



1

TRENDS

The majority have no other reason for their opinions than that they are the fashion.

Samuel Johnson

A flamingo amongst geese, egrets, swans and herons.

Trend (n) a gradual change or development that produces a particular result.
Synonyms: fashion (n), change (n)

Samuel Johnson means that most people don't think for themselves and simply follow the crowd.

Samuel Johnson (1709–1784) was an English writer. He was a poet and playwright, among other things, but he is most famous for writing *A Dictionary of the English Language*, published in 1755.

OBJECTIVES

- talk about style and fashion
- give fashion advice
- compare different trends
- make a podcast or vlog
- pitch your own business idea
- write a blog post

Work with a partner. Discuss the questions.

- 1 Look at the picture. How does it relate to trends?
- 2 Read the quote. What do you think it means? Do you agree?
- 3 How important are trends in the following areas to you?
 - fashion
 - music
 - design
 - lifestyle

TRENDS 1

OBJECTIVES

Read the unit objectives to the class.

UNIT OPENER QUESTIONS

- 1 Put students in pairs to discuss the picture's message and how it is related to the topic of trends. Get some whole-class feedback.
- 2 Tell students to discuss the meaning of the quote and if they agree with it. Encourage them to think of examples to support their opinion (e.g. a trend that a lot of people are currently following).
- 3 Give your own example of how important some of those trends are to you before students discuss the question in pairs. Again, encourage students to give examples and to expand on these in class feedback.

WORKSHEETS

Lesson 1.1 Dress for success

Vocabulary: Clothes and fashion (W1)

Grammar: Nominal clauses (W2)

Vocabulary: Metaphors (W3)

Lesson 1.2 Trendsetting

Grammar: Comparatives and superlatives (W4)

Vocabulary: Experimenting with prefixes and suffixes (W5)

V – clothes and fashion; metaphors

G – nominal clauses

P – linking and intrusive /r/

S – listening for recommendations

VOCABULARY

Clothes and fashion

A Work in pairs. Do the quiz.

B Go to the **Vocabulary Hub** on page 142.

READING

A PREDICT Work in pairs. Read the title of the article. Look at pictures 1–3. How might what the people are wearing affect their behaviour?

B SCAN Read *Style speaks* and check your predictions from Exercise A.

- 1 Do you carefully plan your **outfits** or just wear the first thing to hand?
- 2 Have you ever had to attend an event with a **dress code**?
- 3 If you had to go to a fancy dress party, what **costume** would you wear?
- 4 Are people more productive when they wear **uniform** or **casual** clothing?
- 5 Would you describe yourself as a **trendsetter** or a **trend follower**?
- 6 Is it better to **fit in with** or **stand out from the crowd**?
- 7 Do you ever wear **baggy** or **scruffy** clothes to relax at home?

Relaxed clothes could make you feel more creative.

A uniform or a laboratory coat could give a sense of belonging/duty.

Bright clothes boost positivity.



1

STYLE speaks

We've all heard the old adages ... *Dress for the job you want, not the job you have. Look good, feel good.* These clichés are rather worn out. How can the way we dress affect

our lives? But it seems there may be some truth in them after all. People do form first impressions based on what we're wearing. Not only that but maybe even part of our own self-worth is tied up in the clothing choices we make.

Power dressing

Not convinced? Imagine turning up for an interview at a big city firm, in the jeans you've been wearing for the past three days and an old baggy t-shirt. Would you be successful in getting the job? Unlikely. Would you feel self-conscious

Ex C Q5 about what you're wearing? Very likely. It seems that wearing smart clothes, such as a well-cut suit, could help you feel more confident. And when we're feeling confident we negotiate better, we respond better to questions and we put other people at ease.

Breaking free

Ex B On the flip side, wearing fitted or tailored clothing is not what most of us would choose to wear when we are trying to be creative. Can you imagine writing the next great novel, or coming up with a great innovation, sat typing away in a £2000 designer suit? This is why many leading tech companies have an ultra-relaxed dress code and encourage casual clothing. Mark Zuckerberg isn't topping any best-dressed lists but **Ex C Q2** his billions of dollars make up for it. Furthermore, many places of work have 'Casual Fridays' to encourage employees to let their hair down a bit and get creativity flowing.

Uniform thinking

Ex B Ex C Q6 Wearing a uniform can make us feel part of something – provide us with a sense of belonging, but also one of duty. Many people argue that wearing school uniforms encourage us to work harder. Whilst this is not necessarily true, there is no doubt that when, for example, a firefighter puts on their helmet or a doctor a white coat it comes with a responsibility. So fundamentally, to dress the role is to start to live it.



2

Glossary

adage (n) a well-known phrase that says something about life and human experience

clique (n) a small group of people who seem unfriendly to other people

unconsciously (adv) without realising or being aware of one's actions

1.1 Dress for success

LEAD-IN

Books closed. Put students into pairs and give them one minute to write down as many items of clothing as they can. Then tell them to arrange the items into categories (e.g. men's/women's clothes, summer/winter clothes, items made of cotton/leather, etc). Get class feedback, boarding any interesting or unusual items. Check understanding and help with pronunciation where necessary.

VOCABULARY

- A** Point out the words in red and ask students to use the context of the quiz to work out their meanings. Do number 1 as a class example, and tell students to continue in pairs. Monitor to help or prompt where necessary. Lead class feedback, and clarify the meaning of anything students struggled with.
- B** Direct students to the **Vocabulary Hub** (see TB121). For Exercise B in the **Vocabulary Hub**, check that students understand the differences between the words in whole-class feedback. Use the **Vocabulary Worksheet** on page W1 for extra practice.

Suggested answers

- 1 A dress code tells people more or less what to wear (e.g. suits and ties), while a uniform forces everyone to wear exactly the same clothes.
- 2 When you set a trend, you create it and others follow you.
- 3 They both describe a complete set of clothes that someone wears together, but a costume is an outfit for somebody who is pretending to be someone else (e.g. an actor) or a traditional set of clothes for a particular place/time.

- 4 They both contrast with smart clothes. But scruffy clothes may be dirty or damaged; casual clothes are comfortable but still typically clean and in good condition.
- 5 If you stand out from the crowd, you look different from everyone else; if you fit in, you look similar to everyone else.
- 6 Both describe clothes that are very loose. Oversized clothes are too big for you; baggy clothes may be the right size for you, but are deliberately designed to be loose-fitting.

READING

- A** Draw students' attention to the title of the article and pictures 1–3. Allow them a minute or so to reflect on the question before moving on to Exercise B.
- B** Set a suitable time limit, and explain that students don't need to read and understand every word to be able to complete the task. Get class feedback, but don't go into too much depth at this stage.
- C** Tell students to read the article more closely and to complete the sentences. Ask fast finishers to check their answers in pairs, or alternatively, you could put a fast finisher with a weaker student to show them how and where they found the answers. In class feedback, encourage students to refer to the text to justify their answers.
- D** Put students into small groups to discuss the questions. Elicit some of the most interesting ideas or answers.

TEACHING IDEA by David Seymour and Maria Popova

Uniforms

Use this activity to extend the theme of clothes and fashion.

Why do people wear uniforms? Have you ever worn one? Tell us when it was, and why you wore it. How is a uniform different from a dress code? What is 'dressing down'?

Here is a list of people who dress in a particular way. Describe how they dress. Can you think of any more?

B boys (hip hop), grunge kids, ravers, new age people, goths, surfers, punks

In small groups, discuss why these groups dress as they do. What messages are they trying to send?

TEACHING IDEA by David Seymour and Maria Popova

Kinds of clothes

Use this activity to extend the theme of clothes and fashion.

What does the rhyme 'Something old, something new, something borrowed, something blue' refer to? (Answer: Traditional advice on what to wear at a wedding.)

In small groups, think of the best clothes for these situations:

a walk in the snow, a party, a job interview, a naming ceremony, a camel ride in the desert, a nightclub, an expedition into the jungle

Tell each other about a time you had to dress up for a formal occasion or a special event.

TEACHING IDEA by David Seymour and Maria Popova

Fashion statements

Use this activity to extend the theme of clothes and fashion.

In small groups, briefly discuss these questions and choose someone to report the group's opinions and answers to the class.

Where do you buy your clothes?

What is the most expensive garment you've ever bought?

What is good and bad taste in clothes?

Who is the best-dressed person in the class?

Which countries are the most influential in fashion?

What do you think of the fur trade?

Which famous designers do you know about?

What is a 'fashion statement'? Do you ever make your own clothes?

What piece of clothing would you most like to buy?

What piece of clothing would you most hate to wear?

Is fashion important? Why (not)?

What do clothes tell you about the person wearing them?

TEACHING IDEA by David Seymour and Maria Popova

Projects

Use this activity to extend the theme of clothes and fashion.

Write a description of someone you saw today, or an imaginary description of a famous person you'd like to meet. Then work in pairs. Student A, read the beginning of your description. Student B, ask yes/no questions about what the person was wearing. Then swap roles.

Use the internet to find a biography of a famous fashion designer. Make notes for a short presentation. Bring some pictures of his/her designs you feel strongly about. Work in small groups and show the others what you have brought and why you chose the designer.

1.1 Dress for success

GRAMMAR

- A-C Put students into pairs to complete the exercises.
- D Direct students to the **Grammar Hub** (see below).
- E Give your own examples, before students discuss in pairs. Use the **Grammar Worksheet** on page W2 for extra practice.

SPEAKING

Put students into groups to discuss the statements. Encourage them to fully explain their reasons for agreeing or disagreeing with each one. Get some feedback and encourage students to expand further on their answers.

GRAMMAR HUB

1.1 Nominal clauses

- Nominal clauses function like nouns. They can be used as the subject or object of a sentence, after a preposition, an adjective or the verb *to be*.
- Nominal *-ing* clause (also known as a 'participle clause'):
Wearing a uniform can help people feel part of the team. (as subject)
I don't enjoy wearing formal clothes. (as object)
I'm excited about buying some new outfits. (after a preposition)
- Nominal *that* clause:
That she won again this year is not surprising. (as subject: this use is rare)
I explained that she would have to buy a new outfit. (as object)
I'm worried that I won't fit in. (after an adjective)
- Nominal question clause:
What you wear is entirely up to you. (as subject)
My appearance certainly affects how I feel. (as object)
Fiona felt embarrassed because of how she looked. (after a preposition)

- Nominal *to + infinitive*:

To spend so much money on clothes is totally unnecessary. (as subject: this use is rare)

It's a good idea to wear smart clothes for an interview. (as object)

I was surprised to learn about the dress code. (after an adjective)

- We often use phrases like *The fact/idea that ...* or *The experience/problem of ...* to introduce a nominal clause.
The fact that you got a high grade shows how hard you worked.
The experience of travelling on the Orient Express was one she would never forget.

Be careful!

- Because *that* clauses and *to + infinitive* clauses can sometimes sound unnatural as subjects, we often use *it* as an empty subject.

It doesn't surprise me that you hate shopping.

~~*That you hate shopping doesn't surprise me.*~~

1.1 Nominal clauses

A Correct the mistakes in each sentence.

- 1 It's an unwritten rule ~~what~~ ^{that} employees must stick to the dress code.
- 2 The fact ~~of~~ ^{that} you wear a uniform sends a certain message about your status.
- 3 You'll regret ~~not to wear~~ ^{not wearing / that you didn't wear} smarter clothes to yesterday's interview.
- 4 David insisted on ~~that he pay~~ ^{paying} for all the designer clothes I'd chosen!
- 5 The reason for Sarah's absence ~~that~~ ^{was / is that} she never received her invitation.
- 6 ~~That~~ ^{What} I had forgotten was that the restaurant only lets in smartly dressed customers.
- 7 The clothing company more than ~~double~~ ^{doubled} its annual profits.
- 8 Sandra always wants to buy clothes at the ~~possible lowest~~ ^{lowest possible} price.

B Choose the correct options to complete the conversation.

- Joey: I'm really keen ¹ to start / about starting my new job next week.
- Phoebe: I'm sure ² you to / that you will fit in really well.
- Joey: They explained ³ that they have / having a dress code there. So ... ⁴ that I buy / buying a smart suit is my first priority! Will you come and help me choose one?
- Phoebe: Of course. I think you should be prepared ⁵ to spend / that you spend quite a bit of money.
- Joey: What do you mean?
- Phoebe: You must know ⁶ that / the fact an expensive suit will last longer than a cheap one?
- Joey: Oh, I see ⁷ what / that you mean. OK. But ⁸ I'm needing to know / what I really need to know is what colour to choose!

C Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Write between two and five words.

- 1 That designer clothes are hugely expensive is well-known.
FACT
The fact that
designer clothes are hugely expensive is well-known.
- 2 It's none of my business what he does in his free time.
SPENDS
How he spends
his free time is none of my business.
- 3 The purchase of expensive school uniforms is a problem which many parents face.
OF
Many parents face the problem of
purchasing expensive school uniforms.

► Go back to page 3.

C READ FOR DETAIL Read the article again. Complete each statement with one to three words from the article.

- 1 People should wear bright colours when they're feeling low.
- 2 Casual Fridays could help people come up with new ideas.
- 3 People sometimes wear branded clothing to fit in.
- 4 'Athleisure' clothing may encourage people to make healthier choices. smart clothes /
- 5 People should wear a well-cut suit to feel more persuasive.
- 6 Uniforms may make people more careful at work.

D SPEAK Discuss in small groups.

- 1 What surprised you most about the blog post?
- 2 Do you think your own choice of clothes affects how you think and behave?

Gym ready

It's not just work that clothing affects, but lifestyle as well. Professional and semi-professional athletes tend to stick rigidly to an 'athleisure' style. Their reasoning? They don't enjoy wearing formal clothes. And they want to be able to work out whenever they feel like it. And for many, having the clothes on reminds them to make healthier choices ... to choose the fruit salad over the fruit cake.

Pack Mentality

Have we really evolved that much away from our primal, tribal instincts? Visit any city centre at lunchtime on a Saturday and your answer will be probably not. The packs of roving teenagers are dressed in a pseudo uniform of branded clothing, like Ray-Bans and Hype T-shirts. We unconsciously imitate the clothing of people we have regard for. A shared sense of style builds rapport and helps you to instantly feel part of a clique. Maybe it's self-preservation, or maybe it's a hope that you will be infused with the qualities you so admire.

Lift your mood

That our mood impacts on what we choose to wear will not come as a surprise. How many of us think about it the other way round? What we wear could affect how we are feeling for the better or worse. One of the best cures for when you're feeling down is to wear that cosy, bright yellow jumper. More people than you might think are great believers in wearing bright colours to boost positivity. It seems simple, but why not give it a shot next time you're having a bad day?

3



GRAMMAR

Nominal clauses

A Read the sentences. Is the underlined part of each sentence the subject or the object?

- 1 They don't enjoy wearing formal clothes. **object**
- 2 Wearing a uniform can make us feel part of **subject** something.

B Work in pairs. Underline the nominal clauses in sentences 1–6 from the article. Use the information in the box to help you. The first two have been done for you.

Nominal clauses

Nominal clauses are clauses that work like nouns. They are very common as objects, but they are also possible as the subject, after a preposition or the verb *be*, and in the following ways.

- a nominal *-ing* clause 2
- b nominal *that* clause 1
- c nominal question-clause 5
- d nominal *to* + infinitive 6
- e We often use a phrase like *the fact/idea that* or *the experience/problem of* to introduce a nominal clause and make it easier to understand. 4
- f *That* clauses and *to* + infinitive can sound unnatural as the subject. We can use *it* as an empty subject instead. 3

- 1 Luke is upset that he didn't pass.
- 2 Lisa doesn't enjoy watching horror films.
- 3 It wasn't surprising that Tara came in first place.
- 4 The fact that the team won the league shows how good the manager is.
- 5 Where you go to university is your choice.
- 6 To tell a lie about something so important was wrong.

C WORK IT OUT Match sentences 1–6 in Exercise B with the rules (a–f) in the box.

D Go to the **Grammar Hub** on page 122.

E Complete the sentences so they are true for you. Then discuss in pairs.

- 1 What I like doing most of all in the evenings ...
- 2 How a person is dressed ...
- 3 Spending a lot of money on ...

SPEAKING

DISCUSS Work in groups. To what extent do you agree with the following statements? Give reasons for your answers.

- Wearing a uniform affects what grades you get at school.
- Buying expensive clothes is the best way to succeed in life.
- Spending lots of money on luxury goods makes people more generous.

LISTENING

A SPEAK Work in pairs. Look at the infographic from a fashion magazine. What do you think the results would be in your country?

B LISTEN FOR RECOMMENDATIONS Listen to a conversation between two friends. What nine tips does Carly give Dan? Use the information in the box to help you.

Listening for recommendations

When listening for recommendations, pay attention to phrases like *it's a good idea to*, *it's always worth*, or *don't forget to*.

Also listen for phrases that signal a shift from main points to examples (e.g. *for instance*, *let's say*) and those that move from examples to new main points (e.g. *more generally*, *that's an example of*).

C LISTEN FOR DETAIL Listen again. Choose the correct answers (a, b or c).

- Why is Dan worried?
 - He doesn't know what to wear for his new job.
 - He thinks people won't respect him.
 - He won't earn enough to buy nice clothes.
- What's good about the suit Dan wants to buy?
 - the price
 - the fit
 - the quality
- Why did Dan wear baggy trousers for his job interview?
 - He knew the interviewers couldn't see them.
 - He wanted to create a good impression.
 - He didn't have any other trousers.
- What should Dan do with his suit trousers?
 - mend them
 - sell them
 - bin them
- According to Carly, what's good about ugly sales pages?
 - You can charge more money.
 - You appear inexperienced.
 - You can buy things cheaply.
- Where does Carly say you can find good second-hand bargains?
 - posh parts of town
 - trendy neighbours
 - areas near universities

D SPEAK Work in small groups.

- Which of Carly's tips do you already follow?
- Would you try any of them in the future? Why/Why not?

FASHION TRENDS in the UK according to our readers

75% of you only buy **BRANDED** sportswear

45% believe **QUALITY** is more important than **VALUE** for money

IMAGE is the first thing that **85%** of you notice about someone the first time you meet them

65% **THROW** ripped clothing away rather than **MENDING** it

40% of our readers think **FASHION** is more important than **COMFORT**

VOCABULARY

Metaphors

A SPEAK Work in pairs. Look at the sentences. What do the underlined words and phrases mean?

- I'd love to come out tonight, but I'm on a tight budget. m
 - They had some lovely suits, but they were all too tight. l
- The dress was so finely stitched that it looked seamless. l
 - It needs to be a seamless process for your customers. m
- Instead of buying a cheap off-the-shelf suit, save up for a tailor-made suit. l, l
 - Don't use an off-the-shelf template for your company's website. We can design a tailor-made site to help you stand out from the competition. m, m



1.1 Dress for success

LISTENING

A Put students into pairs to discuss the question.

-  **B** 1 Invest in timeless classics
2 Buy oversized clothes (and take them in)
3 Learn to sew
4 Mix and match (parts of different outfits)

5 Go shopping in your wardrobe

6 (When selling clothes online) make your sales page look good

7 (When buying clothes online) look out for newbie sellers

8 Buy (cheap second-hand clothes) from charity shops

9 Haggle (to get the price down)

 **C-D** Put students into pairs then groups to complete the exercises.

AUDIOSCRIPT

1.1

Listening, Exercise B

C = Carly D = Dan

C: So? How did the job interview go, Dan?

D: It was a breeze! I got the job. But the thing is, I start in two weeks and I've got nothing to wear. The job involves meeting important clients. **But they won't take me seriously in my scruffy jeans and hoodie!**

Ex C Q1

C: Sounds like you need some new clothes.

D: I know. But I'm on a tight budget until I receive my first few months' salary.

C: Well, it's easy to look good without spending a fortune. Do you have a suit?

D: No, but I saw a suit yesterday for 40% off in a sale, so I'll save almost £100 if I buy that.

C: Well, you're only saving money if you buy something you really need. If you're just buying it because it's cheap, you're throwing money down the drain. **It's much better in the long run to invest in timeless classics.** For example, instead of buying a cheap off-the-shelf suit that you'll need to replace in a few months, save up for a tailor-made suit that will make you look fantastic for many years.

Ex B

Ex C Q2

D: OK, I admit that suit was a bit cheap-looking. But **it was the only one in my size. They had some lovely suits in the sale, but they were all too tight or too loose for me.**

Ex B

C: Well, **you can always buy oversized clothes** – as long as they're good quality, and then take them in.

D: What do you mean, take them in?

C: It's when you unpick the seams, move the pieces of fabric closer together and sew them back together.

Ex B

In fact, more generally, **I'd say the best way to look good without spending loads of money is to learn to sew.** But hang on a second. Didn't you have to wear a suit for the job interview?

Ex C Q3

D: Well, **it was an online interview,** so I just wore a jacket from an old suit and a nice shirt and tie to create a good impression. They had no idea I was wearing baggy tracksuit trousers under my desk!

Ex B

C: Haha, no, you're winding me up! **It's usually a good idea to mix and match parts of different outfits,** which can save you a lot of money, but I'd say mixing a suit with a tracksuit is taking things a bit far! Do you still have the trousers to go with that jacket?

D: Yeah, I've actually got two old suits with perfectly good jackets but trousers that I can't wear! One pair is coming apart at the seams. The other is completely worn out at the knee.

Ex C Q4

C: Hmm, **it sounds like you can start your sewing lessons on those trousers!** Then you'll have two suits in your wardrobe for peanuts! **That's actually a good example of how to go shopping in your wardrobe.**

D: Sorry. Where?

C: In your wardrobe. Most people have loads of clothes that they never wear. The trick is to sort them into four categories: love, mend, sell and bin.

D: Go on.

C: 'Love' is for the clothes that make you look and feel great. 'Mend' is for the clothes that you need to adjust or repair. 'Sell' is for the clothes that you can auction online. And then 'bin' is for everything else. Basically you need to get rid of them!

D: OK, I've got loads of clothes that I could sell, but I've never used an auction website before. Do you think anyone will buy my old clothes?

C: You'd be surprised. I mean, most customers on those sites stick to the professional sellers with beautiful tailor-made sales pages created by web designers. But I actually buy most of my clothes from ugly sales pages, created by inexperienced sellers.

D: What? Are you saying I should create an ugly sales page for my second-hand clothes?

C: No, not at all. The more professional your sales page, the more you can charge for your clothes. And it needs to be a seamless process for your customers from beginning to end. So as a general rule, when you're selling clothes, **it's well worth taking the time to make your sales page look good.** For example, you can just use one of the off-the-shelf templates from the auction site. Choose a template that catches your eye – it's much better than creating your own site from scratch.

Ex B

D: OK, sounds like good advice. And when I'm buying clothes online, to replace the ones I'm selling?

Ex B

C: **Then you should look out for newbie sellers with bad photos** – they're usually good for picking up a bargain.

Ex C Q5

D: Aha, yes, that makes sense. So are auction sites the best place to pick up cheap second-hand clothes?

Ex B

C: Sometimes, **but the best place to buy them is often charity shops,** even though they're pretty exhausting! You need to know where to go if you want to avoid wearing yourself out for nothing! For instance,

Ex C Q6

the best charity shops are in posh, exclusive neighbourhoods. You'd be amazed what you can pick up there. The trick is to avoid shops in a trendy area or one with lots of students – all the best stuff will be snapped up immediately.

D: OK, good. What about regular shops?

C: They're fine as long as you're not too choosy – the big-name stores are often no better than others, but they charge a lot more for the same stuff! But wherever you go, **don't forget to haggle to get the price down.**

Ex B

D: What do you mean?

C: Ask the shop assistant for a discount. I always ask, 'Is this the best you can do?' Many shop assistants are authorised to offer discounts, so it's always worth haggling. You've got nothing to lose but your pride!

D: OK. I'll give it a go. Thanks.

1.1 Dress for success

VOCABULARY

A Do the first pair as a class example, then put students into pairs to continue. In feedback, make sure students fully understand the meaning of each word or phrase.

Suggested answers

- 1 a *very little money to spend*
b *not big enough*
- 2 a *smooth without seams or obvious joins*
b *changing or continuing very smoothly*
- 3 a *available to buy on a shop shelf; made to fit a particular customer*
b *sold for general use; designed for a particular customer*

B Point out the information in the box about metaphors, and use the examples given to make sure students understand the difference between literal and metaphorical meaning.

C Explain that the sentences are all from the conversation between Carly and Dan and that they all contain metaphors. Students complete the gaps with the words in the box, either from what they remember from the listening or just from what they think.

D Suggested answers

- 1 *stressed or irritated*
- 2 *wasting money*
- 3 *over a longer period*
- 4 *a small amount of money*
- 5 *gets your attention*
- 6 *bought and sold very quickly*

E Get feedback from one or two pairs.

F Monitor, helping where necessary and put any new vocabulary on the board. Ask one or two pairs to give their opinions on the questions in whole-class feedback. Use the **Vocabulary Worksheet** on page W3 for extra practice.

PRONUNCIATION

A Do the first one as an example, modelling the pronunciation of the sentence and exaggerating slightly on the underlined words if necessary. Then, put students into pairs to continue with the rest. Encourage them to say the sentences out loud as they do this, so they become more aware of this feature of connected speech.



B Tell students to listen and check and then to repeat the sentences for further practice.

SPEAKING HUB

A Put students into groups of three, and assign each student one of the roles. Tell them to work individually to think about their character. Give your own example, including information about age, background, ambitions and problems. Use some examples of the metaphors from earlier on as you do this.

B Tell the students to remain in character and to work with the other members of their group. With a stronger student, model a short conversation where you explain your situations and give each other some advice. Tell students in their groups to have similar conversations. Monitor to help and prompt if necessary.

C Students report back to the class on the best and worst advice they were given. Finish with feedback on students' language.

Extra activity

Tell each group to compile a list of the three best tips they thought of. Regroup students so each new group contains one representative of each previous group. Tell them to discuss their lists of tips and to agree on the best three overall. Get class feedback and try to reach a consensus on the best three tips.

METHODOLOGY HUB by Adrian Underhill

Linking /r/

In RP the letter *r* in the spelling of a word is not pronounced unless it is followed by a vowel sound. But in connected speech, the final spelling *r* of a word may be pronounced or not, depending on whether the first sound of the next word is a consonant or vowel.

Discovery activity

Say the following phrases and decide if the *r* at the end of the first word is sounded or not:

- her English
- her Spanish
- car seat
- car engine
- brother and sister

Commentary

In the second and third phrases, the *r* is not sounded as the following sound is a consonant. In the first, fourth and fifth phrases, the *r* is a linking /r/ joining the first word to the second which begins with a vowel.

Note that the term linking /r/ can be applied only when the letter *r* occurs in the written form.

The notion of linking /r/ is redundant in rhotic varieties of English that typically pronounce all *r*'s occurring in spelling form. Learner dictionaries show linking /r/ in brackets as part of the pronunciation.

TEACHING IDEA by David Seymour and Maria Popova

Clothes lines

Point out that sayings are often metaphorical.

In groups, discuss the meaning of these sayings.

Keep it under your hat. I wear the trousers. We'll have to tighten our belts. She's got a bee in her bonnet. Keep your shirt on. Put yourself in my shoes. He's too big for his boots.

Tell the rest of the class some clothes sayings from your country.

METHODOLOGY HUB by Adrian Underhill

Intrusive /r/

This refers to the /r/ sound an English speaker may insert between two words where the first ends in /ə/ or /ɔ:/ and the following word begins with a vowel sound.

Discovery activity

See if you can make use of intrusive /r/. Say these two phrases and notice how you join the first to the second word.

- America and Canada
- law and order

Commentary

Some speakers would say /əmerikə ən kænədə/, or /lɔ: r ən ɔ:də/. Use of this intrusive /r/ is frequent though by no means obligatory. The only difference between linking and intrusive /r/ is that linking /r/ is reflected in the written form, while intrusive /r/ is not. Intrusive /r/ does not exist in rhotic accents (where *r* in the spelling is always pronounced).

B Work in pairs. Decide whether the underlined words in Exercise A are literal (l) or metaphorical (m). Use the information in the box to help you.

Metaphors

A metaphor is a word or phrase that's used in a different context from its literal meaning. It's easier to understand a metaphor when you know the literal meaning. For example:

Literal: *There is a breeze outside. (= a light wind)*

Metaphorical: *It was a breeze! I got the job. (= easy and pleasant)*

C Complete the sentences with the correct form of the words in the box.

catch drain peanut run snap wind

- I'm getting quite wound up about it.
- You're throwing money down the drain.
- It's much better in the long run.
- Then you'll have two suits in your wardrobe for peanuts.
- Choose a template that catches your eye.
- All the best stuff will be snapped up immediately.

D Work in pairs. What is the metaphorical meaning of each sentence in Exercise C?

E Complete the questions with the correct form of a word from Exercises A or C.

- When one person leaves a job and another person takes over, how can they make the transition as seamless as possible?
- Are you the kind of person who plans for the long run? Or do you tend to make snap decisions?
- Have you ever bought anything that was tailor-made especially for you? Or do you always buy off-the-shelf products?
- Which current trends really wind you up?

F SPEAK Work in pairs. Discuss the questions in Exercise E.

PRONUNCIATION

Linking and intrusive /r/

A Work in pairs. Read the sentences below aloud. Draw a () between any words that you think are connected by a /r/ sound.

- I saw a nice suit yesterday for 40% off.
- You're only saving money if you buy something you need.
- I just wore a jacket from an old suit.
- They had no idea I was wearing tracksuit trousers.
- Are auction sites the best place to pick up cheap clothes?
- Avoid shops in a trendy area or one with lots of students.
- Many shop assistants are authorised to offer discounts.



B Listen to check. Then practise saying the sentences.

1.2

SPEAKING HUB

A PREPARE Choose one of the following roles.

Spend a few moments thinking about your character (e.g. your age, background, ambitions, the problems you face, etc).

- Role 1: The fashion victim.** You always want the latest designer fashions, but you're worried you spend far too much.
- Role 2: The reluctant shopper.** You hate shopping and don't care what you wear, but all your clothes are old and scruffy.
- Role 3: The trendsetter.** You like to take risks and experiment with your clothes. Just one problem: you've run out of ideas!

B DISCUSS Work in groups of two or three. Roleplay a conversation between your characters. Ask your partners for more information about their situation. Offer each other (good or bad) fashion advice.

I know it feels good to snap up a bargain, but in the long run, it's just money down the drain, don't you think?

C REFLECT Report back to the class on the best and worst advice for each character.



- Talk about style and fashion
- Give fashion advice

1.2 Trendsetting

- Compare different trends
- Make a podcast or vlog

- G comparatives and superlatives
- P emphatic stress

- V experimenting with prefixes and suffixes
- S using contrasts to work out meaning

READING

A SPEAK Work in pairs. Think of as many trends from the past five years as you can in one minute. Use the topics below to help you.

- technology
- fashion
- music
- culture

THE LIFECYCLE OF A TREND

1 Technology trends are very simple at first sight: older technologies become outdated and anachronistic, to be replaced by **newer, funkier** technologies, until they are rendered obsolete with the next cycle. In this way, the vinyl records of the 1970s gave way to cassettes in the 1980s. By the 1990s, cassettes were old hat and CDs were state-of-the-art. By the 2000s, we all loved novel gadgets like MP3 players. But by the 2010s, we had cloud-based music streaming services like Spotify. Why limit yourself to the music you own, when you can stream every song ever recorded?

2 But in 2016, the unexpected happened: sales of vinyl records in the UK outstripped digital music sales for the first time. The renewed interest in vinyl is a powerful reminder that trends don't always flow in a straight line from fringe products to mass-market blockbusters. It also reminds us to pay attention to the durability of trends over decades, not just the short-term ups and downs of **the latest** fads.

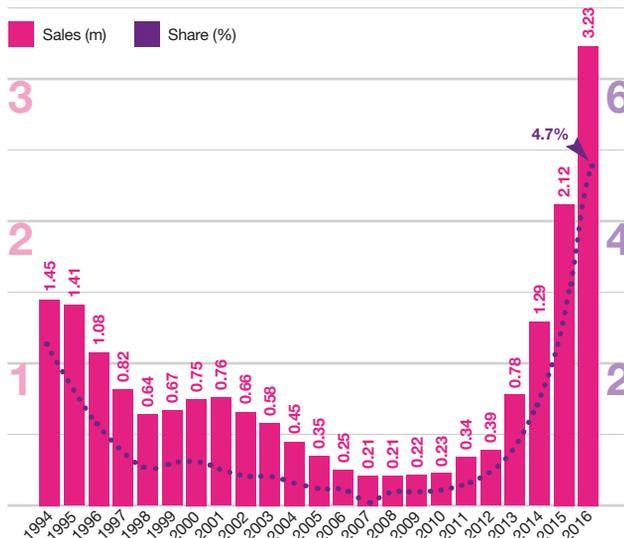
3 These trends are **clearest** in the world of popular music, which seems to be on a 20-year cycle. In the 1980s, music from the 50s and 60s was cool, while 70s music was naïf. By the 1990s, 70s music was enjoying a revival, but 80s music had become the height of uncool. After 2000, it was OK to like 80s music again but now 90s music was for losers. The 20-year cycle makes **rather more sense** when you remember that the average trendsetter is about 22 years old. They feel sheepish about the music they enjoyed when they were 12, but they can look back **a great deal more fondly** at the music from their early childhood.

4 There's a key difference between a trend, a flash-in-the-pan and a fad. A flash-in-the-pan pops up suddenly, grabs everyone's attention, and then disappears again **almost as suddenly**. A few years ago, the whole world went crazy for a new smartphone app called 'Pokémon Go'. At one point, people were playing it everywhere you looked. But within a few months, almost everybody had abandoned it, leaving only a handful of die-hard fans to persevere with it. **Ex CQ5**

B READ FOR MAIN IDEA Read *The lifecycle of a trend* quickly. Match the paragraphs (1–7) with the topics (a–d). Some paragraphs cover more than one topic.

- a musical styles 3
- c games 4
- b music formats 1, 2, 7
- d human needs 5, 6, 7

Vinyl LP Sales and Market Share



Source: British Phonographic Industry

5 A fad, on the other hand, may be **a little more enduring**, but it too is doomed to disappear sooner or later because it serves no useful purpose. It may be quirky or amusing, but unless it fulfils a basic human need, like 'convenience', 'social status', 'self-expression' or 'security', it will never be **more than a gimmick**.

6 In contrast, an authentic trend always fulfils one of **our very deepest** needs – something that's shared by every human that's ever lived. Of course, nobody really needs **a slightly thinner than usual phone** or every song ever recorded, but we do need things like relaxation, creative stimulation, self-confidence and a sense of belonging to a social group, which those products and services satisfy.

7 This idea of basic human needs also goes some way towards explaining **by far the most curious** feature of the vinyl revival: almost half of buyers of vinyl records never actually listen to them according to a poll by ICM Unlimited! As long as we see vinyl as 'a music format' to fulfil our need for 'relaxation' and 'creative stimulation', this makes no sense. But don't forget, we also have a need to own beautiful physical objects to express our personality, and this is **every bit as important as** those other needs.

Ex CQ7

Ex CQ7

And of course, the large-sleeved LPs **more than meet** that particular need, to **a lot greater an extent than** either diminutive CDs or intangible digital downloads.

Glossary

- doom (v) to make someone or something certain to fail, be destroyed, be extremely unhappy, etc
- durability (n) the ability to continue to exist or work for a long time.
- outstrip (v) to become larger than something else
- revival (n) the process of becoming active, successful, or popular again

1.2 Trendsetting

LEAD-IN

Books closed. Write 70s, 80s, 90s and 2000s as column headings on the board. Elicit an example of one thing (e.g. a famous event, a person, a trend or an object) that students associate with each decade, and write this under each heading. Set a time limit, and put students into pairs to think of as many more things as they can for each decade. Get feedback and students' ideas on the board, asking them to explain why they chose what they did, especially in a multilingual class where cultural references may be different.

READING

- A** Elicit an example of a trend in technology, fashion, music and culture. Put students into pairs to complete the task, reminding them they have one minute to do so. Get feedback and ask students to expand on their ideas and give examples.
- B** Tell students to look at the picture and elicit how it is connected to trends. Explain the task and point out that some paragraphs cover more than one topic. Set a time limit and tell students not to worry about any unfamiliar vocabulary at this stage, but point out the glossary with definitions of a few words.
- C** Focus students on the information in the box about using contrasts to work out meaning, and point out one or two examples in the article (e.g. *but* in paragraphs 1 and 2, *while* in paragraph 3). Tell students to think about this as they read the article a second time more closely and answer the questions.
- 1 *Old: outdated, anachronistic, obsolete, old hat*
New: funkier, state of the art, novel
 - 2 *Fringe products vs mass-market blockbusters. The durability of trends over decades vs short-term ups and downs of the latest fads*
 - 3 *naff: bad, the opposite of cool*
feel sheepish about: embarrassed by – the opposite of look back fondly at
 - 4 *die-hard fans: somebody who refuses to accept change;*
contrasts with almost everybody
 - 5 *abandoned it vs persevere with it*
 - 6 *Positive: enduring, quirky, authentic*
Negative: gimmick
 - 7 *diminutive: very short or small, contrasts with large-sleeved*
intangible: not able to be touched or measured, contrasts with physical
- D** In pairs, students compare their answers to Exercise C. Check answers as a class.
- E** Put students into pairs to discuss the question and think of counterexamples. Monitor to prompt if necessary. In feedback, ask students to explain their ideas and encourage others to agree, disagree or ask further questions.

GRAMMAR HUB

1.2 Comparatives and superlatives

- We only use *than* after comparative adjectives and adverbs when it is followed by the thing we are comparing it with.

CDs are more expensive than they used to be.

Be careful!

CDs are only fractionally more expensive today. NOT CDs are only fractionally more expensive than today.

- We don't put *the* before a superlative when we use a determiner.
Here's our cheapest smartphone.
NOT Here's our the cheapest smartphone.
- To compare things that are the same, we can use *as* + adjective/adverb + *as* ...
Dance music is as popular as it ever was.
- We leave out the second + *as* when the adjective/adverb isn't followed by the thing we're comparing it with.
None of our audiences have been as large!
NOT None of our audiences have been as large as!

- We can use *the ... the* with comparatives to show that two changes are closely connected. As one thing changes, it makes the other thing change.

The cheaper the technology, the worse quality it is.
The bigger, the better!

- We can use the structure *more than* with a small number of verbs (*compensate for, double, fulfil, make up for, meet*)
His enthusiasm and intelligence more than compensated for his lack of experience.
- To show that there is a big difference between two things we can use one of these modifiers before the comparative adjective: *a good/great deal, a lot, considerably, dramatically, far, significantly, much.*
The new building is considerably bigger than the old one.
- To show that there is a small difference, we use these words and phrases before the comparative adjective: *a bit/little, a fraction, fractionally, marginally, rather, slightly, somewhat.*
The first film was fractionally longer than the sequel.
- We can modify superlative adjectives using: *by far, far and away, easily, the very.*
Tom is by far the cleverest boy in the class.
Tom is the cleverest boy by far.
- We can also make a superlative stronger by inserting *possible* after the superlative and before the noun.
The shopping centre was built in the best possible location.
- We can also use modifiers before the structure *as ... as*: *almost, at least, easily, every bit, half, just, twice.*
My old phone was every bit as good as this new one.

C WORK OUT MEANING Read the article carefully and answer the questions. Use the information in the box to help you.

Using contrasts to work out meaning

It's often possible to work out the meaning of new words and phrases by looking for contrasts with known words and phrases. Look out for linking words (e.g. *while, but*) that signal a contrast.

- 1 Which underlined adjectives in paragraph 1 mean *old-fashioned*? Which mean *new*?
- 2 What do the two underlined words in paragraph 2 contrast?
- 3 What do the underlined words and phrases mean in paragraph 3?
- 4 What does the underlined phrase in paragraph 4 mean? What is it being contrasted with in the same sentence?
- 5 Which two verbs are being contrasted in the last sentence in paragraph 4?
- 6 Which of the underlined words in paragraphs 5 and 6 have a positive meaning? Which have a negative meaning?
- 7 What do the underlined adjectives in paragraph 7 mean? Which words in the same paragraph have the opposite meanings?

D Work in pairs. Compare your answers to Exercise C.

E SPEAK Work in pairs. Discuss the questions.

- 1 Do you agree that all successful trends are popular because they fulfill a basic human need?
- 2 Can you think of any examples or counterexamples to support your opinion?

GRAMMAR

Comparatives and superlatives

A Are these statements true (T) or false (F)?

- 1 After a comparative adjective (e.g. *bigger*), we always need *than*. T/F
- 2 We form the comparative and superlative of *-ly* adverbs (e.g. *quickly*) by changing *-y* to *-ier/-iest*. T/F
- 3 We always need *the* before a superlative (e.g. *fastest*). T/F

B Work in pairs. Justify your choices in Exercise A with examples in bold from the *The lifecycle of a trend*.

- 1 **newer, funkier, a little more enduring**
- 2 **more fondly (we always use more/most)**
- 3 **These trends are clearest, our very deepest needs**

C WORK IT OUT Complete the rules with an example in bold from the article.

Advanced comparatives and superlatives

- 1 Some modifiers start with *a/an* (e.g. *a little*). When we use these together with *a/an* + noun, the second *a/an* goes after the comparative: **a lot greater an extent than**
- 2 Only a few words (*anticipated / expected / hoped for / necessary / usual*) can come between *than* and a noun: **a slightly thinner than usual phone**
- 3 We can use the structure *more than* with a small number of verbs (*double, make up for, meet*): **more than meet**

D Go to the **Grammar Hub** on page 122.

E SPEAK Tell your partner about one of the following. Use comparative and superlative structures.

- a film that you enjoyed more than you thought you would
- a concert that you went to or an album you really love
- the most enjoyable holiday you've ever had

SPEAKING

DISCUSS Work in pairs. Compare the following things. Use structures from this lesson.

- 1 fashion from 1 / 5 / 10 / 20 / 50 years ago
- 2 popular music from 5 / 10 / 20 / 30 years ago
- 3 technology now / 10 / 20 / 50 years ago
- 4 society now / 10 / 20 / 100 years ago



LISTENING

A SPEAK Work in pairs. Discuss the questions.

- 1 What's the difference between the types of people in the box? Do you know any of these types of people?
blogger influencer podcaster trendsetter vlogger
- 2 Do you listen to any podcasts or watch any vlogs? If so, which ones?

B LISTEN FOR GIST Listen to a podcast about trendsetting. Which topics do the speakers give advice about?

- | | |
|---|--|
| <input type="checkbox"/> 1 making money | <input type="checkbox"/> 5 designing your own website |
| <input checked="" type="checkbox"/> 2 choosing a focus | <input type="checkbox"/> 6 learning from statistics |
| <input checked="" type="checkbox"/> 3 using social media to build a community | <input checked="" type="checkbox"/> 7 long-term planning |
| <input checked="" type="checkbox"/> 4 the problem with perfection | <input checked="" type="checkbox"/> 8 learning from mistakes |

C LISTEN FOR DETAIL Listen again. Are the statements true (T) or false (F)? Correct the false statements.

- 1 Dora and Adam are in the same room. **T/F**
They are in different places.
- 2 Dora regrets that she made so many mistakes. **T/F**
She learnt everything by taking risks and making mistakes.
- 3 Hardly anyone watched Dora's videos at first. **T/F**
- 4 Dora releases a video at the same time every week. **T/F**
- 5 Dora replies to every comment on her videos. **T/F**
She only focuses on the people who want to join her community.
- 6 Dora sees herself as an overnight success. **T/F**
There are years of hard work behind her success.
- 7 Adam is unsure about filming himself. **T/F**

D SPEAK Discuss in pairs.

- 1 Do you think the idea of an 'overnight success' is a myth?
- 2 Have you ever had a blog or vlog? If not, would you ever consider starting one? Why/Why not?

VOCABULARY

Experimenting with prefixes and suffixes

A Complete Dora's advice using the words in the box.

amateurish biggish disaster-prone
hyper-influential re-editing super-lucky
tech-savvy unmute user-friendly

VLOG AWAY!

A lot of the vlogs on the web are very ¹ **amateurish**. Stand out by editing and ² **re-editing** until your vlog is as slick and professional as possible.

If you're not particularly ³ **tech-savvy**, do some research into ⁴ **user-friendly** software – one with clear instructions.

Look at some of the videos made by the most ⁵ **hyper-influential** vloggers and some with a ⁶ **biggish** number of subscribers. Success isn't down to being ⁷ **super-lucky**, it's about hard work and perfecting the craft.

You don't have to be a ⁸ **disaster-prone** person to sometimes forget to ⁹ **unmute** the mic. Remember not to be too hard on yourself. We all make mistakes, the important thing is to learn from them. You'll get more confident with experience.



1.2 Trendsetting

LISTENING

A Write the names of one well-known influencer/podcaster/trendsetter on the board. Elicit who they are and what they are known for. Put students into pairs to discuss the questions. Get class feedback and make sure the difference between the types of people is made clear, eliciting well-known examples.

B Explain that students are going to listen to a podcast about trendsetting. Tell them to read the topics and predict which ones the speakers will give advice about, and what that advice might be. Students then listen to check.

- C** Put students into pairs to read the statements and to try to remember if they're true or false. Students then listen again to check. In feedback, ask students to justify their answers with reference to what they heard in the podcast.
- D** Put students into pairs to discuss the questions. Get feedback from one or two pairs.

VOCABULARY

A Explain the task and tell students to complete the gaps with the words. In feedback, check understanding of the words and drill pronunciation where necessary.

AUDIOSCRIPT

1.3

Listening, Exercise B

D = Dora A = Adam

- A:** Hello and welcome to the latest 'Website design podcast'. Today, I've invited Dora Cho to talk about becoming a trendsetter. As I'm sure you know, Dora's video channel is the most hyper-influential source of advice on lifestyle trends on the web. Dora, are you there?
- A:** Sorry. I forgot to unmute Dora's microphone. Dora?
- D:** Hello? Can you hear me now?
- A:** Yes. Sorry, Dora. Shall we restart?
- Ex B 4 D:** You know what? Keep going. **One of the most common mistakes that new vloggers and podcasters make is to expect everything to be perfect. So they edit and re-edit everything again and again. But when things go wrong, we hear the real, authentic 'you', and that's what makes your podcast engaging.** You actually need to unlearn all those rules about perfection!
- A:** OK. But your videos are always amazing. You seem so self-confident and relaxed. How do you do that?
- D:** It all comes down to experience. My first videos were pretty cheesy and amateurish. I used to be quite disaster-prone with technology: everything that could go wrong did go wrong. But after a while, it got a lot easier! **I learnt everything by taking risks and making mistakes.** It was frustrating at the time but you need to go through that experience. I'm a lot more tech-savvy now, but I'm still learning.
- Ex B 8 A:** Great. So how did you start your vlog?
- D:** First of all, I set myself a target of one video every week for a year. I figured that if nobody cared after a year, I'd give up. And it did take a while to get noticed, which was frustrating. But over the months, I started to see bigish audience numbers. By the end of the year, I had 7000 subscribers.
- A:** Wow! And now?
- D:** Six million.
- A:** Amazing! So what am I doing wrong with my podcasts?
- Ex B 2 D:** Well, there's no need to be negative. **The most important thing is that you've found your niche and you've created some excellent content.**
- A:** Really? Oh, thank you.
- D:** Yeah, it's true. But if you want to move to the next level, you need to be really systematic. I mean, when do your podcasts come out?

- A:** It depends. Whenever I have a goodish idea for a podcast, then I try to make it within a few days.
- D:** OK, but you can't expect your listeners to check your website every day on the off-chance that you've released another episode – that's not user-friendly at all. But my followers can be absolutely sure that every Wednesday at 10 o'clock, there will be a new video on my channel.

A: OK. But what if you run out of ideas?

Ex B 7 D: I won't. **I plan everything at least six months in advance,** and I set alerts on my phone to tell me what to do and when. I've tried to make my system idiot-proof so that I can't mess up!

A: OK ...

Ex B 3 D: **You also need to be far more social media-savvy:** once you've released each episode, tell the world about it. And don't just post a link – you need to engage with your audience, too, by replying to the comments on your site. People love to feel listened to.

A: Every single comment?

D: Well, there are plenty of people who post offensive or spammy comments. The trick is to ignore them and **focus on the people who want to join your**

Ex B 3 community. You can also ask them what they'd like you to talk about in future podcasts. Once you've got an active community behind you, you'll never run out of ideas.

A: Right. OK, so I'll do all that. But it sounds like hard work!

D: It is hard work! Not long ago, a journalist mentioned my blog in an article about overnight successes. I suppose in many people's eyes, I am an overnight success. They probably think I'm super-lucky to have made the big time. But they don't see the years of hard work behind that success.

A: Right. So I just need to keep working hard on my podcasts, right?

D: Well, your podcasts are great, as I say, but actually I think your content would work much better as smartphone-friendly videos. I mean, you talk about website design, so we really need to be able to see what you're talking about.

A: Maybe, but I'm not as charismatic as you. I hate being in front of the camera.

D: Well, I felt awkward at first, too, but you do get used to it. I really think you should have a rethink and become a vlogger instead.

A: OK. I'll give it a go. Dora Cho, thanks so much for joining me today. You've given me a long list of jobs to do! I feel super-exhausted just thinking about it.

1.2 Trendsetting

B Ask students what the words from Exercise A all have in common, and elicit that they all contain prefixes or suffixes. Tell students to complete the examples in the *Experimenting with prefixes and suffixes* box with the words from Exercise A. Do the first one as a class example.

1.4 **C** Tell students to replace the underlined words or phrases with a word containing a prefix or suffix with the same meaning. Do the first one as an example, and make it clear that students will sometimes have to change the order of other words in the sentence to do this.

D Direct students to the **Vocabulary Hub** (see TB121) for further practice.

E Give one example of your own, then put students into pairs to think of more. Get class feedback and ask students to justify their choices. Encourage others to agree, disagree or ask further questions. Use the **Vocabulary Worksheet** on page W5 for extra practice.

PRONUNCIATION

1.5 **A** Play the first sentence only, or model the pronunciation yourself as the sentence was said in the recording, and tell students to listen for which word is stressed most strongly. Then, put students into pairs to try to predict which word will be stressed most strongly in the other sentences. Encourage them to say the sentences aloud as they do this. Play the recording for students to listen and check. In feedback, ask students if they are surprised by which words were stressed, and try to elicit *why* these words were stressed.

B Tell students to practise saying the sentences from Exercise A and to think again about why they're stressed as they are.

Suggested answers

- 1 To draw attention to the superlative adjective.
- 2 To emphasise how much easier it got.
- 3 To focus on the positive verb form, which confirmed Dora's expectations.
- 4 To emphasise that Adam has achieved two important things, not just one.
- 5 To turn a prediction (... there'll (probably) be ...) into a promise (... there will be ...).
- 6 To focus on the positive verb, which agrees with people's assumption.
- 7 To draw attention to the positive verb – to reassure Adam that he'll be OK.
- 8 To emphasise how grateful he is.

1.6 **C** Tell students to look back at their answers to Exercise B to help them decide where the stress should go in the sentences. Again, encourage them to say the sentences aloud as they do this. Then, play the recording for students to check. Play the recording a second time for students to repeat.

SPEAKING HUB

A Tell students they're going to make their own podcast or vlog about trends, similar to the one they listened to earlier. Put them into small groups to think about the questions. Monitor to help and prompt if necessary.

B Ask students to share their ideas with the class and to ask for suggestions on what to focus on. Encourage the other students to give feedback. Participate if necessary to generate some enthusiasm for the podcasts.

C Students plan their episode. Make it clear that they shouldn't write a script, however, as they need to sound spontaneous. Monitor to help with language if needed. Encourage students to rehearse before they present their podcast or vlog to the class.

D Instruct students to make their podcast or vlog. They could perform it to the class or record it, then play it to the class if you have the facilities for this. Encourage students to respond to each other's episodes and ask questions or give opinions about it. Give some feedback on students' use of language after this as well.

Extra activity

If students didn't record their podcast or vlog in class, they could do this outside the class after taking on board feedback they received from the other students and from you. They could then present their recordings in the next class, either in small groups or to the whole class.

After students have presented, encourage those listening to give feedback, although obviously handle this sensitively.

Allow students time to reflect on what went well and what could have been improved or done differently in their own podcasts.

METHODOLOGY HUB by Jim Scrivener

Word stress

Stress and its opposite – unstress – are very important aspects of English pronunciation. Getting the stress wrong can seriously damage your chances of being understood.

Words have their own stress pattern; for example, *water*, *cricket* and *justice* are stressed on the first syllable, whereas *abroad*, *enough* and *today* are stressed on the second. A stressed syllable in a word is usually noticeable by being slightly louder, longer and higher in pitch than the syllables next to it.

Stress and unstress

Unstressed syllables tend to be pronounced less loudly and with a more 'relaxed' manner; vowel sounds are typically 'weak'. Check this out: try saying the words *water* and *justice* with the stress on the wrong syllable. What happens to the previously stressed syllables?

Commentary

The unstressed syllables become weaker, i.e. shorter, spoken more quickly and with less well-defined (or even altered) sounds, e.g. /wə'tɜː/, /dʒəs'tiːs/.

Word stress is important because when it is wrong, words sound very strange or even incomprehensible. Would anyone understand you saying *secretary*? Sometimes wrong stress changes one word into another: *desert* – *dessert*. Or it can change the class of a word: *import* (v) – *import* (n).

Marking stress

There are a variety of ways of marking stress in a written text and it's important to do this for students. Which of the following do you personally find clearest?

formation 'window unhappy impostor
magaZINE ca(ssette) **water**fall de^lightful

B Complete the information in the box with examples from Exercise A. Use the information in the box to help you.

Experimenting with prefixes and suffixes

- Some prefixes (e.g. *un-*, *re-*) allow you to invent completely new verbs: unmute, re-edit
- Super-*, *hyper-* and *ultra-* all mean 'much more than usual': hyper-influential, super-lucky
- You can add *-y* or *-ish* to nouns to invent new informal adjectives: *rubbishy*, *babyish*, amateurish
- You can add *-ish* to an adjective or number to mean 'more or less': *twentyish*, *smallish*, biggish
- Friendly*, *prone*, *proof*, *resistant* and *savvy* can be used as suffixes to make adjectives: *environmentally friendly*, *waterproof*, *heat-resistant*, disaster-prone, tech-savvy, user-friendly

C Replace the underlined phrases in these extracts with a word with a prefix or suffix. You may need to change the word order in some sentences. Then listen to check.

- You actually need to forget all you learnt about all those rules about perfection! **unlearn**
- Whenever I have a fairly good idea for a podcast, then I try to make it within a few days. **goodish** **social media-savvy**
- You also need to be far more aware of how to use social media.
- Well, there are plenty of people who post offensive comments that are like spam. **spammy (comments)**
- Your content would work much better as videos that work well on smartphones. **smartphone-friendly (videos)**
- I really think you should have a second think and become a vlogger instead. **reconsider**
- I feel incredibly exhausted just thinking about it. **super-exhausted**

D Go to the **Vocabulary Hub** on page 142.

E SPEAK Work in pairs. Think of examples of the following.

- websites that aren't very user-friendly / smartphone-friendly
- a person who's tech-savvy / fashion-savvy
- any objects you own that are waterproof or water-resistant
- any objects you own that are damage-prone

PRONUNCIATION

Emphatic stress

A Listen to the extracts from the recording. Underline the words that are stressed.

1.5

- One of the most common mistakes that new vloggers and podcasters make is to expect everything to be perfect.
- But after a while, it got a lot easier!
- ... if nobody cared after a year, I'd give up. And it did take a while to get noticed.
- ... you've found your niche and and you've created some excellent content.
- Every Wednesday at ten o'clock, there will be a new video on my channel.
- I suppose in many people's eyes, I am an overnight success.
- I felt awkward at first, too, but you do get used to it.
- Dora Cho, thanks so much for joining me today.

B Work in pairs. Why did the speaker use emphatic stress in the extracts in Exercise A? Practise saying the sentences.

C Decide where to add emphatic stress in these sentences. Then listen to check.

1.6

- That's one of the most popular vlogs on the web.
- When you reach one million subscribers, it will be worth it!
- Is it possible to be a trendsetter and an influencer?

SPEAKING HUB

A PLAN Work in small groups. You are going to make a podcast or vlog episode about trends. Discuss the following questions.

- What will it be about?
- Why will anyone want to listen/watch?
- What topics could you cover?
- How will you add your own personalities?

B DISCUSS Share your initial ideas with the class. Ask your 'audience' what the next episodes should focus on. Try to engage with them to generate enthusiasm.

C PREPARE Plan an episode of your podcast/vlog. Don't simply write a script – you'll need to stay spontaneous.

D PRESENT Make your podcast/vlog. If you have recording equipment, e.g. a phone, you can use that. Otherwise, present your episode to the class.

- Compare different trends
- Make a podcast or vlog

▶ Veganuary



- A** Work in pairs. You are going to watch a video titled *Veganuary*. What do you think *Veganuary* means?
- B** ▶ Watch the video and check your answers to Exercise A. **It is a UK campaign to encourage eating vegan food in January.**
- C** ▶ Watch the video again. Complete the sentences with one word or a number.
- There are now more choices for vegans when they eat out and at **supermarkets**.
 - The food which Tabitha says she misses most is **cheese**.
 - Tabitha initially became a vegan because of **environmental** reasons.
 - Many cafés sell a wider selection of products to appeal to **everybody**.
 - Some people limit eating meat to one or two times a **week**.
 - In the UK **78,000** people attempted *Veganuary*.

Glossary

- boom** (v) to experience an increase in activity, interest or growth
- ethics** (n) a set of principles that people use to decide what is right and what is wrong
- mainstream** (adj) considered ordinary or normal and accepted or used by most people
- niche** (n) a specialised segment of the market for a particular kind of product or service

AUTHENTIC ENGLISH

- A** Read the sentence from the video. What do you think the phrase in bold means?
- Health, ethics, there are just so many reasons, I think, to **give it a go**.*
- B** Read the information in the box to check your answer to Exercise A.

give it a go

We use *give it a go* to express it's a good idea to attempt something you haven't done before. We also use *give it a try*, *give it a shot*, *have a go* and *have a stab* to express the same idea.

- C** Work in pairs. Respond to the sentences using *give it a go* or one of the other expressions from the box in Exercise B.
- We're not sure whether to try skiing when we're in Switzerland.
Why not have a go and see if you like it?
 - Sam would like to study French but he's always found languages difficult. **Why doesn't he give it a shot? It might be easier than he thinks.**
 - I've never travelled abroad alone before.
Give it a try see how you feel.
 - Nina's always been too shy to introduce herself to complete strangers. **She should have a stab at it – what's the worst that could happen?**
- D SPEAK** Discuss three things you would like to start doing that you have never tried before.

▶ The big pitch



SAM



MALCOLM



AMANDA



HARRY



EMILY



- A** ▶ Watch the video. Work in pairs. Discuss the questions. **the café owner; making coffee; doing calculations; talking to customers**
- Who is Sam and how does he spend his day?
 - What do the following people do? **Emily: yoga teacher; Malcolm: retired professor; Amanda: journalist; Harry: Sam's assistant.**

Emily Malcolm Amanda Harry

- B** ▶ Watch the video again. Complete the sentences with the best option.
- Emily feels *confident about* / *unprepared for* her pitch.
 - Emily would like to *grow her current business* / *start a new sustainable business*.
 - Emily's yoga experience package will include *two* / *three* meals a day.
 - Emily's business will focus on *yoga and food* / *outdoor yoga*.
 - Emily thinks *she will make profits evenly every year* / *her profits will equal her costs in the first year*.



SPEAKING SKILL

- A** Work in pairs. Look at the example from the video. Why has Emily used this phrase? **Emily is nervous, can't think of the exact words, may want to buy time.**

Emily: ... Well, it's kind of like my yoga classes that I teach, but with the idea that you would be getting more than just exercise.

- B** Look at the information in the box. Then underline examples of circumlocution in the sentences from the video.

Using circumlocution

We often use circumlocution, the use of many words where fewer would do, in a deliberate attempt to be vague or evasive, when we are nervous or can't think of the exact word, or even to make an idea sound more impressive. Look at these other sentences from the video and underline examples of circumlocution.

- I mean what I really want to do is to expand my business into something more sustainable, you know, a yoga retreat where people can stay for a few days.
 - Full body cleansing, you know the physiological withdrawal of toxins from the body.
- C** Why do you think Amanda uses circumlocution in the sentences from Exercise B? **may be looking for the right words; may want to make this sound impressive**
- D** Work in pairs. Ask each other about the following things. When you answer try to be evasive or vague. Use the expressions from Exercise B to help you.
- your favourite café
 - your diet
 - your job or studies

SPEAKING HUB

- A PLAN** You are going to make a short pitch for a business you would like to set up. Think of a business idea.
- B PREPARE** Make notes on what you are going to say. Consider the following points.
- product/service
 - market
 - USP (Unique Selling Point)
 - profitability
- C PRESENT** Work in groups. Pitch your business idea.
Well, I'd like to give running my own exercise boot camp a go.
- D REACT** Once everyone in the group has pitched their idea, decide which is the best. Give reasons.

○ Pitch your own business idea

- ▶ Turn to **page 156** to learn how to write a blog post about a trend.

1.3 Diet and lifestyle

Veganuary

- A Write *Veganuary* on the board and ask students what they think it means. Tell them that it is a recently invented word, formed by combining two more common words (a portmanteau word).
- B ▶ Before they watch, point out the glossary containing definitions of some of the words they will hear.
- C ▶ Tell students they're going to watch the video again. Before they do, tell them to look at the sentences and to try to complete the gaps from memory.

AUTHENTIC ENGLISH

- A Put students into pairs to read the sentence and to discuss what they think the phrase means.
- B Check understanding with another example of how you could use *give it a go* or one of the other similar expressions.
- C Point out the example, then tell students to work in pairs to think of how they could reply to the other sentences.
- D Give an example of your own, then put students into pairs to discuss the question.

The big pitch

- A ▶ Point out the picture and ask students what they think is happening. Tell them to watch the video and to answer the questions.
- B ▶ Tell students to read the sentences and to try to choose the correct alternative from memory, before playing the video again. You can find the **videocript** for *The big pitch* on the Teacher's Resource Centre.

SPEAKING SKILL

- A Put students into pairs to discuss the question. In feedback, ask students if they use similar phrases in their language.
- B Go through the information in the *Using circumlocution* box with the class. Do the first sentence with the whole class, before students complete the rest.
- C Give an example of your own, using a few of the phrases from Exercise B. Then, put students into pairs to practise. Monitor to help where necessary.

SPEAKING HUB

- A Ask students to think of an idea for what their business might be.
- B Ask students to make notes about the different points. Make sure students are just making notes and not writing their pitch out in full.
- C Put students into small groups to pitch their ideas to each other. Encourage them to ask each other questions at the end of each pitch.
- D Students decide which pitch was the best in their group. In feedback, ask each group to explain which was the best idea and why.

Extra activity

Elicit or give an example, then put students into pairs to talk about any new businesses they have heard about recently and to discuss why they think they are good or bad ideas. Get whole-class feedback and find out if the class agrees.

▶ VIDEOSCRIPT

Veganuary

D = Danny Savage (journalist) V = Vegan customer
T = Tabitha EI = Ellie (baker) Ex = Expert

D: A vegan café in Leeds – there's no meat or dairy products in any of the food here, and for the last month, non-vegans have been encouraged to give it a go. And those behind Veganuary say it's a lot easier today than it was a few years ago.

V: When I went vegan seven years ago, there was none of the chain restaurants doing vegan options, now, nearly all of them have either got vegan options on the menu or they've got a vegan menu itself. **Um, a lot of the supermarkets now, the range of products that are available to ... to people going vegan is a lot better than it was six or seven years ago.** So it's moving in the right direction.

Ex C Q1

D: What's the one thing you miss?

Ex C Q2

T: Cheese.

D: Haha! That's your ...

T: Yeah, cheese.

D: Tabitha went vegan for January. Despite some cravings, she's stuck to it and will continue.

Ex C Q3

T: The thing that got me in the first place was actually the environmental impacts of veganism and vegetarianism. Um, but, yeah, health, ethics, there's just so many reasons, I think, to give it a go.

D: And it's been OK?

T: Yeah.

D: You haven't struggled?

T: Yeah. No, I haven't actually struggled.

D: You've completed it.

T: Yeah, I've done it.

D: You haven't fallen off the wagon, as such.

T: No, I haven't.

D: At a nearby bakery, Ellie has built up a business making vegan cakes. Production has grown rapidly because veganism is no longer a niche – it's becoming mainstream.

Ex C Q4 EI: It's been crazy busy. Um, I mean, lots of cafés have just started doing, a lot, they've, you know, they want to accommodate everybody so they're wanting to offer a really good range and, just the general public as well, you've noticed, you know, you'll go to a market or even just going to, like, the big vegan fairs, there's, er, much, much bigger crowds.

D: And the growth in trade is reflected by a growing change in people's attitudes.

Ex: Veganism as a lifestyle choice has definitely boomed in the last few years. But for a lot of other people, they're choosing a more flexible approach, even part-time, um, perhaps reducing their meat intake to once or twice a week, taking a more vegetable-centric approach the other days, and for these people Veganuary is a brilliant introduction and a way to test the waters.

Ex C Q5

Ex C Q6 D: The organisers say about 78,000 people in the UK tried going vegan in January. They think even more will have a go next year. Danny Savage, BBC News, Leeds.

1 Writing ● Write a blog post

W making your blog post successful

A Look at the buttons. What do you think *skeuomorphism* means?

B Read 4 things you need to know about *skeuomorphism*. Complete the article with the headings (a–d).

- Is skeuomorphism cool?
- Is skeuomorphism useful?
- What are some examples of skeuomorphism in real life?
- What is skeuomorphism?

C SPEAK Work in pairs. Discuss the questions in the headings.

D Match the objectives (1–3) with the strategies (a–g).

Making your blog post successful

A successful blog post achieves three objectives:

- People will find it using search engines. a , d , e , g
- They will read it from start to finish. c , f
- They will take some action that helps the writer. b

- Include a number in your title (i.e. 7, not seven). Search engines prefer them!
- End with a clear call to action (CTA), e.g. 'sign up for our newsletter'.
- Ask questions in your first paragraph, but only answer them later in your blog post.
- Choose one key word or phrase and use it as many times as possible in your blog post.
- Use questions as section headings. Many people use questions to search. **All four headings are questions that might be asked in a search.**
- Speak to readers as 'you' and offer to solve their problems.
- Include lots of common search terms like 'definition' and 'examples'.

E Find examples of the strategies (a–g) in the blog post.

Ex E c **Ex E f** **Have you ever wondered why the best websites look fresher and smarter than yours? Do you want to learn the powerful secret of great web design? Then you need to know about skeuomorphism.**

1 d

Ex E g Here's a simple definition: skeuomorphism involves making digital objects look like things in the real world. The earliest websites just had lots of text. Instead of a 'click here' button, you simply had the words 'click here'. But web designers soon realised that users prefer life-like buttons and switches.

2 c

Ex E g Examples of skeuomorphism are everywhere. Is there a trashcan on your phone for 'delete'? A cogwheel for 'settings'? An envelope for 'messages'? The list of examples is endless. Skeuomorphism even brings outdated technologies – like floppy disks and sand-filled hourglasses – back to life.

3 a

It depends. Early web designers got carried away with skeuomorphism. Every button had a 3D appearance, with shadows and reflections. This led to a backlash in the early 2010s called 'flat design', which gave a cleaner, less fussy appearance. Flat design managed to appear both retro and modern ... but also a little boring.

4 b

Yes and no. Skeuomorphism does make things more user-friendly and intuitive. We all know that a green phone means 'start a call' and a red one means 'end a call', but what if you've never seen an old-fashioned phone? What if you're colour-blind? By all means use skeuomorphism in your web design, but don't assume your users can work out what everything means!

Ex E b [Want to learn more about web design trends? Click here to sign up for our online course.](#)

WRITING

A PREPARE Work in groups. You are going to write a blog post about a trend or trends in general. Think of ideas for topics.

B PLAN Choose your key word or phrase (to be repeated many times in your blog post), your title and a series of questions to use as section headings.

C WRITE Write your blog post. Make sure the first paragraph encourages the reader to keep going to the CTA!

D REVIEW Read some other people's blog posts. Use the box above to evaluate the posts.

Refer students to this article as a model for their blog post.

Remind students to refer back to the box on making a successful blog post as they write.

Ask students to compare blog posts in small groups.

WRITING

- Write *skeuomorphism* on the board and ask students what they think it means. Put them into pairs and tell them to look at the pictures and ask them to think about it again. Get some feedback but don't confirm or reject any suggestions at this stage.
- Tell students they're going to find out all about skeuomorphism. Students read the blog post and match the headings to the paragraphs.
- Put students into pairs to discuss the questions from Exercise B. Get some feedback to find out how similar or different students' opinions are.
- Point out the information in the box about *Making your blog post successful*. Elicit which of the objectives strategy *a* is an example of, then tell students to match the other strategies to an objective.
- Tell students to look at the blog post again and to find more examples of the strategies from Exercise D.

WRITING TASK

- Tell students that they're going to write a blog post about a particular trend or trends in general. Put them into groups, and tell each group to choose a topic to write about and to brainstorm ideas.
- Students work individually to plan the specifics of their post. Monitor to help or prompt if necessary.
- Remind students about all the strategies for writing a successful blog post, then tell them to write their post. This could be done for homework if there isn't time to do it in class.
- Either display the blog posts on the walls for students to walk around and read, or pass the posts around so everyone has a chance to read several. Ask students to evaluate the posts with reference to the strategies they saw earlier. In feedback, ask students which blog posts they think are the most successful and why. Finish with feedback on the organisation, style and language used in the posts.

GRAMMAR

A Put the words into the correct order to make nominal clauses.

A: Why are you getting rid of those trousers?
There's nothing wrong with them!

B: Well, the fact ¹aren't / in the knees / holes / that / there doesn't mean I can wear them for ever.

These trousers are so last year!

A: Come on! ²your clothes / people / think about / what isn't important! What counts is ³on / what's / inside / the! **what's on the inside**

B: Exactly! But you know what they say: ⁴on / smart / to look / outside / the is to feel smart on the inside.

And anyway, ⁵fashion / gives / following me a lot of pleasure. **following fashion gives**

A: Yeah, apart from the fact ⁶you can afford / that you spend / more than. **that you spend more than you can afford**

B: ⁷much / I spend / How is up to me!
How much I spend

B Choose the correct options (a, b, c or d) to complete each sentence.

1 This is the ___ worst film I've ever seen.

- a just
- b marginally
- c somewhat
- d absolute**

2 There was a slightly larger than ___ crowd at the game.

- a anticipated**
- b believed
- c hope for
- d previous

3 Some online shops are ___ as cheap as high-street stores.

- a by far
- b double
- c far and away
- d twice**

4 My achievements are ___ as impressive as yours.

- a considerably
- b every bit**
- c rather
- d significantly

5 The hotel offers ___ best views across the bay.

- a at least
- b fractionally
- c the very**
- d dramatically

VOCABULARY

A Match numbers (1–6) to letters (a–f) to form full sentences.

- 1 If Jon decides to come to the wedding, **d**
- 2 If you get a new job in an office, **e**
- 3 If celebrities dress in a stylish way, **f**
- 4 If you wear creative and original clothes, **b**
- 5 If you want to stay cool in the summer, **a**
- 6 If you're going away for the weekend, **c**

- a wear light, baggy clothes.
- b you'll fit in well here – everyone has a very unique style.
- c pack at least four outfits.
- d make sure he doesn't wear his usual scruffy clothes.
- e check the company's dress code before you start.
- f they often set a trend.

B Complete the words in the sentences. Some of the letters have been given to help you.

- 1 I can't afford to eat out again this week – I'm on a very t i g h t budget.
- 2 We offer a range of o f f-the-s h e l f and t a i l o r-m a d e suits for our customers.
- 3 I got really w o u n d up this morning when I couldn't find a parking space.
- 4 I know it seems expensive now, but it's worth it in the long r u n.
- 5 If we leave it too late to go to the sales, all the bargains will have been s n a p p e d up!
- 6 If you have the time to look, you can buy great clothes for p e a n u t s in charity shops.
- 7 The exam was an absolute b r e e z e – I'm sure I got full marks!

C Complete the advert using a prefix or suffix from the box with the words in brackets. Each prefix or suffix may be used more than once. Other changes may be necessary.

-ish ultra- -savvy -prone -y -friendly -proof

TRENDY KID

Are you looking for an ¹ ultra-cool (*cool*) fashion gadget for an ² accident-prone (*accident*) child?

Our new unbreakable 'Trendy Kid' smartwatch is completely ³ childproof / child-friendly (*child*).

No need to be ⁴ tech-savvy (*tech*)!

This watch uses the latest skeuomorphic design principles to make it as ⁵ user-friendly (*user*) as possible.

Available in ⁶ flowery (*flower*) pink or ⁷ muddy (*mud*) brown.

Do you love the design but worry that you'll look too ⁸ childish (*child*) wearing a

'Trendy Kid' watch? Head over to our store for a huge range of on-trend adult smartwatches!

