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Emma Heyderman, Niamh Humphreys
Excerpt
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UNIT 1 THE RIGHT FIT

LEARNING AIMS

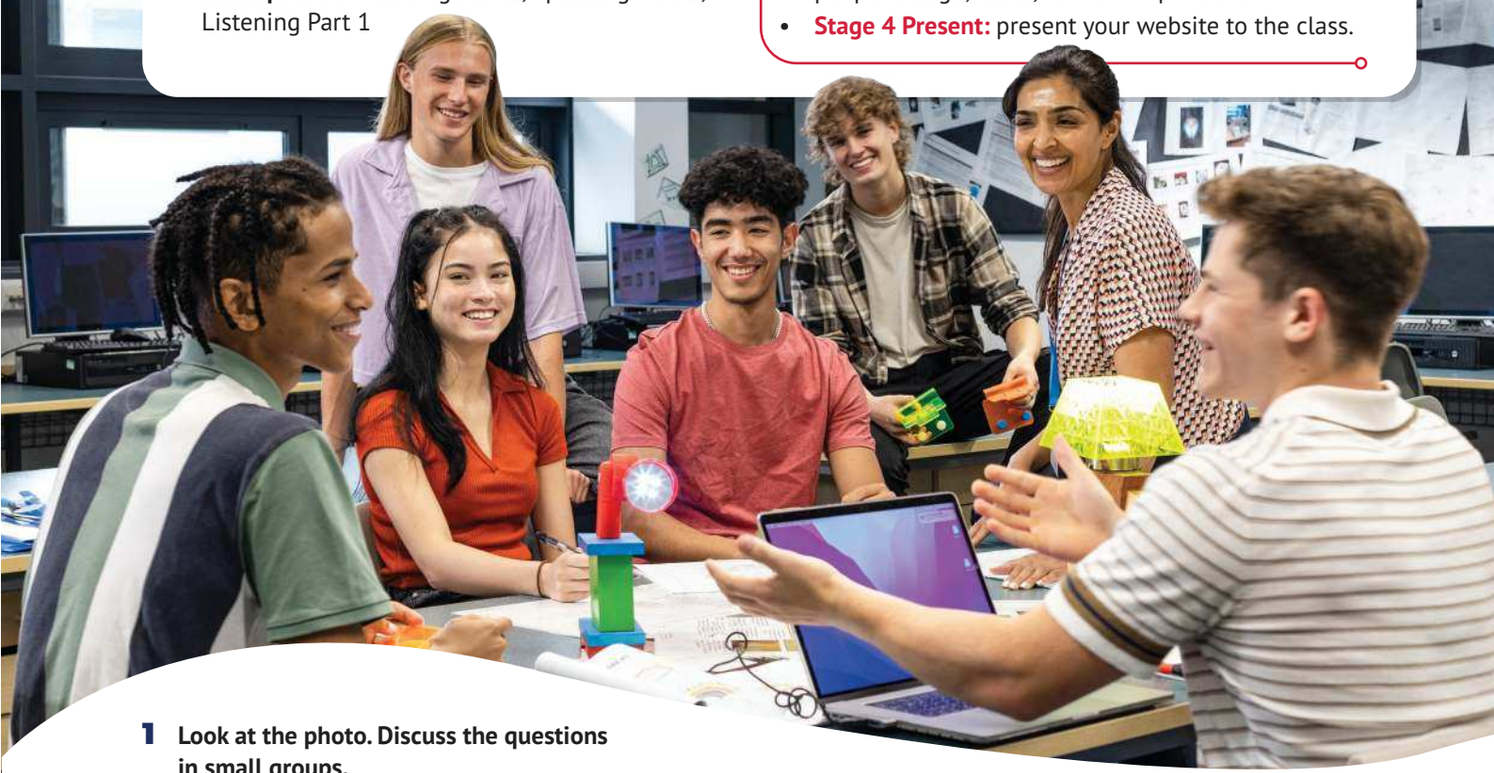
- **Skills:** discuss and create texts about clothes
- **Grammar:** review present simple and present continuous; state verbs and adjectives: word order
- **Vocabulary:** learn and practise words to describe clothes
- **Creative thinking:** design a website for creating, selling or swapping clothes
- **Exam practice:** Reading Part 2, Speaking Part 2, Listening Part 1

THE CHALLENGE

We can't always find the right clothes for every situation.

You will:

- **Stage 1 Think:** find out about situations where special clothes are important.
- **Stage 2 Prepare:** find different kinds of websites that offer clothes.
- **Stage 3 Develop:** create a website which lets people design, make, sell or swap clothes.
- **Stage 4 Present:** present your website to the class.



1 **Look at the photo. Discuss the questions in small groups.**

1 Where are the people?
2 Why do you think they are dressed the way they are?
3 How important is it to wear the kinds of clothes you want to wear?

2 **Watch the video and find one example of the following:**



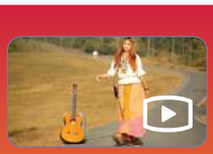
1 clothes that show support for a team
2 a style that shows how young people are different
3 clothes that show respect for a tradition

CHALLENGE 1 2 3 4

Think

Discuss the questions with a partner and make notes.

1 When do young people want to wear special clothes? Make a list of situations.
2 When is it difficult to get exactly the right clothes?
3 List all the ways you know of finding clothes.


Documentary


Grammar


Grammar

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VOCABULARY

CLOTHES

1 1.1 **Go to the digital activity and match the words to the photos. Listen, check and repeat.**

buttons costume jersey laces material pattern sleeves sweatshirt tracksuit zip

▶ Vocabulary reference page 16





2 **Two friends are going to a carnival. Complete the conversation with the words from Exercise 1.**

Oscar: Look, I've put on my [1] _____ for the carnival! I'm dressing up as a clown. I'm not sure about it. I'm afraid I'll be too hot because the [2] _____ is really heavy. And the [3] _____ are too long. Maybe I don't need to do up the big red [4] _____. And I should wear a T-shirt because this [5] _____ under the jacket is too much.

Leo: You look great. I love the colourful [6] _____ on the hat. Now look at what I'm wearing.

Oscar: But you're just wearing a [7] _____! Are you going out for a run?

Leo: Oh, sorry, I've done up the [8] _____, but look, under the jacket, you can see my football [9] _____. And I've got a scarf in our town's colours, too! I'm going to the carnival dressed up as our team's biggest fan!

Oscar: But you *are* our team's biggest fan! You look good, but tie your [10] _____ or you'll step on them and fall over!



3 **Think back to the video. Discuss the questions in pairs.**

1 Which different types of clothes do you see in the video?
2 Whose clothes do you like the best?

4 **Read the conversation and match the verbs in bold to the definitions (A–C).**



Owen: Oh, I like that sweatshirt. It **suits** you!

Andy: Yes, but it doesn't **fit** me. Look, the sleeves are too short.

Owen: Oh, yes. That's a pity because the colour **matches** your new trousers.

A be the right size for somebody
B look good or right on somebody
C be the same colour or type

5 **Complete the text with the correct form of *suit*, *fit* or *match*.**

My sister has finished studying and I'm going to her graduation ceremony. It's formal and I want to wear a dress with a jacket or a scarf that [1] _____ it. I want a green dress because people say green really [2] _____ me. And my favourite shoes don't [3] _____ me anymore, so I have to buy a new pair.

6 **Graduation ceremonies are usually formal. What other formal events do you go to? What do you wear? Tell a partner.**

STRETCH! Open your wardrobe. Can you name everything in English? Look up the words if you cannot. Bring your list to the next class.

7 Digital Literacy **Find out about the clothes that people wear to celebrate a life event, for example, a wedding, a graduation, etc., in a country that is not your own. What words will you use to start a search? Compare ideas with a partner.**

CHALLENGE 1 2 3 4

Prepare

1 Form groups of three to four students.
2 You are going to create a website which offers clothes. Decide what kind of clothes you would like to offer.
3 Agree on what kind of website you will create. For example, it could be a site for selling, borrowing, renting or swapping clothes, or where people can offer their own designs.
4 Go online and find similar kinds of websites. Make notes about the ones you like the best.

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READING

SHORT TEXTS

1 **Read the description of Jordan. What does he want to buy for his cousin? Which two things does he need to consider before buying a present?**



1 Jordan's cousin is leaving for university. He'd like to get her some jewellery but can't afford to spend very much on her. He knows she prefers silver to gold.

2 **Read the information about market stalls A and B. Which stall would be the most suitable for Jordan? Why is the other one unsuitable?**

EXAM TASK READING PART 2

3 **The people below all want to buy a present in the market. Read the descriptions and underline the key information.**



2 Susie wants to buy her friend a birthday present but she is short of time. She often gets her earrings, so she's thinking of getting her a top, perhaps something recycled with a pattern.



3 Mo's mum is about to go on a trip for work and he'd like to get her something useful which isn't another bag. He needs to be able to take it back if she doesn't like it.



4 Lucas urgently needs something for his school stuff. The zip on his last bag broke, so he's looking for something stronger with room for a tracksuit for when he does training.



5 Lizzie would like to buy something for a fancy-dress party. Last year she dressed up as a clown, so she'd like something different that's easy to do up.

4 **Read the guide to eight market stalls. Decide which stall would be the most suitable for the people in Exercise 3.**

EXAM TIP

Read the descriptions and underline the key Information. Match this key information with one of the longer descriptions (A–H). All the key information needs to appear in the correct answer.



Going to the market?

HERE ARE EIGHT OF OUR FAVOURITE STALLS!

A MARTHA'S GOODIES 1.2

Martha's got an amazing range of necklaces and bracelets on display and she'll let you try on everything. We particularly like her gold chains and earrings with coloured stones. They aren't cheap, but they'd make the perfect gift to celebrate a special occasion. Open from midday every day.

B COOL THINGS

At the Cool Things stall, you'll find all kinds of accessories, including unusual rings and earrings made of all different kinds of metal. Rapper Joe D's responsible for the original designs. With affordable prices, there's something to suit all tastes. They're open from Wednesday to Sunday.

C JAKE'S DESIGNS

Voted Stall of the Month, bring your picture and Jake and his team will turn it into a creative piece of clothing. At busy times, allow about an hour for Jake to do his magic but the wait will be worth it. Located at the front gate, you can't miss it! No returns!

D DINAH'S DEN

They've got an amazing collection of leather goods of all sizes for work or for pleasure. Just arrived: high-quality rucksacks which will last for years! You'll never need to replace them. Changed your mind? No problem, return it within 30 days for a full refund.

E TREASURE BOX

Come and explore this huge selection of second-hand goods. There's something for everyone, from hats to socks and from T-shirts to skirts, with flowers or without! What's more, tell Kai what you're looking for and he'll find it within minutes!

F WE'VE GOT YOU COVERED!

Are you going on a trip? Are you looking for a bargain? Look no further! This stall sells last year's travel goods including suitcases, walking shoes, boots and rain jackets all at unbelievable prices! Please note that all sales are final and no returns are allowed!

G SAM'S STALL

Another recycled clothes stall is Sam's stall. Sit down with Sam for a cup of tea and a chat about what you need. Then he'll help you find the perfect costume for that special occasion. Need something changed? He can replace buttons with zips or remove them completely.

H ELLIE'S BAZAAR

Looking for a special gift? Ellie's purses and wallets are made of high-quality Italian leather and come in black or brown. She'll even put your initials on it for a small fee. Not happy with your purchase? You can return all non-personalised items.

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GRAMMAR

PRESENT SIMPLE AND PRESENT CONTINUOUS

1 **Watch the grammar vlog. Whose clothes do you like the best? Why?**



2 **Complete the grammar rules with the present simple or present continuous.**

Present simple and present continuous

1 We use the _____ to talk about something that:
- happens regularly (and routines).
- is generally true and permanent.

2 We use the _____ to talk about something that:
- is happening at the moment or some time in the present.
- is temporary.

▶ Grammar reference and practice page 114

3 **Go to the digital activities.**

4 **Complete the text with the present simple or present continuous form of the verbs in brackets.**

Red Nose Day

Every two years, people across the UK [1] _____ (celebrate) Red Nose Day in March. Why this name? It's because people [2] _____ (usually / put on) red noses and [3] _____ (do) silly things. For example, around 90% of all secondary school children in the UK have to wear a school uniform. Most of us [4] _____ (not like) wearing one. However, today, as it [5] _____ (be) Red Nose Day, we [6] _____ (not wear) our uniforms but our teachers [7] _____ (wear) one! We [8] _____ (have) so much fun! It's hilarious. This year, my school [9] _____ (raise) money for a children's charity. [10] _____ you ever _____ (do) silly things for charity?



5 **Choose the correct words to complete the grammar rules.**

State verbs

State verbs talk about a state or condition, and they are not usually used in the [1] *present simple / present continuous*. Here are some common [2] *state / action* verbs.

believe depend have hope know like look love need prefer see seem suppose think understand want wish

Some verbs can be both state verbs and action verbs, but they have [3] *the same / a different* meaning.

A: Why are you looking in my wardrobe? Do you want to borrow something? (*looking* = directing your eyes at something)

B: Wow! You look great in that costume. (*look* = appear)

6 PRONUNCIATION **Go to the digital pronunciation activity.**

7 **Complete the conversation with the correct present simple or present continuous form of the verbs in brackets.**

Ruby: [1] _____ we _____ (have) a Red Nose Day at school again this year?

James: I [2] _____ (think) so. I [3] _____ (need) to find something to wear.

Ruby: I [4] _____ (not understand). Why?

James: Well, I [5] _____ (look) for something smart for non-uniform day.

Ruby: I [6] _____ (see)! What [7] _____ you _____ (plan) on wearing? The new charity shop next to the cinema [8] _____ (look) cool. How about going there on Saturday? Are you free?

James: I [9] _____ (hope) so but it [10] _____ (depend) on my mum. If she has to work, I'll need to look after my little brother.

Ruby: Bring him along too!

HOW IS UNIT 1 SO FAR?

☆☆☆ I understand ☆☆ I'm getting there ☆ I don't understand

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THINK OUTSIDE THE BOX!

WE WANT A UNIFORM!



Eddie and Sora went to school in England for a year. Here, Eddie tells us how his opinion about school uniforms has changed.

When Sora and I started at our English school, we didn't like the uniform. Sora had to wear a heavy woollen skirt and I had a formal shirt and a striped tie. It was uncomfortable! My trousers felt too baggy and my shirt felt too tight. At first we thought that English schools were old-fashioned, but then we learned that school uniforms are common all over the world. Students wear them in most of Asia, most African countries and many other countries … so why not here in the US?

We've all felt the pressure to have trendy clothes if we want to fit in at school. Parents often complain that we want overpriced things, but the better-value options are not cool. Uniforms solve that problem. Nobody in a uniform will be bullied for having unfashionable clothes. It should save money, though I've also read that in some places children can't go to school because they can't afford the uniform. School uniforms should be free!

Believe Sora and me: it's *great* when you don't have to think about what to put on in the morning. I didn't like our woollen trousers in England, though. A light cotton outfit would be more practical for our warm climate here in California. Well, Sora says she wants a gorgeous green silk blouse, but maybe that's not quite realistic!

We know that most people at our school will say 'no' when asked if they want a uniform. But think about it: It has some real advantages.

MEDIATION WORKSHEET

READING

AN ARTICLE

1 **Read the headline in the article. In pairs, make a list of good things about school uniforms.**

2 **Skim the article. Tick (✓) the ideas in your list which are mentioned.**

3 1.3 **Read the article again and listen. Answer the questions in your own words.**

1 How did Eddie and Sora feel about their English school uniform at first?
2 According to Eddie, what do parents often think about the clothes that teenagers want?
3 How could uniforms stop some people from going to school?
4 Do Eddie and Sora expect students at their school to be enthusiastic about uniforms?

4 Creative Thinking **What are the disadvantages of school uniforms? In groups, brainstorm reasons why it could be better not to have one.**

VOCABULARY

ADJECTIVES TO DESCRIBE CLOTHES

1 1.4 **Put each of the adjectives in the right category. Listen, check and repeat.**

baggy cotton gorgeous silk striped tight trendy uncomfortable unfashionable woollen

Opinion	Shape, size, patterns	Material

2 1.5 **Go to the digital activity and match the phrases to the photos. Listen, check and repeat.**

a baggy jumper a cotton T-shirt a silk dress a striped shirt a woollen jumper tight jeans

▶ Vocabulary reference page 16

3 **In pairs, write two sentences to describe the clothes in each picture in Exercise 2. Use the words from Exercise 1, including the opinion words, and your own ideas.**

4 **Show your descriptions from Exercise 3 to another pair. Did you write the same things?**

ORACY

Giving encouragement

It's nice to pay people compliments if they have new clothes or accessories, or if you see them wearing something that you like.

5 1.6 **Listen to two friends at a party. What three phrases do they use to pay each other compliments?**

You look great today.

6 **Turn to your partner and pay him or her a compliment.**

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GRAMMAR

ADJECTIVES: WORD ORDER



1 **Watch the grammar animation. Hassan and Rebecca are planning to go to a fancy-dress party. What is Rebecca's costume?**

2 **Look at the example and put the words in the correct order.**

Adjectives: word order

I love my wonderful, big, old, square, blue, Australian leather bag!

age colour material ~~opinion~~
origin (place) shape size

When more than one adjective comes before a noun, they generally come in this order:
opinion _____, _____,
_____, _____,
_____, _____,
_____ noun

We do not usually use more than three adjectives before a noun.

▶ Grammar reference and practice page 114

3 **Go to the digital activities.**

4 **Ben and his mother went shopping for clothes yesterday. Complete the text with the words in the correct order.**

Yesterday, Mum and I went shopping in a(n) [1] _____ (big / interesting / shop). You can get [2] _____ (cool / clothes / new) direct from the factory, so it's not expensive. I got a [3] _____ (jumper / woollen / lovely) there. My mum got a [4] _____ (nice / cotton / blue / dress). Then we went for a [5] _____ (Chinese / delicious / lunch). They served the food in [6] _____ (modern / bowls / huge / round). It looked great!

STRETCH! In some languages you can leave out the noun after the adjective. We don't usually do this in English. We don't say: *~~What a cute!~~* or *~~What cute!~~* We say: *What a cute baby!*
Find more examples of adjectives used without nouns.

DIGITAL CLASSROOM
PRACTICE EXTRA UNIT 1

SPEAKING

DESCRIBING A PHOTO

1 **1.7 Listen to a candidate describe this picture in Part 2 of the Speaking exam. What adjectives did he use?**



ORACY

Giving yourself thinking time

Sometimes you need to keep talking but aren't sure exactly what you want to say. Don't leave long gaps. Give yourself thinking time using phrases like *Well, anyway ... / Hmm, where can this be? / So, what else can I tell you?*

2 **1.7 Listen to the candidate from Exercise 1 again. Which thinking time phrases from the oracy box does he use?**

EXAM TASK SPEAKING PART 2

EXAM TIP

When you describe a photo, talk about everything you can see: the people, clothes, the place, etc. Use adjectives to add to the description and say where things are.

3 **Work in pairs. Student A, look at photo A on page 124.**

4 **Student B, listen to your partner and then give feedback using this checklist.**

Did your partner:
- describe the people?
- describe the place?
- use adjectives?
- say where things are?
- keep going, using thinking time phrases?

5 **Swap roles. Student B, look at photo B on page 125.**

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CHALLENGE 1 2 3 4

Develop

1 In your groups, talk about or show each other websites you have seen and like.
2 Decide what ideas you can use to design your own website and whether you want to use one website as a model or use a mix of ideas.
3 Design some pages which you can show to your classmates. You can use paper or digital options if you have them.
4 Create a first draft of your website.

WRITING

A FLYER

1 Look at the title and photo in the flyer. What do you think it advertises?

EVERY SECOND SUNDAY!

One person's rubbish is another person's gold!

Is your home full of unwanted junk? At our flea market, you can sell or swap your second-hand stuff. Clothes, accessories, books and music are always popular, but feel free to bring anything you can carry. (No animals though, please!) Or perhaps you're looking for an unusual gift. Come along and have a look at what's on sale!

The market takes place on the first and third Sunday of every month just behind the sports centre. If you're selling, you'll need to book a stall in advance (€10) and there's a small entrance fee for shoppers (€5), but this money goes to local mental health charities.

Let's give our old things a new life! Just remember, your rubbish might be someone else's gold!

Check our website for more information!

www.everysecondsunday.org



2 Read the flyer. Would you like to go to the market? Why? / Why not?

3 Look at the flyer again and find an example of each of these things. In what order do they appear?

a a website address
b information about the date, time, location, etc.
c information about what you can buy
d a title and subtitle
e a photo or illustration
f a call to action

4 Work in pairs. Answer the questions.

1 Why is the market called 'Every second Sunday'?
2 What do you think 'One person's rubbish is another person's gold!' means?
3 Why does the writer use questions in the text?
4 What words does the writer use to encourage the reader to take action?

5 Read the task. What do you need to design? What information do you need to include?

> Your school would like to organise a second-hand market to raise money for a local charity. It has invited students to design the flyer and will choose the best one. The winning flyer should include the following:
> - an attractive title
> - a photo or illustration
> - information about the market (what's on sale, date, time, location and cost)
> - a call to action
> - a website address

6 Design your flyer, including all the information in Exercise 5. Use some of the words and expressions from the model flyer.

7 Read your flyer again and revise your work. Use these questions to help you.

1 Does the flyer look attractive?
2 Is all the information from the task included?
3 Does the flyer include some of the words and expressions from the model and from this unit?
4 Can you see any problems with the language?

8 Learning to Learn Now work in pairs. Read each other's flyers and give feedback. Use the questions in Exercise 7 to help you. Make a note of your partner's feedback and write a second draft of your flyer.

9 Display the flyers on the classroom walls. Which one do you think the school should use? Why?

10 Read the model answer.

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LISTENING

SHORT MONOLOGUE OR DIALOGUE

1 **Read the question and underline the key words.**

1 What does the boy decide to buy?







2 **Look at the pictures in Exercise 1 again. What different words can you use to describe each one?**

3 1.8 **Listen to the conversation. Choose the correct answer (A, B or C) in Exercise 1.**

EXAM TIP

You will always listen to the recording twice. Use the second time you listen to check your work and also to write down any missing answers.

EXAM TASK LISTENING PART 1

4 1.9 **Underline the key words in questions 2–7 and look at the pictures. Then listen to the rest of the conversations. For each question, choose the correct answer.**

2 What is the boy doing?

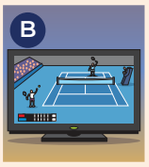






3 What's on TV later?

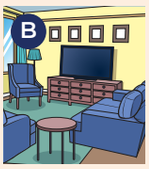






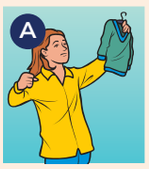
4 Where did the girl leave her phone?

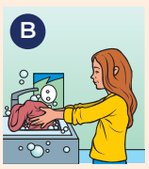






5 What's the problem with the hoodie?







6 Where will the friends go next?







7 Where did the boy get his belt?







5 1.9 **Listen again and check your answers.**

ORACY

Organising your answer

When you answer a friend's question with a story, use words like 'It's a long story', 'but then …' and 'eventually'.

6 1.10 **In question 7 in the Exam Task, the girl asks the boy, 'Where did you get that belt?' Listen to and read his answer. What words does he use to structure his answer?**

It's a long story. I spent ages looking around the shops in town, but they didn't have anything suitable. Dad then suggested I look around that trendy second-hand market on Peter Street, but none of them were very nice. Eventually I found one online, but it didn't last long. My uncle's neighbour mends shoes, so he managed to repair it and it's great!

7 **Work in pairs. Take turns to ask and answer 'Where did you get your …?' Remember to structure your answer.**

CHALLENGE 1 2 3 4

Present

1 Make sure you have everything for your presentation.
2 Check that everyone in your group knows their roles.
3 Present your website to your class.
4 During the presentations, write down two or three questions. Ask them at the end.

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WRAP UP



Look back at the unit. Write down:

1. some new vocabulary you learned to talk about clothes.
2. your main role in the challenge.
3. one use of the present continuous.
4. a sentence describing a coat, with three adjectives.
5. something in the unit that you especially enjoyed.

Sustainability

1 Think of a sustainable way you can get great clothes without going to a clothes shop.

2 How is it sustainable?

SELF-ASSESSMENT: UNIT 1

How confident do you feel about:

- finding key information in short written texts?
- finding key information in short monologues and dialogues?
- describing a photograph?
- designing and writing a flyer?
- using the present simple and present continuous?
- using adjectives in the right order before nouns?
- using words for naming and describing clothes?
- presenting a website to your classmates?



What was your favourite part of Unit 1? Tell your partner.

Digital Literacy **Look back at Unit 1, page 8, Exercise 7. What words in your search produced better results? Why?**

>>> STRETCH! YOUR CHOICE

Now, choose an option.

Option 1:
Find a website that you think is really useful, and that is *not* about clothes. Tell your classmates about it. Say what information it gives you and why you think it is good.

Option 2:
Imagine your school is introducing a uniform (or a *new* uniform if you already have one). Design it! Draw it on paper or use a website that lets you create uniforms. Present your design to the class.

Option 3:
Have a fancy-dress party in your next English lesson. Ask everyone to wear a costume and to describe the costume and explain why they chose it to the rest of the class.

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VOCABULARY REFERENCE

CLOTHES

1 **Match the words to the photos.**

buttons · costume · jersey · laces · material · pattern · sleeves · sweatshirt · tracksuit · zip





















ADJECTIVES TO DESCRIBE CLOTHES

2 **Look at the photos and use one or two of the adjectives to describe each one.**

baggy · cotton · gorgeous · silk · striped · tight · trendy · uncomfortable · unfashionable · woollen













DIGITAL CLASSROOM
PRACTICE EXTRA UNIT 1

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