

### TRENDSSETTERS 02

- 1 Begin the activity by asking the students to discuss the questions with a partner.

#### Answers

- 1 Fashion can refer to the business related to clothing/accessories/ styles; it can also mean that a style or an object is popular.
- 2 fashion magazines, fashion shows, social media sites like Instagram, celebrity events
- 3 Trendsetter means someone or something that starts a new fashion, makes something popular

- 2 02 Ask the students to work with their partner. Tell them to read the words and guess which ones they might hear in a video about trendsetters. Then have them watch the video and check their answers.

#### Answers

- 1, 3, 7, 8 (Video says old fashion, not old fashioned.)

- 3a 02 Ask the students to watch the first part of the video again and choose the correct options to complete the text. Press pause where marked in the script. Then check the answers with the whole class.

#### Answers

- 1 express 2 trendy 3 social media 4 influencers 5 hairstyles

- 3b Ask students to work with a partner and decide what the difference in meaning is between each pair of words.

#### Answers

- 1 show off – attract attention; express – tell your ideas or feelings
- 2 trendy – fashionable; brand new – recently bought
- 3 influencers – people who affect the behaviour of others; experts – people who know a lot about a particular subject
- 4 hairstyles – the way you wear your hair; headwear – things you wear on your head: cap, hat, scarf

- 4 02 Tell the students to continue watching the video and complete the notes underneath each picture. Ask them to check their answers with a partner and then check with the whole class. The final gap is sneakers. Remind the students this is the US word and in British English people tend to say trainers.

#### Answers

- 1 Hipster, casual, glasses, caps
- 2 style, unusual, colourful
- 3 Preppy, sweaters, shirts
- 4 Skater, sweatshirts, sneakers

- 5 This task builds on the ideas in the video and Unit 2 of the Student's Book, page 14. Put the students into groups and have them discuss the questions. If there is time, do a quick whole class survey to see which style is the most popular or unpopular.

### Video Script

#### Trendsetters

High fashion. Alternative fashion. Old fashion. Lots of young people use clothing to express themselves. These days, young people don't need fashion experts to tell them what's trendy and what's not. With social media sites like Instagram and YouTube, teenagers can directly communicate with one another and share their fashion tips and ideas.

Some people have millions of followers. They are called influencers. Their followers study and try to copy their photos and videos looking at their clothing, hairstyles, and makeup.

[Pause here in Activity 3.]

Some of these social media stars show the most popular styles of the moment. Like the hipster style. This look is very casual. Glasses, caps, and tattoos are part of the look. The Harajuku style is popular with some young women in Japan. They wear unusual and colourful clothing. And others prefer to dress in the preppy style - sweaters, polo shirts, and blouses. People who like the skater look wear sweatshirts with hoods, backwards baseball caps, and sneakers. These are just a few of the fashion trends of the moment. Anyone can be a trendsetter ... Would you like to be one?

### NEW YORK CITY 05

- 1 Ask the students to work in groups and answer the questions. You could do question one as a race, setting the timer for one minute and saying the whole group should raise their hands and shout 'finished!' when they have all three answers. They should remember the answers from the Culture section in the Student's Book on page 40.

#### Answers

- 1 Population around 8 million; nicknames: The Big Apple and the City that Never Sleeps; you can visit the beach or the adventure park on Coney Island

- 2 Ask the students to match the words to the definitions. Check the answers with the class. Then ask the students to discuss which words they might hear in a video about New York and to give reasons for their answers.

#### Answers

- 1 c 2 e 3 a 4 h 5 g 6 d 7 f 8 b

- 3 05 Play the video and ask the students to tick the words in Activity 2 that they hear.

Have them check their answers with a partner and then check the answers with the whole class.

#### Answers

- 4, 5, 7, 8

- 4 **05** Ask the students to read the sentences and options quickly. Then have them watch the video again to choose the correct options. Check the answers with the whole class.

### Answers

1a 2b 3b 4c 5c 6b 7a 8c

- 5 This task builds on the language learned in the video and Unit in the Student's Book, page 36, as well as the Culture section on page 40. Put the students into groups. Ask the students to discuss the questions.

### Video Script

#### New York City

Known as the *Big Apple*, the *City That Never Sleeps*, and the *City of Dreams*. It's also the place where many different cultures come together. Across the five boroughs – Manhattan, Brooklyn, Queens, the Bronx, and Staten Island – there are more than 8 million people living in New York City. And many, many different communities. Many people may have heard of Chinatown and Little Italy. But New York has much more to offer.

One of New York's largest communities is the Irish. Because of the Great Famine in Ireland, many Irish people left the country and moved to U.S. The Irish settled in cities on the coast, like New York. Today, people celebrate their history during the St. Patrick's Day Parade. Every year, on March 17th, people march in the parade, along 5th Avenue from 44th Street to 79th.

In other parts of Brooklyn, there are strong Mexican communities. Mexican food in Brooklyn is popular and affordable. People like to eat churros, a cinnamon treat, or a delicious taco, right on the street!

There is also a large Korean population in New York City. This is Koreatown. There are lots of Korean businesses and restaurants here in midtown Manhattan. Many people enjoy eating Korean barbecue with their friends late at night. You can cook your own meat and vegetables.

Wherever you go in New York, you'll see many different cultures, often side by side. The city and its people are always changing ... and that's what makes it special.

### INTERNATIONAL FOOD OF

#### LONDON **07**

- 1 Begin the activity by asking the students to answer the questions with a partner. You could do question 1 as a race by setting the timer for two minutes and telling pairs to raise their hands and shout 'finished!' when they have at least four items for each question. Question 1 tests what they can remember from the Culture Section in the Student's Book on page 62.

### Answers

1 Cullen skink, Welsh rarebit, bara brith, ploughman's lunch; breakfast: eggs, sausages, tomatoes, beans and fried bread; Sundays: roast meat (beef, lamb or chicken) with potatoes, vegetables and gravy

- 2 Ask the students to match the words to the descriptions. Then check the answers as a class. Ask them to discuss which dishes might be in a video about international food in London and to give reasons.

### Answers

1d 2h 3a 4g 5b 6c 7e 8f

- 3 **07** Ask the students to watch the video and tick [✓] the items in Activity 2 that are mentioned. Ask them to label the pictures with words from Activity 2 as well.

### Answers

1, 2, 4, 6, 7, 8

1 Kebab 2 Dumplings 3 Baklava

- 4 **07** Ask the students to read the statements quickly. Then tell them to watch the video again, decide if the statements are True or False and correct the false ones. Ask them to check their answers with a partner. Then check the answers with the whole class.

### Answers

1F (pizza) 2T 3F (eggs, flour and milk) 4T 5F (coconut shrimp and fried plantains) 6F (east London) 7T 8F (steamed or fried) 9F (made from beans) 10T

- 5 This task builds on the language learned in the video and Unit 10 and the Culture Unit in the Student's Book, pages 58-63. Put the students into groups. Ask the students to discuss the questions.

### Video Script

#### International Food of London

Some cities are known for special foods. Tokyo has sushi. New York has pizza. Hanoi has pho. Madrid has churros and hot chocolate. But London is known for many different kinds of food. London offers classic British foods - like bangers and mash, fish and chips, and Yorkshire pudding, a dish made from eggs, flour and milk. But London is also home to many dishes from many different countries. Many neighbourhoods are famous for a certain type of food. Let's take a look around!

In the south of London, there is Brixton, a multicultural neighbourhood known for its Caribbean food. Taste some jerk chicken, coconut shrimp, and fried plantains, a type of banana.

In East London, you'll find Brick Lane. There is a large Indian and Pakistani population here.

Brick Lane is famous for its many curry houses. You can eat a wide variety of curries, breads, and kebabs.

Then near Leicester Square, there is Chinatown. Here you can enjoy small steamed or fried dumplings (small balls with meat or fish) called dim sum. These are good for a snack or a full meal. Or try the crispy duck!

If you want Middle Eastern food, then go over to Edgware Road in West London. Enjoy some freshly-made falafel, a fried ball made from beans. Or if you fancy something sweet, taste some baklava, a dessert made with lots of honey.

So, the next time you're in London, don't just have a cup of tea! Get out on the streets and try some new dishes!

### HISTORY OF HOLLYWOOD ▶ 10

- 1 Begin the activity by asking the students to work with a partner and answer the questions. This information was studied in the Culture section of the Student's Book on page 84.

#### Answers

1b 2c 3a 4b 5a

- 2 Ask the students to continue working with their partner and make notes on the questions. Then move straight on to Activity 3.
- 3 ▶ 10 Ask the students to watch the video and check their answers. Then check the answers with the whole class.

#### Answers

- 1 Student's own answers
- 2 In Los Angeles, California, the US
- 3 Because it was easier and the weather was better.

- 4 ▶ 10 Ask the students to read through the notes quickly. Remind them that the notes are a summary of the text in the video so the sentences are not exactly the same as the ones they hear. Play the video again and ask them to fill in the gaps. Then ask them to check their answers with a partner, before checking with the whole class.

#### Answers

- 1 1910
- 2 1923
- 3 advertisement
- 4 1949
- 5 community
- 6 bright
- 7 competitive
- 8 successful
- 9 600
- 10 directors

- 5 This task builds on the language and content covered in the video and the Student's Book, Unit 14 and Culture Section, pages 80-85. Put the students into groups. Ask students to discuss the statements.

### Video Script

#### History of Hollywood

Lights, camera, action! These are familiar words in Hollywood, California in the US. Hollywood is famous for its glamorous actors and spectacular films. But do you know how it all began?

Originally, Hollywood was just a small community. Then it became part of the city of Los Angeles in 1910. Soon after, big film companies moved to Hollywood. It was easier to film there instead of the East Coast, and the weather was also better. In 1923, the Hollywood sign was built in the Hollywood Hills. It was an advertisement for an apartment building, called *Hollywoodland*. But in 1949, the sign was changed to just Hollywood, to represent the whole community. Today, it is a famous symbol. People come from all over the world to see it.

Hollywood is sometimes called *Tinseltown* - because movies can be shiny, bright, and unreal - like tinsel. Every day, young people hoping to become famous actors come to Hollywood. The movie industry is very competitive, and

it is hard to be successful. Today, over 600 films a year are made in Hollywood. Each year, there is a ceremony called the Academy Awards to honour the best directors, editors, and actors in film throughout the year. The Awards take place in a theatre on Hollywood Boulevard.

So, the next time you watch a Hollywood movie, you can think about how it all began.

### PERFORMING ARTS SCHOOL ▶ 13

- 1 Begin the activity by asking the students to work with a partner and answer the questions.
- 2 Ask the students to continue working with their partners and circle any words in the box that they might hear in a video about performing arts school and to give their reasons.
- 3 ▶ 13 Ask the students to watch the video and check which words in Activity 2 they hear.

#### Answers

music, theatre, dance, science, actor

- 4 ▶ 13 Ask the students to read through the sentences and options quickly. Then play the video again while they choose the correct answers. Ask them to check their answers with a partner and then check them with the whole class.

#### Answers

1b 2a 3a 4c 5c 6b 7c 8b

- 5 This task builds on the language and content covered in the video and Unit 17 and the Culture Section of the Student's Book, pages 98-101 and p106-7. Put the students into groups. Ask the students to discuss the questions giving reasons for their choices. If there is time, do a quick class survey to see which musical instrument is the most popular among students.

#### Answers

- 3 It offers a break from traditional study. It works a different part of the brain. It allows you to express yourself in a different way. It can help you socialise by joining a band/orchestra/choir.

### Video Script

#### Performing Arts School

High school is a really busy time. Many students have to go not only to classes, but also

Do sports, after-school activities, and part-time jobs.

And that's just regular high school. Have you thought about what it's like at a high school for the performing arts? Some teenagers love music, theatre, or dance. So, they go to special schools where they can focus on these skills with others who have similar interests.

Classes can be free - if it's a public school - or it can be very expensive. A lot of performing arts schools are in cities. And often, it's very competitive to get accepted into one of these performing arts schools. At a performing arts school in New York City, 9,000 students applied, but only around 650 were accepted.

Students train very hard in these schools, practising during the week and also during the weekend. And they have regular classes, too, where they study regular subjects like science, maths, and literature.

Many students who go to performing arts high schools go on to college to continue their studies. And eventually, some of these students become professional musicians, actors and dancers.

Do you enjoy playing an instrument or acting or dancing?  
Would you like to go to one of these schools?