

# 1

# IDENTITY

## In unit 1 you will:

- describe different clothing types and styles.
- practise using subject and object pronouns.
- use the present continuous to talk about the future.
- write a profile.

## 1.1 Vocabulary and listening



### PETER'S VLOG: Evolving fashion trends



#### Discuss the questions.

- 1 How do your parents dress?
- 2 How has fashion changed since your parents were young?
- 3 What styles and types of clothing are 'timeless'?

Flipped Learning

### 1 In pairs, match the words with the pictures and explain your decision.

bohemian casual chic streetwear



Style and clothing / Subject and object pronouns

## VOCABULARY TOOLS

Adjectives ending in *-able*, *-ish* or *-y* often mean 'having the quality of' e.g. **fashionable**, **stylish**, **trendy**.

### 2 Listen and choose the correct option.

1 Bohemian, or 'Boho' style, includes lots of <sup>1</sup>**handcrafted** / **man-made** clothes. The garments are often extravagant and use <sup>2</sup>**exotic** / **simple** patterns and textures. The style usually consists of bright colours and baggy or <sup>3</sup>**tight** / **loose** fabrics.

2 Casual dressers are attracted to <sup>1</sup>**simplicity** / **fashion** and comfort. <sup>2</sup>**High heel shoes** / **Jeans** and a <sup>3</sup>**T-shirt** / **shirt** tend to be the standard uniform of people who like casual clothes. They tend to keep it <sup>4</sup>**simple** / **complicated** and wear the same accessories with whatever they have on.

3 Chic clothes are modern, fashionable and <sup>1</sup>**exotic** / **comfortable**. The style is a statement of quality and sophistication. These clothes tend to be <sup>2</sup>**well-tailored** / **baggy** with a timeless, <sup>3</sup>**classic** / **complex** design and clean, straight lines.

4 Streetwear style comes from <sup>1</sup>**American** / **English** surf and skate culture and has been influenced by <sup>2</sup>**edgy** / **complicated** styles of music like rock, punk and hip-hop. People who like this trendy style often wear <sup>3</sup>**graphic** / **plain** T-shirts, ripped jeans and leather jackets. They like hoodies, beanie hats and tight-fitting, <sup>4</sup>**skinny** / **baggy** jeans.



**FAST FINISHERS** Write a paragraph about your style.



## SUBJECT PRONOUNS

I wear casual clothes, **she** wears retro clothes.

I

You

He

She

It

You

We

They

## OBJECT PRONOUNS

He loves ripped jeans, he wears **them** all the time.

Me

You

Him

Her

It

You

Us

Them

Grammar reference page 107

## 3 Look at the picture and use the words to complete the text.

flannel plain stripy stylish tie-dye

Here's a photo of me and my friends. We are wearing a mix of casual clothes and streetwear, I guess. That's my friend Jack, on the left. I love spending time with him and I think he's really <sup>1</sup>... He's addicted to <sup>2</sup>... T-shirts. I really like the one he's got on here. That's me in the middle of the photo. I'm on my friend Lucy's back. I hang out with her every weekend. She's wearing her favourite <sup>3</sup>... shirt and a <sup>4</sup>..., black headband. Our friends Tom and Jacob are in the background. Jacob is the one carrying a skateboard. And that's Tom next to him. I absolutely love Tom's <sup>5</sup>... T-shirt. The pink and purple colours are so bright. I guess we wear pretty trendy clothes!



## 4 Complete with the correct object pronoun. Listen and check.

- 1 **Claire:** Lee and I have tickets for the concert next week. Do you want to come with <sup>1</sup>...?  
**Jack:** Thanks, but I'm not sure. I'll call <sup>2</sup>... later and confirm.  
 2 **Pete:** Wow, Anne! Is this present from <sup>3</sup>...? Skinny jeans! Thanks, I love <sup>4</sup>...  
**Anne:** Great! I hope they're the right size.  
 3 **Eve:** I haven't seen Alice for ages. Have you spoken to <sup>5</sup>...?  
**Ben:** No. She's got a new boyfriend and she spends all her time with <sup>6</sup>...  
 4 **Karl:** Hey, I love your beanie!  
**Daisy:** Thanks! My uncle sent <sup>7</sup>... to <sup>8</sup>... from America.



Pronunciation: /ʌ/

## 5 Listen and repeat.

/ʌ/ punk, us, haircut, fun, subculture, but

## 6 NOW YOU! Answer the questions in pairs.

- What is your fashion style?
- Do people usually have one, defined style?
- What kind of style do you think you'll have when you're an adult?

## PROJECT TASK 1 Presentation on diversity

- Get into teams of 3. Write a list of the types of clothing people wear in your city. Find information about people's clothing and what style means to them. Interview people if you can.
- Think of a city that is very different to yours. Find pictures and information online about how people dress there. What are the style similarities and differences between the two cities?
- You will include this information in a presentation in the final task.

→ Workbook page 20



## 1.2 Listening and vocabulary

### 1 Listen and complete the table.

	Cinema festival	Food truck festival	Halloween party
Who	...	Todd and Laura	...
Where	School hall	...	...
When	...	...	8:00pm, 25 <sup>th</sup> October



#### LISTENING TOOLS

Get ready for a listening exercise by quickly skim reading the questions beforehand. If you know the topic and what kind of information you need to find, it makes the task easier.

### 2 Listen again and say if the sentences are true or false. Correct the incorrect sentences.

- Sam is not going to the film festival.
- Sam is going to his grandmother's 70<sup>th</sup> birthday party.
- Laura is going to the food truck festival.
- Laura is working at her uncle's cake truck.
- Kathy is organising a Halloween party.
- Kathy is not going to dance.



### 3 NOW YOU! In pairs, ask and answer questions about your plans for next week.

Student A: What are you doing on Monday?

#### Student A

Tuesday: meet my team to work on project  
 Wednesday: run in park with friend  
 Thursday: help little brother with homework  
 Friday: go to the dentist  
 Sunday: cook lunch with cousin

#### Student B

Monday: get my hair cut  
 Wednesday: have dinner with neighbours  
 Thursday: visit grandma  
 Saturday: go to a party  
 Sunday: fly to Norway on holiday

**FAST FINISHERS** Write a paragraph about your plans for next week.



## PRESENT CONTINUOUS: FUTURE ARRANGEMENTS

Use the **present continuous** to talk about future plans with time expressions like *at 8:00, later, in the summer, at the weekend*.

Affirmative			Negative			
I	am	having dinner with friends tomorrow.	I	am not	coming to the party on Saturday.	
He/She/It	is		He/She/It	is not		
You/We/They	are		You/We/They	are not		
Yes/No questions			Wh- questions			
Am	I	meeting Tina tonight?	Where	am	I	going after school?
Is	he/she/it			is	he/she/it	
Are	you/we/they			are	you/we/they	

Grammar reference page 107

#### 4 Complete the email with the correct form of the verb.

To: Kirk From: Claire

Hey Kirk!

My new school is great! There are lots of things to do. Tomorrow morning, Maggie, Louis and I <sup>1...</sup> **(take part)** in a comic exhibition. Next Friday, I <sup>2...</sup> **(go)** to the theatre. Louis <sup>3...</sup> **(perform)** in a version of Dracula! There's a party afterwards, but I <sup>4...</sup> **(not go)** because my mum won't let me. It's so unfair!

Anyway, when <sup>5...</sup> **(come)** to visit?

Hugs,  
Claire

#### 6 NOW YOU! In pairs, make, accept or reject plans. Use the examples, tickets and useful expressions to help you.

What are you doing next Thursday?

I don't know yet. Why?

Do you want to go to the cinema with me?

Sure, I'd love to!



#### 5 Listen and answer the questions.

- 1 What is Laura planning?
- 2 Who is she inviting to the event?
- 3 Who is bringing the sandwiches? Who is bringing the crisps?
- 4 Where is the event taking place?
- 5 What is Anya doing the day of Laura's birthday?
- 6 Is Anya joining the others in the end?

#### Useful expressions

##### To make plans:

- Do you want to come to the match tomorrow?
- Let's watch a film tonight!

##### To accept plans:

- Sure, I'd love to!
- Sounds great!

##### To reject plans:

- Sorry, I can't, but thanks anyway!
- I'd love to, but...


### PROJECT TASK 2 Presentation on diversity

- Find information on the four most popular events in your city. Think about the kind of person that might attend these events and what they might wear.
- Repeat the same activity with four events from your chosen second city.
- Compare the events in the two cities.
- You will include this information in your presentation later.

→ Workbook page 20





## 1.3 Reading

- 1  In pairs, look at the photos and describe the people's styles.




### READING TOOLS

Where possible, answer comprehension questions using your own words. Don't copy sections of the text.

- 2  Read the text on page 15 and say which subculture you think the people in the pictures from exercise 1 represent.
- 3 Read the text on page 15 again and answer the questions.
- How did high school education affect the 'creation' of the teenager?
  - What is a subculture?
  - Where does the term 'mod' come from?
  - What do you understand by the term 'mainstream'?
  - What does the article say that hippies and punks reject?
- 4 Find the words in the text and match them to their meanings.
- |             |            |
|-------------|------------|
| 1 enrolment | 3 opposed  |
| 2 booming   | 4 rejected |
- a disagreed with or fought against  
b refused to accept  
c producing a lot of money quickly  
d registration for a school or a course
- 5  Answer the questions in pairs.
- What other groups or subcultures can you think of?
  - Do you think of yourself or your friends as belonging to any subcultures?
  - What do you think will happen in the future with regard to subcultures?

### CORE VALUES Identity and belonging


- 6  How do you think these things affect your sense of identity?

advertising celebrities family

friends gender hobbies

interests (music, books, films, etc.)

nationality people around you talents

 **FAST FINISHERS** Write a description of one of the subcultures you thought of in exercise 5, question 1.



# JUST WHO DO *you* THINK YOU ARE?

The word 'teenager' first appeared in the USA in the 1940s. Before then, you were a child and then you became an adult. In 1941, high-school enrolments went from 28% in 1920 to 80% and older children spent more time socialising together and creating their own culture. The US economy was booming, and these children also had money to spend. Marketers saw a golden opportunity and created the teenager, a new demographic group with its own unique interests and style.

Even in the early days, teenagers began to split into 'subcultures': groups that share common interests, often different to those of the mainstream. Here are some of the most important subcultures in recent history:

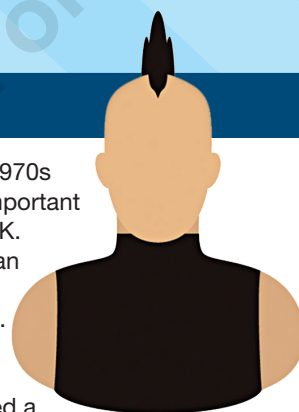
## MODS

Mods emerged as a subculture in the UK in the late 1950s, and got their name from their taste for modern jazz (and later soul, ska and R&B). They were also known for their stylish dress and motor scooters, and were rivals to the rockers, another influential subculture of the time.



## PUNKS

Punk culture began in the 1970s and was one of the most important artistic movements in the UK. Punks were anti-authoritarian and wore clothes and hairstyles that reflected this. They often wore leather clothes and had short, dyed hair. They also invented a fast, simple type of rock music with political themes.



## HIPPIES

Hippy culture was a movement that started in the 1960s. Hippies rejected materialism and authority, and opposed war. They embraced spirituality taken from Eastern philosophy and various other sources. They usually had long hair and wore loose, colourful clothes.



## HIPSTERS

The term 'hipster' became popular in the 2000s and refers to people who consider themselves different (and often superior) to the mainstream. A hipster spends time developing unique interests and a keen sense of style, favouring the trendiest clothes available at any given time.



These subcultures have helped young people define their identities. Some of the groups are still present in today's culture, and you may recognise people you know in them. However, it seems likely that the future will see a new range of subcultures, even more varied and fascinating than those that came before.



## A profile of me and my best friend

## Focus on pronouns and determiners

## 1 Decide which pair of famous friends the sentences refer to.

- 1 They both live in the sea.
- 2 Both of them have other artistic people in their family.
- 3 Neither of them has worked at the Krusty Krab.
- 4 They live next door to each other.
- 5 Neither of them spoke English in their first TV appearances.

## SpongeBob and Patrick



## Penelope Cruz and Salma Hayek



## 2 Match the pronouns and determiners with their use.

- 1 both      2 each other      3 neither

- a to express a reciprocal action or relationship  
b to mean not one or the other  
c to mean one and the other

## 3 Read the profile and say who is who in the photograph.

## BEST MATES:

## Sam and Danny



## How did you become friends?

We met when I first came to the secondary school we both go to. I was a bit nervous being the new boy. Danny helped me settle in and we've been friends ever since.

## What do you have in common?

We've got a similar sense of humour and we make each other laugh a lot. We're also both really into music, although he's a fan of hip-hop and I'm crazy about indie rock. He's always got his headphones on. Neither of us really cares about fashion like some of the kids at our school, although I love my black denim jacket.

## How would you describe each other?

I'd say he's easy-going, positive and generous, and he's always there when you need him. And I hope he'd say the same about me!

## Did you notice?

## 4 Find words or phrases in the profile that mean...

- 1 to become comfortable in new surroundings
- 2 from that moment on
- 3 to like or be enthusiastic about something (3 phrases)
- 4 despite the fact that

## NOW YOU!

→ Workbook page 10

## 5 PLAN Use the questions in the model or think of three of your own. Plan your answers to help you write a profile of yourself and a friend.

## - Where did you meet?

Friends since birth, same primary school, different secondary schools but still friends

## - What kinds of things do you do together?

Basketball team - I'm better, go to sports centre, listen to music, generally hang out

## - What do you like best about them?

A lot of fun, kind, can trust with secrets

## WRITING TOOLS

Use the model texts to help improve your writing. Copy the style and structure and look for words or phrases to use in your own writing.

## 6 WRITE Use your plan to write your profile. Try to make your writing interesting to someone who does not know you.

## 7 CHECK Read your profile and check that it follows your plan and is interesting and easy to read.

PROJECT TASK 3  
Presentation on diversity

- Look at the information you have collected so far. If you are missing pictures or information, complete your research.
- Research definitions of diversity online and think about how people create their own identity.
- Write a definition of diversity in your own words and then combine your ideas to make one definition. You will include this in your presentation.

→ Workbook page 20



## Rites of passage



## Discuss the questions.

- When do you think someone becomes an adult?
- How do you celebrate 'coming of age' in your country?
- What times in the life of a person are usually celebrated?
- What do you think makes the perfect party?

**1** Listen and choose the correct option. Check your answers in pairs.

- What does Rose want to do first?
  - Book the DJ.
  - Reserve the venue.
- What does Liz want to do first?
  - Book the DJ.
  - Reserve the venue.
- What venue do they want to book?
  - The school hall.
  - The hotel in the village.
- Who is Henry scared of?
  - The Head Teacher.
  - His mum.



Idioms and expressions with clothes

## Idioms and expressions

**2** Match the expressions you heard with the meanings.

- burn a hole in your pocket
  - roll up your sleeves
  - have ants in your pants
  - shake in your boots
- When you feel very afraid.
  - When you urgently want to spend the money you have.
  - When you get ready to do a difficult task.
  - When you can't sit still due to excess energy or nerves.

**SPEAKING TOOLS**

Listen to native speakers and try to imitate them. This will help you to improve your pronunciation and intonation.

**3** In groups of three, use the headings below to plan an event that everyone in your class would enjoy. Use the idioms from exercise 2.

Event: ...

Location: ...

Tasks: ...

**4** **NOW YOU!** Discuss these questions in pairs.

- When you have some money, do you save it or does it burn a hole in your pocket?
- When you have an important task, do you procrastinate or roll up your sleeves straight away?
- Do you have a friend who always has ants in their pants?
- Have you ever seen a film that made you shake in your boots?

**PAIRWORK**

Student A: go to page 99  
Student B: go to page 103

Unit 1 Review • page 90

Wordlist • pages 117–120