim: I can understand how to use the present simple and continuous.

Warmer

► Play **Video 5.3**. Elicit the clothes/accessories (jeans, hoodies, dresses, boots, hat, watches, scarfs) and the tips: wear clothes you like; wear colours that look good on you; don't forget accessories.

1 Draw attention to the table. Point out the difference between the routine activities shown in the table and the things that are happening right now. Ask volunteers to complete the exercise.

2 Put students in pairs to check each other's answers, then confirm answers as a class.

3 5.07 After feedback, divide students into as many groups as there are subjects in their school week. Each group chooses a subject. Students collaboratively write a comment for the blog post, saying what they are studying in the subject. Display the texts around the classroom and ask students to check if they are all correct.

Audioscript p129

► Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 129.

4 Focus students on the phrases in the questions that determine which tense to use (*always, usually* = present simple; *right now, at the moment* = present continuous).

Language in action

Present simple and present continuous



Watch video 5.3
Which clothes and accessories do you hear? Which three tips does she give?

	Present simple	Present continuous
+	I usually wear bright colours.	Today, I'm talking about style.
-	I don't like wearing uncomfortable dresses.	She isn't wearing bright colours.
?	What do you usually wear ?	What's she wearing now ?
Expressions	adverbs of frequency (usually, always), days of the week, every day	Just / Right now ... / Now ... / Today ... / This week / month ... / At the moment ...

1 Look at the table and complete the rules.

- We use the present **simple** to talk about routines (with days of the week or with *sometimes, usually, always*). **continuous**
- We use the present **continuous** to talk about things happening now (with *at the moment, today, right now, this week*, etc.).

2 Circle the correct verbs.

- I talk / **(I'm talking)** to Emily today.
- Emily **(starts)** / is starting school at 8 am every day.
- She finishes / **(she's finishing)** her outfit right now.
- Emily usually **(makes)** / 's making all the clothes.
- Emily makes / **(she's making)** a skirt and belt now.

3 Complete the blog post with the present simple or present continuous form of the verbs in brackets. Listen and check.

Grammar tutor p129

Use it!

4 Write questions with the present simple or present continuous. Ask and answer.

What ...

- you / always / wear / at the weekend?
What do you always wear at the weekend?
- music / you / listen to / at the moment?
What music are you listening to at the moment?

Who ...

- you / sit next to / right now?
Who are you sitting next to right now?
- you / usually sit next to / at lunchtime?
Who do you usually sit next to at lunchtime?

What do you always wear at the weekend?

I always wear joggers on Saturday and jeans on Sunday.

'Do _____ you want _____ (want) to know more about my life?
What² **are** _____ we **doing** _____ (do) this week? We³ **'re studying** _____ (study) the history of fashion in art. It's really interesting and I
⁴ **'m learning** _____ (learn) lots of cool new stuff. We⁵ **'re preparing** _____ (prepare) our class fashion show this week, too. Joe and I⁶ **are wearing** _____ (wear) clothes from the 1980s. We⁷ **don't** usually **wear** _____ (not wear) clothes like this. We⁸ _____ (not smile) in the photo but we like the look! I **love** _____ (love) the 1980s. _____ **'re not smiling** _____
What¹⁰ **are** _____ you **doing** _____ (do) right now?



Unit 5 | What's your style? 63

Grammar game

Put students into groups. Students take turns to think of an activity (e.g. reading a book) and mime doing it. The first student to guess the activity using the present continuous (*You're reading a book!*) wins a point.

Home

Workbook p44

Lesson aim: I can buy clothes and accessories.

1 & 2 **5.08** ★★★ Books closed. Put students into groups of four. Ask them to brainstorm all the vocabulary for accessories they can remember from p62. Play the recording and ask students what accessory the man is trying to buy (a scarf) and if he finds it (yes, he does).

Audioscript p129

3 **5.08** Alternatively, students cover the *Useful language* box, listen again and write the phrases as they listen.

4 ▶ Play **Video 5.4**, ask students to translate these phrases into their own language.

5 **5.08** Play audio 5.08 again and ask students to repeat the *Everyday English* phrases, copying the intonation, to build confidence. Students then practise the conversation in pairs.

6 Encourage students to make notes while they plan, as this will help them make efficient use of their time.

7 Ask students to underline the things the instructions say they should use and encourage them to tick these as they practise the conversation.

8 Students take turns to perform the conversation, while another student makes notes to answer the questions in Exercise 8 and the other ticks the language he/she hears from Exercise 7.

Speaking frames

Speaking Buying clothes or accessories

1 Look at the photo. What do you think Salif wants to buy? **a scarf**

5.08 **2** Listen to the conversation. Does Salif find what he's looking for? **Yes, he does.**



Sales Assistant Good afternoon.
1 **Can I help you** ... ?

Salif Yes, please. **2** **I'm looking for** a scarf for my grandma.

SA Sure. Let's have a look.
3 **What about this one?**

Salif My grandma doesn't wear pink.
4 ... a different colour? **4** **Have you got it in**

SA Yes, I have. You're in luck!
5 **It comes in** blue or purple.

Salif **6** **Can I see** the purple one, please?

SA Here you go. What do you think?

Salif It's perfect. How much is it?

SA It's £8 but there's a special offer today. Buy two for £12.

Salif No, thanks. I'm fine with just one!

SA Are you sure? It's a bargain.

Salif No, honestly. One is fine.

5.08 **3** Complete the conversation with phrases from the *Useful language* box. Listen and check.

Useful language

Can I help you?
Can I see the ... one, please?
Have you got it in a different (size/colour/style)?
I'm looking for ...
It comes in ...
What about this one / these?

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4 Look at the *Everyday English* box. Find and underline the phrases in the conversation.

5 Work with a partner. Practise the conversation.



Watch video 5.4 Everyday English

It's a bargain. It's perfect.
No, honestly. You're in luck!

Plan

6 Work in pairs. Decide who is the customer and who is the sales assistant.

Customer Decide what you are buying and who it is for. Use the ideas below or your own ideas.

something new to wear to a party
new earrings for your friend's birthday
some new trainers for yourself

Sales assistant Think about different colours and sizes, prices and special offers.

Speak

7 Practise the conversation about buying something with your partner. Remember to use:

- the present simple and present continuous
- the vocabulary from this unit
- expressions from the *Useful language* and *Everyday English* boxes

Check

8 Work with another pair. Listen to their conversation and complete the notes.

What does the customer buy?

How much is it?

Was it a special offer?

Extend it!

Students choose five items they have with them that they want to 'sell'. They try to sell them to their classmates in groups.

Lesson aim: I can write a description of a photo.

Warmer

In pairs, students take turns to make sentences to describe the photo in as much detail as possible.

1 ★ Students circle all the names in the text before reading. This will break up the text and make it more manageable. Elicit that Emin is the boy wearing a grey hoodie.

2 Elicit the key information in the questions before students attempt the task.

3 Ask for five volunteers to come up to the front of the class and strike a pose as if someone was taking a picture of them. Ask the class: *Who is at the back? Who is in the middle? Who is on the left? Who is on the right? Who is next to (name of student)?* The five volunteers then strike a new pose and the class shouts out new sentences about them.

4 Students work in pairs to complete the exercise. Check answers as a class. Elicit whether students can think of any other sentences to describe the people or what is happening in the photo in Exercise 1.

5 Students can use the photo in the book, or, if they have smartphones and if appropriate, they can choose a picture of themselves and their friends, to personalise the task.

6 & 7 Students share their first draft with a partner, answer the questions in Exercise 7 about both texts, then rewrite their texts.

Writing frames

Finished?

Writing

A description of a photo

1 Look at the photo. Which person is Emin? Read the description and find the answer.



2 Read Emin's description again and match topics a–c with paragraphs 1–3.

- a Description of the people in the photo
- b Brief description of who is in the photo
- c Opinion on why it is your favourite photo

3 Complete the *Useful language* box. Read and find the expressions in the description.

Useful language

- ¹at the back ⁴on the right
²in the middle next ⁵to (someone)
on ³the left

4 Read the sentences and circle the correct words.

- 1 Who's the person in / on / at the middle?
- 2 That's me to / on / at the back! I'm wearing my favourite blue cap.
- 3 Jamal is in / on / at the right. He's holding his camera.
- 4 Lara is standing next at / in / to Joel. She's laughing.
- 5 Behrat is in / on / at the left. He's wearing a green hoodie.

My favourite photo By Emin

1 **b** This is a photo of my friends and me. We're all sitting on the beach. We're celebrating my friend Irem's 13th birthday.

2 **a** Irem and I are in the middle. She's wearing a white T-shirt and a woollen jacket. She's laughing. My friend Greg is on the left. Greg's wearing a red checked shirt. He usually wears a cap but he isn't wearing it in this photo. He's holding some food but he isn't eating. Sophie is next to Greg. She's wearing her new jeans. My friend Hakan is on the right. He's wearing his favourite checked shirt and his new trainers. He's smiling. There isn't anyone at the back in this photo. I'm next to Hakan. I'm wearing beige trousers and a grey hoodie, with a white T-shirt under it because it's cold.

3 **c** This is my favourite photo because I'm with my friends and we're all having a great time.

Write your own description of a photo.

Plan

5 Look at the photo below. Decide what information to include and make notes.

Paragraph 1 _____
Paragraph 2 _____
Paragraph 3 _____

Write

6 Write your description. Remember to include:

- the information in the correct order
- the present simple and present continuous
- expressions from the *Useful language* box

Check

7 Do you ...

- describe people in the photo, including the clothes and accessories they are wearing?
- describe the people's positions in the photo?
- say why you like the photo?



Unit 5 | What's your style? 65

Flipped class

Prepare for **Explore it!** (p67). Students research an interesting fact about Hindu wedding traditions.


Homework

Workbook p45, Writing tutor p83


Lesson aim: I can understand a text about Hindu weddings.

Background information

Hindu weddings are long, colourful and fun. Students might be surprised to hear that in some parts of India, people wear white at funerals (in western countries, people wear black). That's why a bride doesn't usually wear white. People also don't usually wear black at weddings, so the outfit needs to be really colourful!

- For questions 1 and 2, encourage students to justify their answers with *because*.
-  Set a time limit of two minutes to encourage skim-reading, as the students will read the text in more detail in the following exercise.
- ★ Let students know that the answers are in order, and encourage them to scan the text to find the Hindi words from the questions (*lehenga* and *sherwani*).
- Students check the answers in groups. Then one student from each group writes the answers on the board. Students try to spot any spelling mistakes.

▶ Play **Video 5.5** and elicit the answers. Write these questions on the board: *What traditional clothes does your country have? Do you ever wear them?* Give students time to think about their answers, and then put them into pairs to discuss the questions.

 **Complete the additional digital activity in Presentation Plus to check video comprehension.**

Around the world


In the Sahara, in Africa.

Colourful bags, purses and wallets.


Reading

A magazine article interview

- India
- A wedding
- The groom's shoes.

-  Look at the photo of the people. Discuss the questions.
 - Where do you think they are from?
 - What do you think they are celebrating?
 - What is the woman at the front holding?

Red.

-  Read the interview and check your answers to Exercise 1.

- Read the interview again and answer the questions.

- How long does a Hindu wedding last for?
Three days.
- What is a *lehenga*?
A long skirt with a top.
- What colour is popular for Hindu weddings? Why?

Red. It's popular because it symbolises love and new life.

- What accessories is Mishal wearing in the photo?
A necklace, earrings, rings and bracelets.
- What is a *sherwani*?
A long jacket with gold designs on it.

- Complete the table with adjectives ending in *-ful* from the interview. Check the meanings in a dictionary.

Noun	Adjective
1 wonder	wonderful
2 colour	colourful
3 beauty	beautiful
4 power	powerful



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Globetrotters

Watch video 5.5
Culture and Fashion

- Where do the 'blue people' live?
- What do the Sami make?
- Which colour is important for the Maasai?

Special days

Weddings are a wonderful time for families and friends to celebrate together and to wear special clothes. This week, Amrit is talking about his cousin's Hindu wedding in India and some of their traditions.



Q: What are Hindu weddings like?

A: They're incredible! There's a lot of amazing food, music and dancing. They're always very colourful events because everyone wears beautiful clothes. They last for three days.


Q: What does the bride wear?

A: The bride usually wears a lehenga (a long skirt with a top) and a long scarf. Red is very popular at Hindu weddings. It's a powerful colour because in India it symbolises love and new life. In this photo, my cousin Mishal is wearing a red and gold lehenga. She's also wearing special wedding accessories: a gold necklace, earrings, rings on her fingers and toes, and lots of red and gold bracelets.

Class challenge

In Japanese weddings, grooms (the men getting married) can wear two different outfits during the day, and the brides (the women getting married) can wear 3 / 4 / 5.

Lesson aim: I can understand a text about Hindu weddings.

- 5  Allow students thinking time and access to a dictionary to prepare for this activity. Then swap the pairs at least twice to ensure students have a chance to repeat the task and become more fluent.

Learn to learn

Encourage students to think about how a reading text relates to them. This will help them see it as more than just a language exercise.

- 6 Ask students to brainstorm celebrations (e.g. weddings, birthdays). Give an example, e.g. *In my family, weddings are always fun, with lots of guests and beautiful clothes.*
- 7 Allow students to work in groups of five or six so as to generate more ideas.

Explore it!

Students help each other in pairs to write a question using the interesting fact they researched for homework. Then elicit the students' questions for the whole class to answer.

Extend it!

Ask students to research information about wedding traditions in another country for homework. They write four brief answers to the following questions: *What are the weddings like? What does the bride wear? What does the groom wear? Are there any other special wedding traditions?* They create a poster with pictures, if possible, and the four questions and answers. During the following class,



Q: What does the groom wear?

A: The groom usually wears a sherwani (a long jacket with gold designs on it), a pair of trousers and special wedding shoes. My cousin's new husband, Ranjit, is also wearing a red turban.

Q: Are there any other special wedding traditions?

A: There are lots, but my favourite is joota chupai – a member of the bride's family steals the groom's wedding shoes and hides them. It's great fun! In this photo, my aunt Jaz is holding Ranjit's shoes and everyone is laughing.

People around the world celebrate special days like weddings and birthdays in different ways. How do you celebrate special days in your country?

they either present their poster to the whole class or display them for everyone to see. Ask: *Which country has the most interesting traditions?*

Voice it!

- 5 Answer the questions.
- 1 What do people wear to special celebrations in your country?
 - 2 What is a typical wedding like in your country?
 - 3 Are colours important in your country? Have they got special meanings?

Learn to learn

Making connections (2)

When you read an article, try to make connections with your own life and experiences. This can help you to understand the article more easily.

- 6 Think about a special celebration in your life and answer the questions.
- 1 Is there a part of this article that reminds you of that special celebration?
 - 2 Who and what does it remind you of: people, food, clothes, traditions?
- 7 Explain your connections to your partner. Are your partner's connections the same or different?

Explore it!

Guess the correct answer.

Hindu brides have special paint on their hands. What does the design include?

- a their age
- b their husband's name**
- c their favourite food

Find out about other interesting Hindu wedding traditions. Choose your favourite tradition and write a question for your partner to answer.



 **OWN IT!** The Culture Project Teacher's Resource Bank

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Culture project

See Project Book p38 and the Unit 5 Project worksheet for further information and activities.

Flipped class

Students complete the **Learn to learn** page (p68), then prepare for the **Review** lesson (p69). Students revise the grammar and vocabulary from Unit 5.