

หนังสือเรียน รายวิชาพื้นฐาน ภาษาอังกฤษ

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

WORLD CLUB



3

ชั้นมัธยมศึกษาปีที่ 6

ผู้เขียน

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WORLD CLUB 3

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ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551



สงวนลิขสิทธิ์ตามกฎหมาย

ห้ามละเมิด ทำซ้ำ ดัดแปลง เผยแพร่
ส่วนหนึ่งส่วนใด เว้นแต่จะได้รับอนุญาต

ผู้เขียน Michael Harris ● David Mower

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WORLD CLUB เป็นชุดการเรียนการสอน รายวิชาพื้นฐาน ภาษาอังกฤษ สำหรับชั้นมัธยมศึกษาตอนปลาย ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 ซึ่งบริษัท สำนักพิมพ์วัฒนาพานิช จำกัด ได้ร่วมมือกับ PEARSON EDUCATION INDOCHINA LTD. และ LONGMAN สำนักพิมพ์ผู้เชี่ยวชาญการพัฒนาสื่อการเรียนรู้อังกฤษจัดทำขึ้น ชุดการเรียนการสอน รายวิชาพื้นฐาน ภาษาอังกฤษ **WORLD CLUB** แต่ละชั้นประกอบด้วยสื่อการเรียนรู้ ดังต่อไปนี้

1. หนังสือเรียน **WORLD CLUB Students' Book 1-2-3**
2. แบบฝึกหัด **WORLD CLUB Activity Book 1-2-3**
3. คู่มือครู แผนการจัดการเรียนรู้ **WORLD CLUB 1-2-3**
4. Audio CDs **WORLD CLUB 1-2-3**

ชุดการเรียนการสอน รายวิชาพื้นฐาน ภาษาอังกฤษชุดนี้ นำเสนอเนื้อหาในชีวิตจริงที่หลากหลายเหมาะสมกับวัยของผู้เรียน สามารถนำไปใช้สื่อสารในชีวิตประจำวันได้เป็นอย่างดี มีกิจกรรมฝึกทักษะทางภาษาอย่างหลากหลาย ทั้งทักษะฟัง ทักษะพูด ทักษะอ่าน และทักษะเขียน รูปแบบของกิจกรรมมีอย่างหลากหลาย เน้นให้ผู้เรียนมีความคิดริเริ่มสร้างสรรค์ และเกิดความสนุกสนาน เช่น เกม เพลง การทายปัญหา ปริศนาอักษรไขว้ เป็นต้น ทั้งนี้เพื่อให้ผู้เรียนสามารถพัฒนาทักษะภาษาอังกฤษจนสื่อสารได้อย่างคล่องแคล่ว

ชุดการเรียนการสอน รายวิชาพื้นฐาน ภาษาอังกฤษชุดนี้ นำเสนอเนื้อหาเกี่ยวกับไวยากรณ์อย่างเป็นขั้นเป็นตอนสอดคล้องกับเนื้อหาและการฝึกทักษะทางภาษา ทำให้ผู้เรียนเกิดการเรียนรู้หลักภาษาอย่างเป็นระบบ

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บริษัท สำนักพิมพ์วัฒนาพานิช จำกัด

Summary of course content

Students' Book

Module 0: Learning to Learn page 4

Getting to know the course
Reviewing language learning vocabulary
Reviewing grammatical terms and structures
Listening and speaking strategies
Reading strategies and writing a note

Module 1: Fashion page 9

READING: a magazine article; a poem; a fashion report
LISTENING: a dialogue; a radio interview; a story
SPEAKING: clothes; clothes shopping; being a model; appearance
WRITING: notes for a description; a fashion report
GRAMMAR: review of verb tenses; auxiliary verbs
VOCABULARY: clothes; fashion; adjectives; materials; wordbuilding
PRONUNCIATION: unstressed vowels

Module 2: Music page 23

READING: a glossary of pop music; extracts from a music magazine; a biography
LISTENING: different types of music; teenagers talking; an interview; a song
SPEAKING: music and musicians; your opinions; going to a concert; body language
WRITING: a profile of a rock group
GRAMMAR: past simple and past continuous tenses contrasted; conditional sentences (types 1 and 2)
VOCABULARY: types of music; instruments; adverbs; wordbuilding
PRONUNCIATION: word stress, initial consonants

Module 3: Holidays page 37

READING: a tourist brochure; a magazine article; a leaflet; a letter
LISTENING: at a travel agent's; a radio interview; a treasure hunt
SPEAKING: holidays; health; giving advice
WRITING: description of a place; notes; a formal letter
GRAMMAR: relative clauses; review of prepositions; quantity
VOCABULARY: types of holidays; adjectives; activities, health; advice; wordbuilding
PRONUNCIATION: sentence stress; pronunciation problems

Activity Book

Module 0: Learning to Learn page 2

Review of basic grammar; personal information; strategies for listening, vocabulary building, speaking and writing; Test Yourself

Module 1: Fashion page 7

READING: a description; Time to Read – *The Body Shop*; a party
LISTENING: a conversation about clothes; a description; a conversation in a clothes shop
WRITING: opinions
GRAMMAR: opinions; tense review; comparatives and superlatives; auxiliary verbs; negatives; Test Yourself
VOCABULARY: clothes; plurals/singular; descriptions; materials; punctuation – capital letters
PRONUNCIATION: /s/ or /z/

Module 2: Music page 16

READING: an interview; two magazine articles; Time to Read – *Paul McCartney*
LISTENING: the pop music charts; a musician's schedule
GRAMMAR: likes/dislikes; preferences; past simple and past continuous contrasted; past questions; suggestions; conditional sentences; advice; Test Yourself
VOCABULARY: music; musical instruments; adverbs; word formation
PRONUNCIATION: word stress

Module 3: Holidays page 37

READING: a letter to Brazil; diary of a holiday; Time to Read – *The New Jumbo*
LISTENING: a radio programme
WRITING: a postcard
GRAMMAR: relative clauses; *how* questions; prepositions; advice; agreeing; quantity; (un)countables; Test Yourself
VOCABULARY: holidays; adjectives; food

Students' Book

Module 4: Science page 51

READING:	a scientific article; two magazine articles
LISTENING:	a science quiz; at the doctor's; a TV programme
SPEAKING:	scientific inventions and discoveries; computers; medicine
WRITING:	definitions; a process; a science project report
GRAMMAR:	passives; <i>yet, already</i> and <i>still</i>
VOCABULARY:	inventions and discoveries; computers; uses of objects; illnesses; phrasal verbs; wordbuilding
PRONUNCIATION:	word stress

Module 5: Crime page 65

READING:	newspaper crime reports; an extract from a crime novel; statements to the police
LISTENING:	two stories; police interviews
SPEAKING:	crimes; famous detectives; detective work; a judging game
WRITING:	a list of laws; notes; a crime story
GRAMMAR:	the past perfect tense; modals for speculation
VOCABULARY:	crimes; phrasal verbs; relationships; rooms
PRONUNCIATION:	intonation for expressing uncertainty; vowel sounds

Module 6: Cinema page 79

READING:	a magazine article; film reviews; making a film; an interview
LISTENING:	film scenes; a film programme; a film summary
SPEAKING:	films and film stars; asking for and giving permission; a film scene
WRITING:	notes; a film review
GRAMMAR:	conditional sentences (type 3); reported requests/orders, indefinite pronouns
VOCABULARY:	types of films; adjectives; film actors; film-making
PRONUNCIATION:	intonation to show mood; consonant clusters

Pairwork Activities	page 93
End-of-year Self-Assessment	page 95
Reading Club 1–6	page 96
Mini-dictionary	page 102
Irregular verb lists	page 112
Phonetic chart	page 112

Activity Book

Module 4: Science page 34

READING:	Levi Strauss; Time to Read – <i>The End of Paper?</i>
LISTENING:	inventions; the story of Frankenstein; at the doctor's
GRAMMAR:	passives; <i>still, yet, already; used to</i> ; Test Yourself
VOCABULARY:	transport; entertainment; communication; computers; sequence words; <i>some, any, no, every</i>

Module 5: Crime page 65

READING:	a mystery; police statements; a burglar's story; Time to Read – <i>Bonnie and Clyde</i>
LISTENING:	a crime; a police statement
GRAMMAR:	prohibition; past simple; past perfect; past participles; modal verbs; question tags; Test Yourself
VOCABULARY:	crime; furniture; phrasal verbs; punctuation – capitals, apostrophes, commas, full stops
PRONUNCIATION:	elision

Module 6: Cinema page 51

READING:	Charlie Chaplin; a biography; a TV guide; Time to Read – <i>Moving Pictures</i>
LISTENING:	film reviews
GRAMMAR:	conditional (3); pronouns; question words; reported requests/orders; permission; uses of <i>can</i> ; reported statements; <i>although/however</i>
VOCABULARY:	films; adjectives; phrasal verbs; punctuation – capital letters and full stops

LEARNING

A Your learning

a 

Which of these topics are you interested in?

animals / fashion / cinema / houses / music / school / science / history / crime / families / holidays

Look at the module themes in this book (pages 2 and 3).

Which of the topics you selected are included?

Example: fashion (module 1)



b

Look at the diagram and match the items with these descriptions.

Example: a = 2

- 1 The notebook where you put vocabulary and grammar notes.
- 2 The Students' Book.
- 3 A group of six lessons about one theme.
- 4 The book where you do practice activities.
- 5 A mini-dictionary in the Students' Book.
- 6 Where you assess your progress after each module.
- 7 The oral and written tasks at the end of each module.

4

c 

Which of these activities do you a) like doing?

b) think are very useful?

listening to the cassette
working in groups
speaking to a partner
reading
listening to stories
writing letters/stories
acting out situations
project
grammar games
pronunciation exercises
vocabulary exercises
Test Yourself activities

d  

Write five questions about the Students' Book.

Example: Who are in the photos in Lesson 2?

In pairs, ask and answer the questions.

TO LEARN

B Vocabulary



mistake test invent
use false ask
exercise definition
important easy guess organise
copy questionnaire
true correct compare



WORD QUIZ

In pairs, choose the correct answers below:

- 1 Over a) 30% b) 60% c) 80% of the information in the world's computers is in English.
- 2 The most common word in English is a) *the* b) *hello* c) *sorry*.
- 3 The most common word for an English speaking five year-old is a) *you* b) *mummy* c) *I*.
- 4 The most common letter in English is a) *s* b) *e* c) *r*.
- 5 The words *cafeteria/cigar/potato/cannibal* all come from a) Italian b) French c) Spanish.

b

Look at the words taken from instructions in this book.
Which are similar in your language?

nouns: description / mistake / activity / test / example /
exercise / definition / questionnaire

verbs: decide / match / organise / use / discuss / ask /
complete / answer / copy / guess / invent / compare

adjectives: important / true / false / correct / difficult / easy



Write down five instructions
which are new for you in
module 1.

Example: Read the article and
match these headings with the
paragraphs.



Organise your vocabulary book.
Write down important words
from this lesson and include:

- spelling
- part of speech (noun/verb, etc.)
- meaning (definition or translation)
- example sentence

Write the information, like this:

Crime: noun – something that
is wrong and that can
be punished by the law:
Killing people is a crime.



In pairs, test your classroom
vocabulary.

Example:

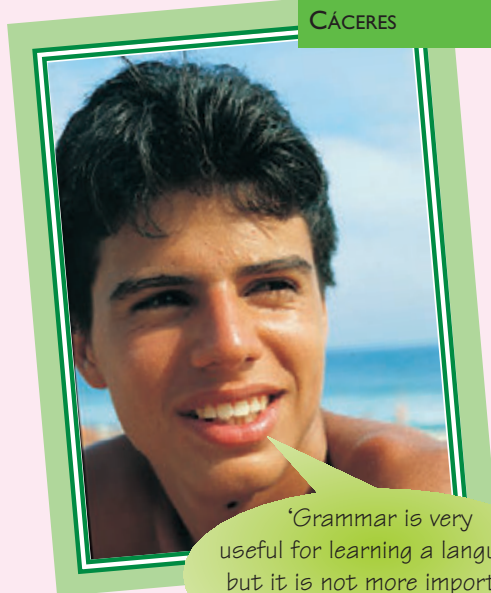
What does *guess* mean?
How do you spell *exercise*?
How do you *pronounce* this word?

C Grammar

a 

Which of the people do you agree with?

CARLOS BLANCO
CÁCERES



'Grammar is very useful for learning a language, but it is not more important than communication.'

'I only want to communicate in English
Grammar is boring!'



PIA POSIO
GENEVA

NINA GHIZIKIS
ATHENS



'I think grammar is the most important thing to learn. How can you communicate if you don't know the grammar?'

b

Match the grammar areas with the examples.

Example: 1 = c

- | | |
|------------------|---|
| 1 question forms | a <i>I get up at eight o'clock. / Now she's watching TV.</i> |
| 2 negatives | b <i>If the weather's good, we'll go.</i> |
| 3 present tenses | c <i>Which of them is it? / They're good, aren't they?</i> |
| 4 past tenses | d <i>It's made in Korea.</i> |
| 5 future tenses | e <i>I go <u>to</u> school <u>by</u> bus and get there <u>at</u> 8.30.</i> |
| 6 perfect tense | f <i>She's a good student, but her brother is better.</i> |
| 7 prepositions | g <i>I think Sue'll pass the exam but I'm going to fail!</i> |
| 8 conditionals | h <i>I've seen that film six times.</i> |
| 9 passives | i <i>I don't agree. I never arrive late.</i> |
| 10 comparative | j <i>When I came into the classroom, she was reading.</i> |

c

Assess your use of each structure in exercise B.

- A** I understand and use it well.
B I sometimes make mistakes.
C I don't understand it.

d 

In the grammar section of your notebook, write other examples of the structures from exercise B. Write translations in your own language.

D Listening and speaking

a LEARN TO LEARN

Read this advice. Which things should you do:
a) before listening b) while listening?

- 1 Get the general idea the first time you listen.
- 2 Read the questions and think about answers.
- 3 Use pictures to help you predict information about what you are going to hear.
- 4 Don't stop listening even if it is very difficult. Concentrate on what you *do* understand.



b LEARN TO LEARN

Look at Linda and Mohammed. Guess how old they are and what language(s) they are studying. Then listen and check your guesses.

c LEARN TO LEARN

Copy the table, then listen again and complete it.

	Linda	Mohammed
Hours a week	<i>two</i>	
Years studied		
Problems		
Use outside class		

d LEARN TO LEARN

Match the problem with the advice.

- 1 You are speaking and you don't know a word
 - 2 You can't think of what to say next
- a** Use expressions like: *well, you know . . .* and *really*.
- b** Think of another word that is similar or explain it in a few words e.g. *big car* instead of *lorry*.

e LEARN TO LEARN

Make notes about these things. Then in pairs, speak about yourself for as long as possible.

age / likes and dislikes / family / hobbies / holidays / favourite music / films / daily routine

Example: A: I'm seventeen. I really love the cinema, you know.
Sometimes I go twice a week.
I ...

E Reading and writing

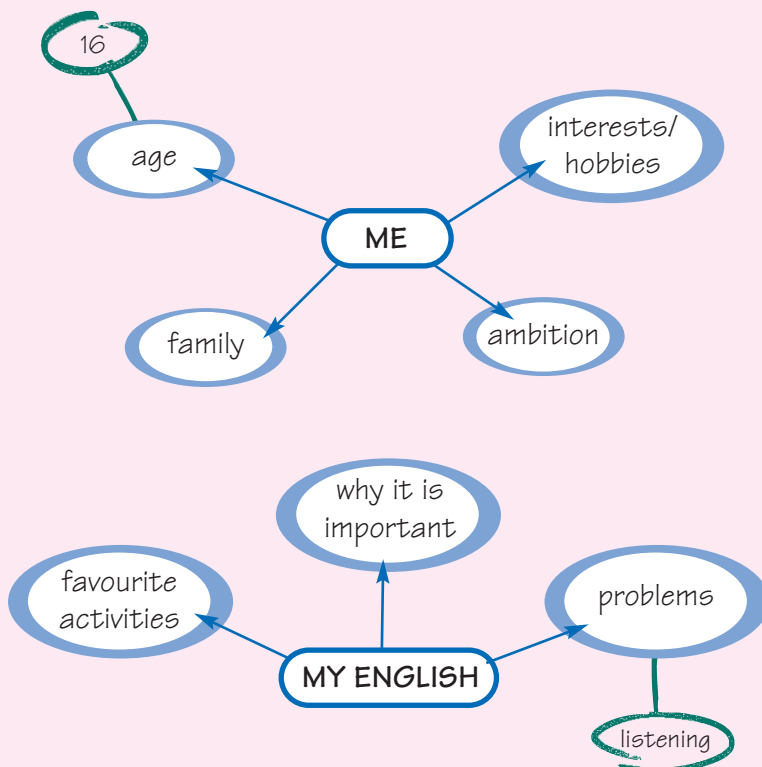
a 

Which of these things make reading easier?

- a** no pictures with the text
- b** an interesting topic
- c** knowing nothing about the subject
- d** having a dictionary for difficult words
- e** the words are very small
- f** not too many new words

b 

Read the note. Copy and complete these networks with information about Alberto.



To: Ms Tomasini
From: Alberto Roca
Date: 23 September

AR

I'm sixteen and I have two sisters and one brother. We've got lots of animals at home, including a parrot called Tony who's fifty! I really like swimming so I go every day. Another thing I love is painting and drawing. When I leave school I don't want to go to university, I want to study to be a graphic designer.

I think English is important to get a job. If you are a designer, it is very useful to speak and understand some English. When we study English I like doing speaking activities, especially when we discuss things. The biggest problem for me is listening and often I don't understand the cassette.

c 

Write a short note to your teacher, talking about yourself and your English.

Stage 1: Do a network like the one in exercise b to plan what you are going to write.

Stage 2: Use your plan to write a note to your teacher.

Stage 3: Check your note for mistakes and then give it to your partner to check.

Stage 4: Write a final version of the note.

FASHION

Lead-in



a KEYWORDS

Which of these things can you see in the photographs? Use the mini-dictionary to help you.

jeans skirt suit blouse trainers belt
jacket shoes socks tie dress shirt
sunglasses earrings T-shirt

Classify the clothes: smart / casual / either

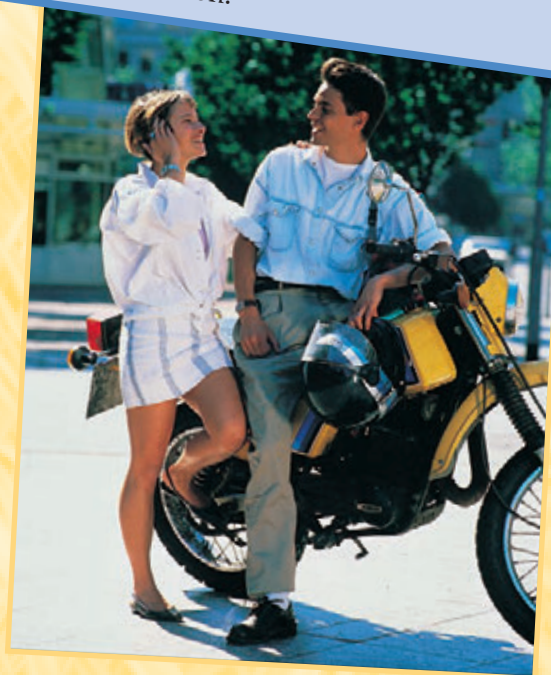
Example: jeans = casual

Module Objectives

In this module you will ...

- Read** a magazine article about top models, a poem and a fashion report
- Talk** about fashion and clothes, **practise** shopping and **describe** people
- Listen** to a dialogue, a documentary about fashion and cruelty to animals and a story
- Revise** using different tenses and auxiliary verbs

Your final tasks will be to write a fashion profile and to interview people about fashion.



b KEYWORDS

In groups, look at the list from an old magazine. Make a list of what is 'in' (fashion) now and what is 'out'.

In	Out
long hair	short hair
flared jeans	leather jackets
mini-skirts	long dresses
big earrings	rings
soul music	blues music
pink	dark colours

c

Tell the class what your group thinks.

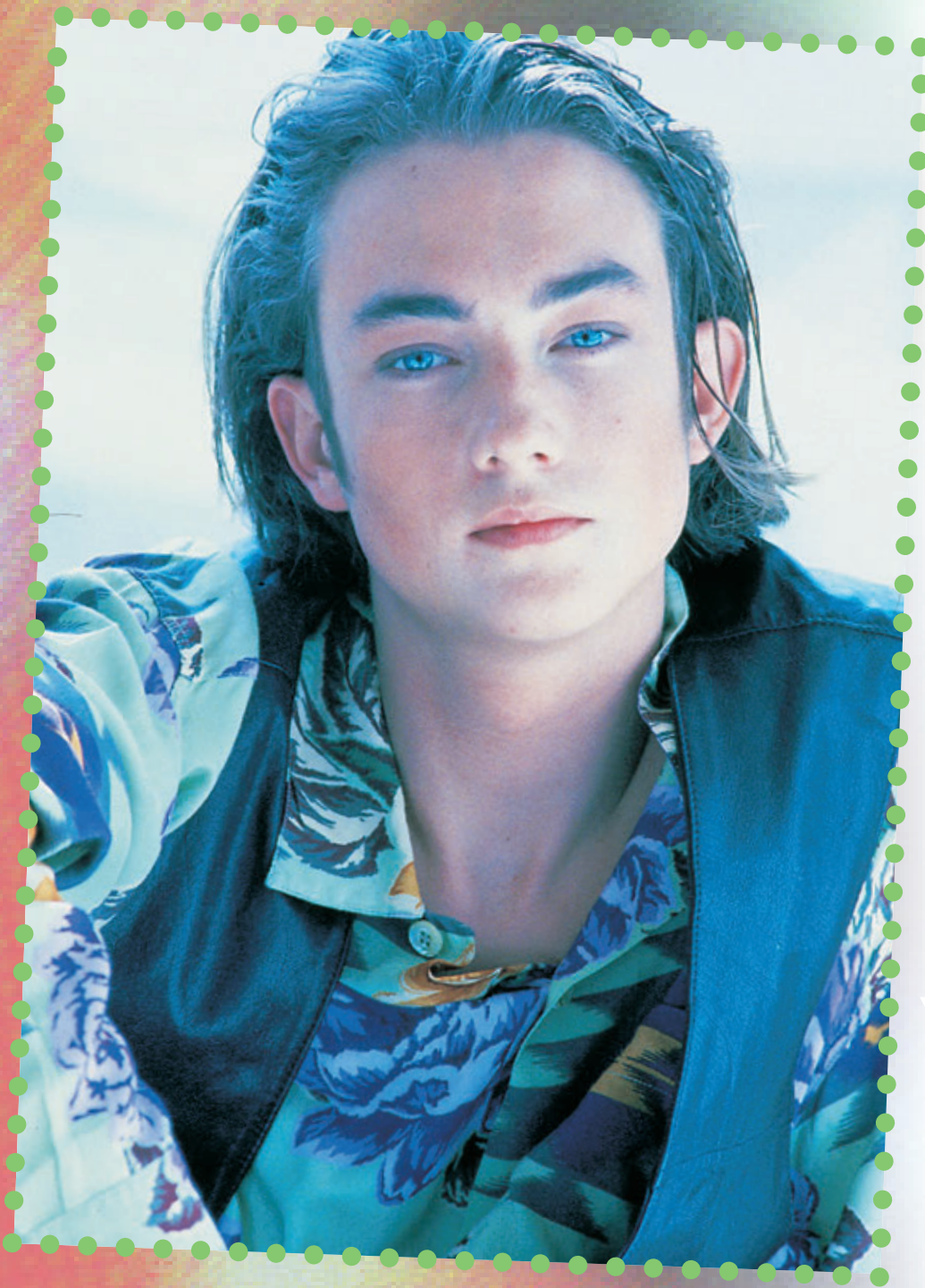
Example: We think that long hair is ...

1 Looking Good

A KEYWORDS

Classify the words in the box: positive (+) or negative (-).

smart nice horrible unfashionable awful
attractive gross cool trendy tacky



B

In pairs, discuss what you think of the clothes in the photo on this page and on the Lead-in page.

Example: A: I think her jacket is smart.

B: So do I. And I like her skirt.

C: I don't. I think . . .

C

In pairs, ask and answer questions about buying clothes.

how often / when / where /
who with

Example: A: How often do you buy clothes?

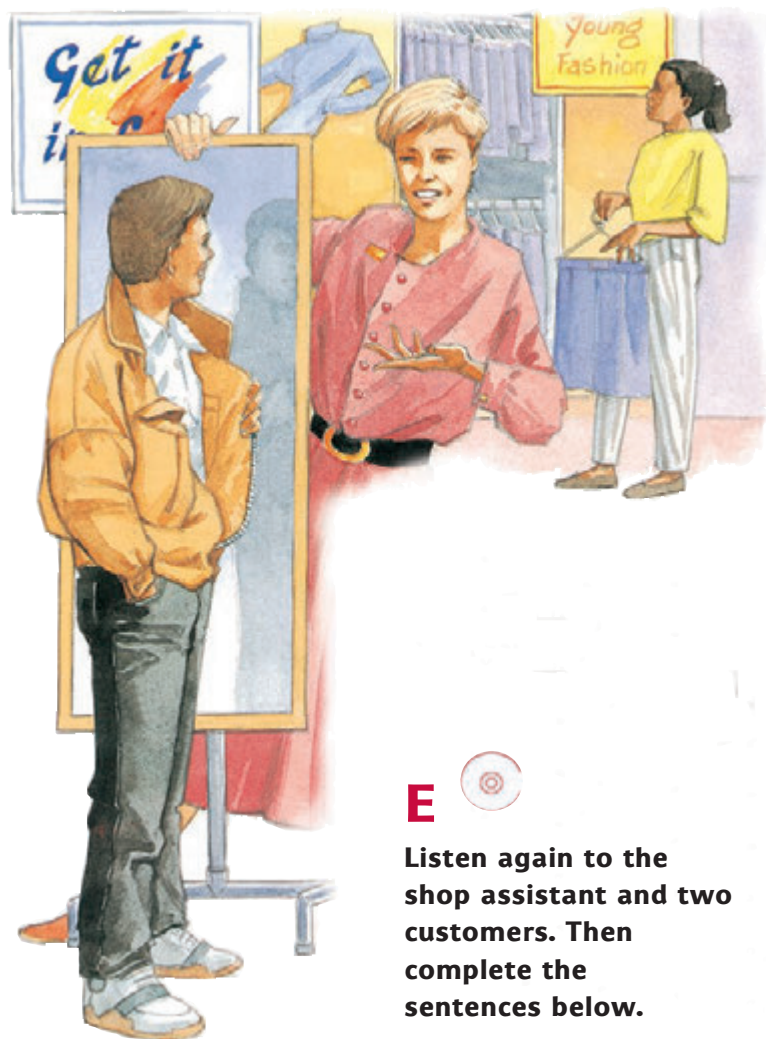
B: Not very often. I hate shopping!

D

Look at the picture on the next page. Guess which of these things are true.

- 1 The boy doesn't like the jacket, because it is not dark enough.
- 2 He is looking for a jacket with big pockets.
- 3 He buys the jacket in the picture.
- 4 The girl is looking for a blue skirt.
- 5 She thinks the skirt is too long.
- 6 She buys the skirt in the picture.

Listen and check your guesses.



E

Listen again to the shop assistant and two customers. Then complete the sentences below.

SHOP ASSISTANT

From dialogue 1

¹... I help you?

It's ³... pounds.

⁵... about this one?

That really suits you.

From dialogue 2

Can I ⁹... you?

What ¹¹... are you?

Would you like to try ¹²... on?

They're over there.

CUSTOMERS

No, thanks. I'm just ²...
How much is this?

That's too ⁴...

I don't like the ⁶...
It's not ⁷... enough.

All right. I'll ⁸... it.

I'm ¹⁰... for a skirt.

I don't know. Can you
measure me?

Where are the changing
¹³... ?

It's too ¹⁴...

F

Look at this diagram. Prepare for a shopping situation, but do NOT write down the dialogue.

- (customer) Decide exactly what you are looking for.
Example: dark blue jeans / size 42
- (shop assistant) Decide what clothes you have in your shop.
Example: jeans / T-shirts / trainers
- Check vocabulary in the mini-dictionary.
- Practise saying expressions to yourself.
Example: 'Can I help you?', 'I'm looking for ...'

SHOP ASSISTANT

CUSTOMERS



G

In pairs, take turns to practise buying something. Use the cues above to help you.

2 Top Models

A

Can you list the names of any well-known top models?

B

Read the article and match these headings with the paragraphs.

- a International celebrities
- b The need for glamour
- c From schoolgirl to superstar
- d In business

C

Read the article again and answer the questions about Claudia Schiffer.

- 1 Where did Michael Levaton discover her?
- 2 What film did she star in recently?
- 3 What is she going to do in the future?
- 4 What business does she run?
- 5 Why are she and other top models so famous?

Supermodel

1 Claudia Schiffer was an ordinary German schoolgirl from a small town near Düsseldorf when fashion agent Michael Levaton saw her dancing in a nightclub. A few months later Claudia was a fashion superstar. Now she is more famous than most Hollywood actresses.

2 Claudia belongs to an exclusive club of supermodels who have become international celebrities: Cindy



Language Focus: Tense review

D

Match the tenses with the examples.

- | | |
|-------------------------------|---|
| 1 future with <i>going to</i> | a Claudia now belongs to an exclusive club of supermodels ... |
| 2 past simple | b ... now she is planning a career as an actress |
| 3 present simple | c Claudia Schiffer was an ordinary German schoolgirl ... |
| 4 present continuous | d They have also become successful businesswomen |
| 5 present perfect | e What is she going to do in the future? |

Find more examples of these tenses in the magazine article.

Crawford, Naomi Campbell, Linda Evangelista, Kate Moss ... They jet around the world, they appear on TV chat shows and they have even started making films. Claudia Schiffer recently starred in the film *Blackout* and now she is planning a career as an actress. News of top models' private lives appears on the front pages of newspapers; like Naomi Campbell's turbulent romance with

Celebrities

flamenco dancer Joaquín Cortés.

3 As well as being major celebrities, top models are not poor. Supermodels receive up to \$30,000 for every appearance, and collect millions of dollars in advertising contracts. They have also become successful



businesswomen. Claudia Schiffer, Elle MacPherson and Naomi Campbell run their own restaurant business together, the Fashion Café. 'It's our baby. We make all the decisions,' says Schiffer.

E

Which tense do we use in these situations?

Example: 1 = present perfect

- 1 to talk about something in the past that is important now
- 2 to talk about the future
- 3 to describe what is happening now
- 4 to describe what people usually do
- 5 to talk about something that happened in the past

F

GRAMMAR

Put the verbs into the correct tense.

Example: 1 = has lived

Mark Stevens was born in 1973 in Connecticut and ¹... (live) there all his life. He ²... (be) an ordinary college student until 1992 when a photographer ³... (see) him in Washington Square Park in New York. He ⁴... (take) Mark's picture and it ⁵... (appear) in the prestigious 'Tell Magazine' a few months later. Since 1994 he ⁶... (work) for the Ford Modelling Agency. He ⁷... (have) a very busy schedule and at the moment he ⁸... (travel) a lot. Life as a model is not as easy as many people think. He ⁹... (work) very hard during the week and only ¹⁰... (relax) completely at the weekend. Mark has many plans for the future. First, he ¹¹... (plan) to finish his college course and then he ¹²... (look for) a job in the field of healthcare at the same time as modelling.

G



Imagine you are a famous model. In pairs, interview each other. Use these questions:

- Where are you from?
- How did you become a model?
- What have you done since then?
- What are you doing now?
- What is your lifestyle like?
- What are you planning to do in the future?

3 Appearance Matters

A

In pairs, discuss these questions.

- 1 How much does another person's appearance influence you?
a not at all b a bit c a lot
- 2 Are you careful about your appearance?
a never b sometimes c always
- 3 Do you ever:
a dye your hair? b wear unconventional clothes? c have unconventional hair cuts?

B

Read the poem. How would Alfie answer question 3 in exercise A?

ALFIE

My brother Alfie's had
his hair cut like a hedge,
it sticks up in the middle
and it's spiky round the edge.

- 5 He brushes it each morning
and keeps it fairly clean,
you'll see him when he's coming,
he's dyed it bottle green.

Now Alfie thinks he's trendy
10 he thinks he's really cool
looking like a football pitch
as he walks to school.

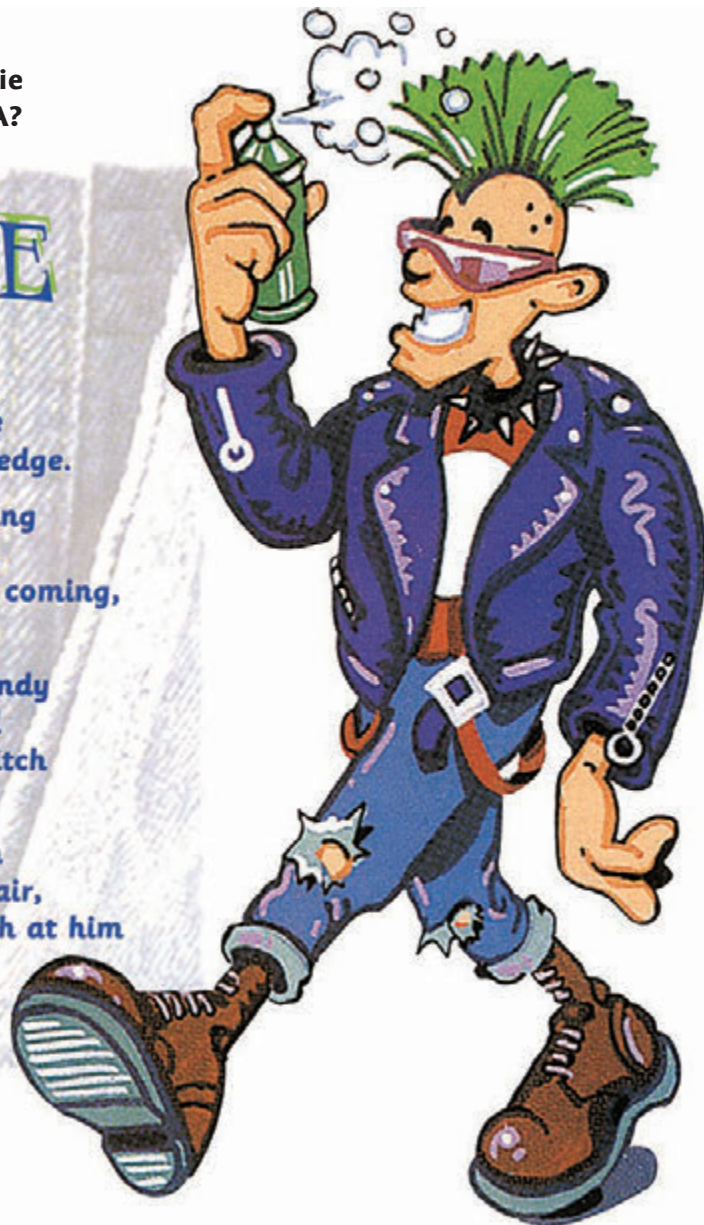
All the teachers hate him
because he's got green hair,
15 and other kids they laugh at him
but Alfie doesn't care.

by David Harmer

C

Read the poem again and answer these questions.

- 1 What is unusual about Alfie's appearance?
- 2 How do his teachers react to him?
- 3 What do other students think about his appearance?
- 4 What is Alfie's attitude?



D

Imagine you have just met someone.
Use the table below to write notes to
describe him/her.

general appearance:	smart/tidy
physical appearance:	pretty/handsome/ unattractive
age:	young/middle-aged/old
hair:	blonde/dark/brown long/short
height:	tall/short/ medium height
build:	thin/slim/well-built/ overweight
complexion:	dark/fair

E

Read this dialogue. In pairs, act out a similar
dialogue and find out about your partner's
new friend.

A: I've just met this boy.

B: Oh, yes? What does he look like?

A: He's really handsome. He's tall and dark. He's
got short hair. And he's got fantastic green
eyes.

B: What kind of clothes does he wear?

A: He's very trendy. He wears jeans, trainers and
leather jackets. He's cool and he's *very* nice!

B: Lucky you!

F

FAMOUS PERSON GAME

Each student thinks of a *very* famous person.
In groups, ask questions and guess who it is.

Example: A: Is she pretty?
B: Yes, she is.
A: Is she dark?
B: No, she isn't.
A: Is she tall?
B: Yes, she is. Very tall.
A: Is she a supermodel?
B: Yes, she is.
A: Is it Claudia Schiffer?



4 Dressed to Kill



A

Look at the photos and match the animals with the products.

Example: 1 = B

B **KEYWORDS**

Which of these things can you see in the photos?

crocodile skin shoes leather jacket fur coat
cotton trousers ivory jewellery woollen jersey
cosmetics tested on animals nylon shirt

C

Are these things true or false?

- 1 There is a lot of cruelty to animals in the fashion industry.
- 2 We test shampoos on rats and monkeys.
- 3 You can buy 'cruelty-free' cosmetics and shampoos in some shops.
- 4 Dolphins are killed for their oil which is used in soaps.
- 5 No elephants are killed now because hunting is illegal.
- 6 Sometimes crocodiles are skinned alive and suffer a lot.

Listen to a radio interview and check your answers.

Language Focus: Auxiliaries



Listen again and complete the sentences with these words.

Example: 1 = is

do (x4) / have (x2) / is (x2) / don't (x2)

A: ¹... there cruelty to animals in the fashion industry?
B: Yes, there ²...
A: They test things on animals, ³... they?
B: Yes, they ⁴...
A: I think that's terrible.
B: So ⁵... I.
A: We kill lots of different animals for fashion products.
B: ⁶... we?
A: Literally thousands of elephants ⁷... died.
B: ⁸... they?
A: People ⁹... wear fur coats as much as before, ¹⁰... they?

E

Find examples of the following uses of auxiliaries in exercise D.

Example: a = 9

- a** in negative sentences (e.g. I *don't* like it.)
- b** in affirmative sentences (e.g. I've finished.)
- c** in question tags (e.g. It's terrible, isn't it?)
- d** in short answers (e.g. Do you live here? Yes, I *do*.)
- e** expressing surprise or interest (e.g. I love it. *Do* you?)
- f** expressing agreement (e.g. I think it's fantastic. So *do* I.)
- g** in questions (e.g. *Did* you buy that?)



In pairs, use the notes below to ask and answer questions.

Example: A: Do you think it's important to protect animals?

B: Yes, I do.

A: So do I.

- 1** think / important / to protect animals?
- 2** usually / buy / cruelty-free products?
- 3** ever / wear / animal products / like leather or fur?
- 4** ever / bought / ivory?
- 5** ever / seen / crocodile skin shoes?



In pairs, express opinions about the clothes you can see in photos and drawings in the first three modules of this book.

Example: A: That dress is great, isn't it?

B: No, I don't think so. But I think this jacket is nice.

A: Do you? I don't.



Use the mini-dictionary to complete the table. If there is no information, the verb is regular.

VERB	PRESENT PARTICIPLE	PAST TENSE	PAST PARTICIPLE
<i>dig</i>	...	...	...
...	...	<i>dyed</i>	...
...	<i>modelling</i>	...	...
<i>put on</i>	...	...	...
...	...	...	<i>slipped</i>
...	<i>winding up</i>	...	...

5 Fluency



Listen to the story of Cinderella. When the storyteller pauses, correct the mistakes she has made.

Example: 1 Cinderella was poor. She didn't wear mini-skirts and leather jackets. She wore very old clothes.

Final Speaking Task: A Fashion Survey



Read these questions and add two more. In pairs, find out how fashion-conscious your partner is.

HOW FASHION-CONSCIOUS ARE YOU?



- 1 Do you ever read fashion magazines?
a sometimes b often c never
- 2 Do you enjoy shopping for clothes?
a Yes, a lot. b No, I hate it. c I quite like it.
- 3 Do you think designer labels are important?
a yes b no
- 4 How important is it for you to wear fashionable clothes?
a very important b not at all important c only for special occasions
- 5 Do you know what the fashionable colours are this year?
a Yes, I do. b I think so. c No, I don't.
- 6 Would you wear a ring through your nose?
a Yes, I would. b No, I wouldn't. c Maybe.



Look at the photos. What periods are they from?

FASH THROUGH

A After the First World War, the clothes of the twenties shocked many people. Fashions for women became more relaxed and freer than before. Women wore simple, comfortable clothes and the fashionable look was boyish. For example, young women had short hair and wore skirts above the ankle, which horrified many people. Clothes were colourful and informal, to match the new music and 'in' dances like the Charleston. Male fashion also became less formal. For instance, wealthy men began wearing suits. In the 1930s Hollywood stars became a major fashion influence and manufacturers began to mass-produce cheap, fashionable clothes.



ION

THE AGES



B In the eighteenth century, the French court at Versailles was the centre of the fashion world and clothes became very elaborate and exotic. For instance, women's dresses became wider. By the 1740s some fashionable dresses measured more than two metres across!

Women also had enormous hairstyles with decorations like flowers and even fruit! In the 1770s in



Britain, fashionable men copied the latest Italian styles. For example, they wore extravagant clothes, lots of pale make-up and wigs that were powdered and tied with ribbons.

D

Read the texts and answer these questions.

- 1 How did women's clothes change after the First World War?
- 2 What horrified people about women's clothes?
- 3 What was the 'in' dance in the 20s?
- 4 What influenced fashion in the 1930s?
- 5 Where was the centre of fashion in the eighteenth century?
- 6 What decorations did some women have on their hair?
- 7 What was unusual about fashionable men in the 1770s?

Find three ways of giving examples.

Example: dances like the Charleston

Final Writing Task: A Fashion Report



E

Write a fashion report for your school magazine.

Stage 1: Planning Choose a style in the past or present. Copy the table below and complete it with notes like these:



Characteristics	Examples
unusual hairstyles	spiky hair/dyed strange colours
unconventional clothes	big boots/torn jeans and T-shirts
music/lifestyles	aggressive punk rock

Stage 2: Writing Use your notes to write the description. Include ways of showing examples.

Stage 3: Checking When you have finished, give your description to your partner to check. Collect drawings or photos to illustrate it.

6 Consolidation

Grammar

A GRAMMAR

Put the verbs in the correct tense.



Example: 1 = went

Inés Sastre is a top model and actress. She was born in Valladolid in 1973 and she ¹... (go) to a bilingual school, so she ²... (speak) French fluently as well as Italian and English.

She ³... (start) modelling when she was twelve. Then film director Carlos Saura ⁴...

(choose) her for the film *El Dorado*.

In 1989 she ⁵... (win) the *Elle* supermodel contest but she ⁶... (not become) a full-time model because she wanted to continue her studies. After a degree in French literature, a film with Antonioni and some modelling in 1996 she ⁷... (become) the new face of *Trésor*, the famous Lancôme perfume.

Since then she ⁸... (be) very busy with modelling but she ⁹... (not accept) many films. However, at the moment she ¹⁰... (make) a film with Italian director Pupi Avati in which she ¹¹... (play) a character called Francesca Babini.

Now she ¹²... (live) in London, and she ¹³... (travel) a lot. In the next few months she ¹⁴... (make) another film. She ¹⁵... (also continue) her studies in medieval literature.

B

NOUGHTS AND CROSSES GAME

- In pairs, copy the little grid.
- Choose a square in the box below then say a sentence using the tense indicated. If it is correct, put a nought or cross on the corresponding square in the little grid. Do not repeat any verbs. The first person to make a straight line is the winner.



Example: Square 1 - future plan:

"This weekend I'm going to do that history project."

future plan	future simple	present perfect
present simple	past simple	future plan
past simple	present perfect	present continuous

C GRAMMAR

Complete this dialogue with auxiliaries.

Example: 1 = don't

A: I think that very short haircuts are terrible, ¹ ... you?

B: Yes, I ² And I ³ ... never had a boyfriend with very short hair.

A: But I ⁴ ... like very long hair either.

B: Oh, I ⁵ ... , I love it. ⁶ ... you seen Tim recently?

A: No, I ⁷

B: He's got really long hair and he looks great.

A: ⁸ ... he? I never liked him much. He's quite shy, ⁹ ... he?

B: Yes, he ¹⁰ But he's very interesting, when you talk to him!

Vocabulary

D KEYWORDS

Complete a table for the words in the list.

NOUN	ADJECTIVE	OPPOSITE
fashion	fashionable	unfashionable

fashion / success / attraction / convention / tidiness / legality / formality

E KEYWORDS

When would you wear these clothes?
Complete the table below.

leather jacket suit jeans T-shirt trainers
smart shoes tie dress overcoat fur coat
jersey belt skirt trousers denim jacket

Going out with friends	Going to a wedding	Never
leather jacket		

Pronunciation

F

Listen to these two vowel sounds.

Group 1	Group 2
/ ə / trousers	/ ɪ / jacket

Copy the table and then listen and put the words below into the correct group according to the sounds.

measure / painted / collar / leather / music /
shorter / pocket / colour / women / decorated /
freer / prettier / dresses / copied / enough /
aggressive / enormous / arrive

Listen again and repeat the words.

Test Yourself

A (8 points)

Look at the notes about fashion model Nic Eyre. Write sentences from the notes.

Example: 1 Nic was born in 1975 and went to school in Geneva.

- born 1975 / go to school / Geneva
- designer John Galiano discover him / 1993
- 1996 / make first film / *Long Evening*
- now live / New York / work for an agency
- travel a lot to Rome / Madrid / Paris
- at the moment / make film in Sicily
- make 3 films up to now / 2 with Russian director Ivan Tigorsky
- next year plan / continue studies / law



B (7 points)

Complete these sentences with auxiliaries.

- That jacket's really cool, ... it?
- I ... not interested in fashion.
- A: Monica's just won the competition.
B: ... she? Wow!
- A: Did you see that fashion show on TV?
B: No, I
- A: I think that hairstyle is great.
B: So ... I.
- That's not very fashionable, ... it?
- A: I've just passed the exam!
B: ... you? That's great!

C (5 points)

Write the opposites of these words.

- | | |
|----------------|----------|
| 1 long | 6 tidy |
| 2 fashionable | 7 formal |
| 3 successful | 8 legal |
| 4 wealthy | 9 nice |
| 5 conventional | 10 new |

Extra Time

Look at Reading Club 1 on page 96.

Module Check

Language Check

TENSE REVIEW

Present simple: Claudia Schiffer now **belongs** to an exclusive club of supermodels.

Present continuous: Claudia **is planning** a career as an actress.

Past simple: Michael Levaton **saw** Claudia dancing in a nightclub.

Present perfect: The supermodels **have** also **become** successful businesswomen.

Future (going to): She **is going to make** another film next year.

AUXILIARY REVIEW

Negatives: She **doesn't** like it.

Questions: **Did** she make that film?

Affirmative sentences: She **is** wearing a new dress.

Question tags: It's a fantastic dress, **isn't** it?

Short answers: Have you seen Jim? No, I **haven't**.

Surprise/interest: She's a model now. **Is** she?

Agreement: I think it's horrible. So **do** I.

Disagreement: I like that jacket. I **don't**.

Keyword Check

- **Make sure you know the meaning of these words and expressions.**
- **Put important new words in your vocabulary book.**

Clothes: skirt, dress, trousers, blouse, jeans, T-shirt, shirt, shoes, socks, trainers, belt, jacket, suit, tie, jersey, coat

Materials: leather, nylon, fur, ivory, cotton, wool

Opinion adjectives: smart, nice, horrible, fashionable, unfashionable, attractive, cool, trendy

Physical appearance: smart, tidy, pretty, handsome, young, middle-aged, old, blonde, dark, tall, short, medium height, thin, slim, well-built, overweight, dark, fair

Opposites: conventional/unconventional; successful/unsuccessful; formal/informal; attractive/unattractive; legal/illegal

Verbs: try on, put on, look for, laugh at, stick up, go with

Shopping expressions: Can I help you?

No thanks, I'm just looking. I'm looking for a skirt.

What size are you? How much is this? That's too expensive. It's not big enough. That really suits you.

Module diary

- **Which was your favourite lesson in module 1? Why?**

Example: Lesson 5, I enjoyed the fashion project.

- **Grade the reading texts in this module like this:**

☆☆☆ very difficult ☆☆ OK ☆ easy

- Supermodel Celebrities • the poem 'Alfie'
- Fashion through the ages

- **Which was the most difficult part of the Final Writing Task?**

- a getting information
- b writing notes

- c writing the description
- d checking your partner's description

- **What was your score in the Test Yourself activity?**

- **Give yourself a mark for these structures:**

- Basic tenses

- Use of auxiliaries

A I understand them very well.

B I sometimes make mistakes.

C I don't understand them.