

INFLUENCERS 03

- 1 Begin the activity by asking the students to work in pairs and to discuss the questions. They should know the answers as the Culture unit of the Student Book talks about influencers. Encourage them to talk about influencers in areas other than just fashion (books, electronic games, films, toys). Conduct a brief feedback session with the whole class.

Answers

- 1 Influencers are people who have the power to persuade consumers to buy things.
- 2 Anyone can be an influencer.

- 2 Ask the students to continue working in pairs to decide which activities will be mentioned as being part of a fashion influencer's job.

- 3 03 Tell the students to watch the video and check their answers. Check the answers with the whole class.

Answers

- 2 ✓ 5 ✓ 6 ✓

- 4 03 Ask the students to read through the text and complete the gaps. Point out that it is a summary of the text rather than the exact script. Then tell them to watch the video and check their answers. Check the answers with the whole class.

Answers

- 1 trendsetters 2 what's hot 3 out of reach
- 4 models on the catwalks 5 celebrities 6 expensive fashion
- 7 get invited 8 anywhere 9 social media account 10 to wear
- 11 body type 12 original look 13 charity 14 vendors
- 15 catches ... eye

- 5 This task builds on the language and content covered in the video and the Student's Book, Unit 2 and Culture section pages 18-19. Put the students into small groups. Ask students to discuss the questions.

Video script

Influencers

Influencers are the new trendsetters. They are the online leaders of what's hot and what's not. And the one area that is growing rapidly every year is fashion.

The fashion scene used to be more out of reach for the average person. It was all models on the catwalk performing for celebrities and people with lots of money. To see any of this fashion, you had to buy expensive fashion magazines or, if you were lucky, get invited to a fashion show. But now that's all changed.

Today's fashion influencers can be anyone from anywhere. You don't have to be on the catwalk to make your mark in the fashion world. In fact, you don't even have to be from a city like Paris or New York. All you need is a social media account, a phone, and a desire to show people what you like to wear. Influencers wear whatever they want and there

is no formula to indicate the success of what they post. They can post something very expensive or something very cheap – and you usually can't tell.

Fashion is also no longer about having only one body type. Now you can be any height or any weight – just as long as you have your own original look. Outfits also don't need to be made out of the most expensive or unusual material. Fashion influencers often reuse clothing and find unique combinations in all kinds of places: regular shops, charity shops, street vendors, or just their own closet. You can mix and match, go simple, or wacky, with just about anything that catches your eye. So, if you've got a fashion idea and think it might stand out, don't be insecure about it! Get online and start posting! Who knows? You could be the next fashion influencer.

THE MEANING OF COLOURS 04

- 1 Begin the activity by asking the students to work in pairs and see what they can remember about colours from the Culture section in the Student's Book, pages 40-41. Check the answers with the whole class.

Answers

- 1 blue – relaxation; green – nature; purple – royalty; red – anger; yellow – happiness
- 2 India
- 3 Japan
- 4 Chromatophobia is a fear of bright colours. It's not a very common phobia but some people do have a fear of one specific colour, often based on an event that happened in the past.

- 2 Ask students to work in pairs, read the questions and answer them. Encourage them to guess if they don't know the answer.

- 3 04 Ask students to watch the video and check their answers. Check the answers with the whole class.

Answers

- 1 Chromotherapy is the use of colour to treat illness. It was used by the Chinese and the Egyptians.
- 2 Blue car: dependable, trustworthy; red car: power and confidence

- 4 04 Ask students to read the statements and decide if they are true (T) or false (F). Ask students to correct any statements that they think are false. Play the video again for students to check their answers. Then check the answers with the whole class.

Answers

- 1 T
- 2 F – When white light passes through a prism it separates into different colours.
- 3 T
- 4 T
- 5 F – Orange was used to treat the lungs.
- 6 F – Blue was used to remove pain.
- 7 T
- 8 F – yellow is used
- 9 F – Red is used to bring energy to a room.
- 10 T

- 5 This task builds on the language and content covered in the video and the Culture section in the Student's Book, pages 40-41. Put the students into small groups. Ask students to discuss the questions giving reasons for their answers.

Video script

The Meaning of Colours

What if everything you saw in front of you was in black and white? Like some of our dreams? Some animals see the world this way. Think about how your impression of the world would change without colour. But what is colour?

The science of colour has been around since 1666 when Sir Isaac Newton discovered what happens when white light passes through a prism. He found that the light separates into single colours. But humans became interested in colour and how it makes us feel long before Sir Isaac Newton's discovery. Ancient cultures, like the Egyptians and the Chinese practised chromotherapy, or light therapy. They used to use colour to help them heal. For example, they used red to stimulate the mind and body, yellow to purify the body, orange to heal the lungs and blue to get rid of pain.

Nowadays, colour takes on a more personal role. We wear different colours depending on our moods and often the colour of our car reflects our personality. If you drive a blue car, they say you are dependable and trustworthy while a red car represents power and confidence. Red cars also tend to get more speeding tickets.

We also use colour in our homes to set a mood or make us feel a certain way. If you have studied colour, you'll know that yellow can bring light and happiness to kitchens and corridors while red jumps out and can bring energy to living rooms and play rooms. And, of course, it's best to avoid vibrant colours in rooms where you want to relax. So next time you look around someone's house, be mindful of the colours you see and how they make you feel. You may discover something about yourself you didn't know before.

BEYOND THE WORDS 08

- 1 Begin the activity by asking the students to work in pairs to discuss the statements. Encourage them to give reasons why they agree or disagree with the statements. Conduct a quick whole class feedback session.

Possible answers

- Yes, there are around 6,500 spoken languages. However, about 2,000 languages are spoken by less than 1,000 people and around half the world's population use just 23 languages.
 - No, people also use facial expressions, hand gestures and touch.
 - No, they can use facial expressions, hand gestures, touch and mime to communicate.
- 2 Ask the students to work in pairs and discuss which words they think they will hear in a video called *Beyond the Words* and why. Tell them to circle the words they think they will hear.

- 3 08 Ask the students to watch the video and check their predictions in Exercise 2. Check the answers.

Answers

language, expressions, sight, taste, smell, touch, hearing

- 4 08 Ask the students to read through the questions and see if they can answer them. Play the video again for students to check their answers. Then ask the students to check the answers with a partner before checking with the whole class.

Answers

- Speakers of English read and write from left to right, so they view time horizontally.
- The Chinese write/think vertically, so they view the past above them and the future below them.
- If we can't see then our other senses can become stronger/are enhanced.
- Braille and (support) animals
- Sign language and facial expressions/noticing the expression on someone's face
- Around one trillion
- Between 2,000 to 4,000
- It helps people interact with other humans. / It helps us feel and receive compassion.

- 5 This task builds on the language and content covered in the video and the Culture section of the Student Book, pages 62-63. Put the students into small groups. Ask them to discuss the questions giving details of their ideas.

Video script

Beyond the Words

Languages. They define who we are, where we come from, and how we see the world. They determine who our family is, what jobs we get and how we absorb information. Language even defines our perception of time – like how English speakers think horizontally about time because they read and write from left to right while Mandarin speakers think vertically, which means that the past is above them not behind them.

Humans have five senses: sight, hearing, smell and taste and touch. And these all work together to help us understand what's around us. Sight is the most obvious way for us to see our world and to process what lies in front of us. Without sight, humans often have enhanced other senses so that they can come to similar conclusions. People without sight rely on braille and other support, such as animals, to manage their missing sense. Hearing is also crucial to our comprehension of language. Without it, people must use sign language and notice the expressions on someone's face in order to get a similar feeling about the speaker. Smell and taste add another layer to our perception of our environment and are greatly connected. Humans can distinguish between one trillion different odours. That's a lot for our brain. Our sense of taste is less impressive with only 2,000 to 4,000 taste buds. Food seems to taste even better if we smell it first. Finally, there's touch.

As one of human's first senses as babies, touch allows us to interact with other humans and to feel and receive compassion. Some cultures touch more than others and this type of interaction often helps you understand the meaning behind someone's words even if you don't fully comprehend them.

TAKE A GAP YEAR! ▶ 11

- 1 Begin the activity by asking the students to work in pairs and discuss the questions. Conduct a quick class feedback session.

Possible answers

1 A break from studying before going to university, usually one year

- 2 Ask the students to read the questions. Then tell them to watch the video and write the answers. Check answers with the whole class.

Answers

1 volunteering; internship; apprenticeship; travel
2 A-3 B-4 C-1 D-2

- 3 ▶ 11 Ask the students to read the notes and complete them. Remind them that the notes are a summary of what they hear, not the script word for word. Play the video again and ask the students to check their answers. Then check the answers as a class.

Answers

1 year between 2 studying 3 volunteering 4 paid internship
5 specific skill/craft 6 travelling 7 job demands 8 Thailand
9 inexpensive 10 culturally similar 11 sights 12 prepare

- 4 This task builds on the language and content covered in the video and the Culture section of the Student's Book, pages 84-85. Put the students into small groups. Ask them to discuss the questions giving reasons for their answers.

Possible answers

3 In some countries:
Young adults have more money or parents have more money to give them so they can afford a gap year.
Young adults are more independent and used to travelling or living away from home.
Length of time in university is shorter, only three years rather than four or five, so there is less pressure to start studying immediately.
A gap year is viewed positively by companies/future employers.

Video script

Take a Gap Year!

University, lecture halls, long hours of studying in the library, exams, and exams and more exams ... But there is another way, another path, before you dedicate yourself to the next few years at university. It's called a gap year.

A gap year is the year between school and university. It's 365 days where you are supposed to do something else

besides studying. It first became popular in the UK since many students didn't feel quite ready to start their studies. It was seen as a good time for young people to explore something different, like volunteering somewhere exotic or getting a paid internship in an office, a hospital, or a school. It's also a time for taking on an apprenticeship where you could learn a specific skill or craft. However, over the years, what has become even more popular than all of these options is travelling. Many young people are realizing that a gap year could be the only time in their lives when they won't have any other obligations: no mortgage to pay, no children, and no job. They have the time and if they have saved the money or have been given support by their parents or guardians, they are able to take full advantage of the year ahead.

One of the most popular destinations for gap year participants is Thailand. Thailand appeals to many because it is inexpensive and has so many things to see and do. For many British young people, Australia and New Zealand are also attractive options since they are culturally similar but are still full of opportunities and adventure. Some choose Peru for its incredible sights such as Machu Picchu and the Nazca lines. And finally, there's the USA where the possibilities are endless. So, if you aren't sure about taking the big step to university just yet, grab your rucksack and embark on a gap year instead. It could prepare you better for your years at university and perhaps for life.

THE ORIGINS OF FANDOM ▶ 15

- 1 Ask the students to work in pairs and brainstorm different ways fans follow the people or characters they admire. They should have some ideas as this is discussed in the Culture section of the Student's Book, pages 106-107.

Possible answers

Follow them on social media
Write emails/letters to them
Go to their shows/concerts/publicity events/film premieres/
book signings
Join or set up a club to share information about them
Go to conventions

- 2 Ask the students to continue working in pairs and look at the pictures to decide which ones will appear in a video about fandom. Encourage them to give reasons why the pictures will appear in the video.

- 3 ▶ 15 Tell the students to watch the video and check their answers to Exercise 2. Check the answers with the class.

Answers

All photos except number 4.

- 4 ▶ 15 Ask the students to read and answer the questions. Then play the video again so they can check their answers. Ask the students to check their answers with a partner and then check them with the whole class.

Answers

- 1 Celebrities, movie stars, superheroes and comic book characters
- 2 Because they felt connected to them in some way
- 3 They wrote to them or joined/became part of a fan club.
- 4 Signed photographs or film posters
- 5 They went to a show and waited outside to try and see them.
- 6 Yes, because of the internet/social media.
- 7 (They can contact them) via social media or write directly to them.
- 8 They can visit a convention, start their own group or write fan fiction.
- 9 To step away occasionally and think about other things; to remember that the relationship isn't real
- 10 It suggests fans contact other fans to see if they have other common interests.

- 5 This task builds on the language and content covered in the video and the Culture section in the Student's Book, pages 106-107. Put the students into small groups. Ask the students to discuss the questions giving reasons for their answers.

Video script

The Origins of Fandom

Celebrities and movie stars, Superheroes and comic book characters, for decades, these people have had fans – fans that looked at every magazine with them in it, fans that went to every movie premiere, fans that went to their concerts in multiple cities, fans who wrote to them or about them every week, sometimes every day. And all because something about that person or character spoke to them personally. They felt connected in a way that is different from connecting with real people. In the past, fans had to write letters and then become part of a fan club. They collected everything they could and hoped for the chance to get something – anything – in return from the person they were a fan of. Usually this was just a signed photograph or a film poster. The closest you could get to a celebrity was to go to one of their shows and then wait outside the stage door for the chance to catch a glimpse of your favourite actor or singer. Or dream of going to Hollywood and getting lucky enough to spot someone famous.

But today's fandoms have allowed fans to get closer to their heroes than ever before. Now you can access the person you admire easily on social media. You can write to them directly and they might even respond! You can be part of an official club, go to a convention, or you can build your own group, share your ideas, write fan fiction, and feel connected to like-minded people in a way that wasn't possible before. Indeed, the line between admirer and admired is quite thin now but this means that you can sometimes have too much of a good thing. It's important to step away sometimes, think about something else, put your phone down and remember that the relationship isn't real. But the people in your fandom are, so reach out to them and try talking about something besides the person you admire. You might find out you have other interests in common in the real world.