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Trends



In this unit ...



Milan fashion week p11



Inside the guitar p14



Music and fashion p16



CLIL Trendsetters p115

Vocabulary

- Clothes
- Words in context
- Adjectives and
- dependent prepositions Compound nouns

Language focus used to and would

- Past perfect

8

- talk about the kind of clothes I like to wear. understand short online texts about
- fashions and an article about style icons.
- talk about past habits and experiences.
- understand a radio interview with an actor.
- buy clothes in a shop.
- write a short biography of a famous person.

BE CURIOUS

What can you see in the photo? Start thinking

- Where is the girl? What is she doing?
- What do you like doing with your friends in your free time?
- How is this different from what your parents like doing?

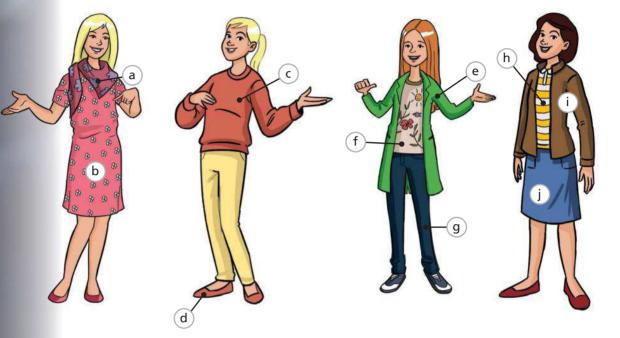
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Vocabulary Clothes

1 **(a)** 1.07 Match the phrases in the box with the clothes (a–j) in the pictures. Then listen, check and repeat.

a leather jacket a stripy shirt a silk scarf a cool T-shirt flat shoes tight jeans a flowery dress a denim skirt a baggy jumper a fitted coat



- **2** Look again at the phrases in Exercise 1. Find words that describe:
 - a the material the clothes are made from
 - **b** the pattern on the material
 - c the size or shape
 - d a personal opinion about the clothes
- 3 **1.08** Listen to three people talking about the clothes they are wearing. Find the people in the pictures.

Your turn

4 Look again at the phrases in Exercise 1. Change the adjectives to create new phrases to describe clothes you like wearing. *leather jacket – denim jacket, tight jeans – baggy jeans*

5 Ask and answer with your partner.

- 1 Which of the clothes in the pictures and in Exercise 4 do you have in your wardrobe?
- 2 How often do you wear them?
- 3 What kind of clothes do you like wearing? Why?
- 4 Do your parents ever tell you what to wear? When? Are you happy to wear the clothes they suggest?

In my wardrobe, I've got a really baggy jumper. It's horrible!

Me too! My aunt gave it me for my birthday but I never wear it.

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Reading Short online texts

- **1** Read the introduction to the quiz and look at the photos. Can you answer the questions?
 - TEENAGE FASHIONS from the past

How much do you know about teenage fashions? Test yourself with our quick fashion quiz. Look at the photos.

- What order do they come in, from the earliest to the most recent?
- What did the different groups use to call themselves? Can you remember their names?

2 () I.09 Read the text and check your answers.

- Teddy boys and girls first appeared on the streets of Britain in the 1950s. They loved rock and roll music and they used to dress like the American teenagers in rock and roll movies. The boys wore long jackets and tight trousers. They wore their hair long at the front. They would put a lot of gel in it and wear it in a quiff. The girls used to wear wide skirts and high ponytails.
- **B** The hippy fashion started in the late 1960s. It was a very relaxed style and very different from the formal clothes Teds used to wear. Hippies wore loose clothes, with colourful flowery patterns. Men had long hair and beards. Women had long hair too and they used to wear long scarves and Indian jewellery. Sometimes they would paint flowers on their hands and faces.
- C The first punks appeared on the streets of London in the late 1970s. They didn't use to spend a lot of money on clothes. Their favourite colour was black. They wore tight trousers with holes and baggy T-shirts with offensive words and expressions on them. They had dyed hair – pink or green or blue – and they used to wear dog collars as necklaces and safety-pins as earrings. They wanted to shock people and break the rules.
- D This colourful, creative style started in the early 1980s. New Romantics loved unusual clothes that often looked like costumes from a pirate film and both girls and boys used to wear extravagant make-up. Their fashion was a reaction to the dark side of punk.

FACT! 81% of teens get their ideas for clothes and fashion from friends and classmates and not from magazines or TV.

3 Read the text again. Complete the sentences with Teds, Hippies, Punks or New Romantics.

1 Punks didn't like rules.

2

- 2 copied a style from another country.
- 3 The style of both and developed in reaction to earlier fashions.
- 4 and wore clothes with lots of colour.
- **5** and had special hairstyles.
- 6 and wore tight trousers.
- 7 wanted to look like characters they saw in films.
- 8 were influenced by nature.

Explore words in context

Find the words in the text and then look for examples in the photos. Which ones can you see?

quiff ponytail loose clothes dyed hair dog collar safety-pins extravagant make-up

Your turn

Δ

5 Ask and answer with your partner.

- 1 Are any of these fashions still common in your country? If yes, which? Who wears them?
- 2 What styles are common among young people today? Do you like them? Why/ Why not?

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Language focus 1 used to and would

1 Complete the examples from the text. Then choose the correct words to complete the rules.

used to

- + Both boys and girls ¹.... to wear extravagant make-up.
- They².... to spend a lot of money on clothes.
- What ³... the different groups ... to call themselves?
 Did you use to be a hippy?
 Yes, I did. No, I didn't.
 - would
- They ⁴... put a lot of gel in it. They ⁵... paint flowers on their hands and faces.
 Would he break the rules? Yes, he would. No, he wouldn't.
- We use *used to* and *would* to talk about single events in the past / past habits.
- We only use *used to I would* with actions. We use *used to I would* with actions, states and feelings (*be, have, live, love, want, care,* etc.).
- Grammar reference page 99

2 Complete the text with the correct form of *used to.* Use the verbs in brackets.

When my dad was a student, he ¹... (be) a New Romantic. He and his friends ²... (go) to concerts together all the time. They ³... (like) wearing really extravagant clothes. They ⁴... (dress) as pirates and paint their faces. He ⁵... (have) long, blond hair, but then he started working in a bank in the city and he ⁶... (not go out) so much. He forgot about all the things he ⁷... (love) doing with his friends. Now he looks completely different!



3 Dock at your answers in Exercise 2. Which verbs can you use with *would*? Then listen and check.

O Get it right!

- To form questions, use *did* + *use to* + infinitive.
- **Did** you **use to** have a quiff, Dad? ✓
- *Did you used to have ... ?* ✗
- 4 Write questions with *used to*. Add three more questions using your own ideas.
 - 1 you / walk to school on your own? Did you use to walk to school on your own?
 - 2 you / do any sports?
 - 3 you / wear a uniform?
 - 4 your teachers / give you a lot of homework?
 - 5 Who / you / play with in the playground?

Your turn

5 Think about when you were nine. Ask and answer the questions in Exercise 4 with your partner.

Did you use to walk to school on your own?

Well ... I used to walk to school with my mum, but sometimes I would walk home alone.

6 Is your life very different now? Use *used to* and *would* and write sentences to describe the differences between your life now and when you were nine.

When I was nine, I used to spend a lot of time with my parents, now I spend more time with my friends.

Learn about fashion shows and being a top model.

- What do you know about Milan?
- Do you know the names of any famous Italian designers?
- Would you like to work as a catwalk model? Why/Why not?



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Listening An interview

- **1** Work with a partner. Look at the photos and the poster and answer the questions.
 - 1 Do you know anything about the film?
 - 2 What do you think is the connection between the film and the two photos?
 - 3 How has the world changed in the last 30 years?
- 2 Disten to an interview with a young actor, David, who is taking part in a theatre production of the film. Check your answers.

3 (1) Listen again and choose the correct options.

- 1 The film first came out in 1980 / 1985.
- 2 In the film, Marty travels from the 1950s to the 1980s / 1980s to the 1950s.
- 3 In the theatre production, Marty travels from 2015 to the **1980s / 1950s**.
- 4 The theatre production focuses on life now / in the past.
- 5 David's parents were teenagers in the 1950s / 1980s.
- 6 Teenagers were / weren't interested in the same things in the 1980s as they are now.
- 7 There were / weren't any touchscreens in the 1980s.
- 8 The presenter has / hasn't seen the show.

Your turn

4 Ask and answer with your partner.

- 1 Would you like to see the film or the show? Why/Why not?
- 2 Would you like to travel back in time to see your parents when they were teenagers?
- 3 Do you think their lives were very different from yours? If yes, in what way?

Vocabulary Adjectives and dependent prepositions

- 5 Choose the correct prepositions to complete the sentences from the interview. Then listen and check.
 - 1 I was really excited **about** / in working on the show.
 - 2 I'm fascinated about / by that side of the show ...
 - 3 ... what teenagers were interested of / in then ...
 - 4 ... teenagers were keen by / on the same things, like ...
 - 5 ... some people have been a little disappointed by / of the show.
 - 6 ... we're really happy in / with it ...
 - 7 ... and proud of / on all our hard work.
 - 8 We aren't afraid in / of criticism you know!

Your turn

6 Write five sentences that you think are true for your partner. Use some of the adjectives and prepositions from Exercise 5.

I think you were disappointed by the result of the football match last night.

7 Work with a partner. Ask and answer questions to find out if the sentences you wrote in Exercise 6 are correct.

Were you disappointed by the result of the football match last night?

No, I wasn't! My team won 3–0!

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Language focus 2 Past perfect

1 Complete the examples from the listening on page 12. Then answer the questions in the box.

had hadn't (x2) seen thought

- + I had always wanted to be in a big show.
- I¹....really....about it before.

? ²... you ... it before you started on the production? Yes, I had seen it twice. No, I ³... seen it.

- 1 What do you use the past perfect to talk about?a an action that happened before another actionb an action that happened after another action
- 2 Which tense do you use to talk about the most recent of two past actions?a the past simple b the past perfect
- Srammar reference page 99
- **2** Choose the correct form of the verbs in the sentences below.
 - My brother told / had told me about a new band yesterday. I didn't hear / hadn't heard of them before.
 - 2 When I got to the party last night, Jo went / had gone home, so I didn't see / hadn't seen her.
 - 3 We went to a great burger bar last weekend. I wasn't / hadn't been there before. The food was / had been really good.
 - 4 I arrived / 'd arrived late for football last week, the match started / had started when I got there and the coach didn't let me play!
- **3** Work with a partner. Look at the pictures and tell the story using the verbs in the box. Can you use all the verbs?

get on not let wait have want sell out ask say put up their tents see arrive be

The concert last night was absolutely fantastic ...

4 Omplete the text with the correct form of the past simple or past perfect. Use the verbs in Exercise 3. Then listen and check.

The concert last night 1... absolutely fantastic. We 2... to see the band for a very long time, so when we 3... a poster of the concert two months ago at a bus stop, we were very excited. We 4... our parents if we could go and they 5... yes! They 6... us go to a concert on our own before and we were really excited.

A month later, we ⁷..., a train to go and buy the tickets. We ⁸..., at the ticket office the night before with a tent. A lot of other people ⁹..., on the street before us. The next day we ¹⁰.... for five hours until at last we ¹¹.... the tickets in our hands. Five minutes later, all the tickets ¹²....! We were so lucky! And the concert was brilliant.



Your turn

- 5 Make notes about the first time you did or saw something special. first One Direction concert – never been to a live concert before – totally amazing!
- 6 Work with a partner. Ask and answer these questions about your experience. Add more questions using your own ideas. Were your experiences similar?
 - 1 What was your experience and when did you do it?
 - 2 Did you know anyone who had had a similar experience before?
 - 3 How long had you waited for it to happen?
 - 4 Was it as good as you'd expected?
 - 5 How did you feel?

I went to a One Direction concert last summer. My sister had been but I had never ...



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6 Look at the diagram. Can you explain how an electric guitar works?

They put magnets under the strings. The magnets \ldots



7 Watch the video from 02.10 to 02.37 and check your answers.

Your turn

8 Ask and answer with your partner.

- 1 Do you play the guitar or know anyone who plays the guitar? What type of guitar do they play?
- 2 Do you often see people playing the guitar, or other musical instruments, on the street in your town?
- 3 Have you ever learned to play an instrument? If yes, what and why? Do you still play it? If no, which instrument would you like to learn to play? Why?
- 4 What part of the guitar is made by machines?
- 5 Which parts are added by hand?
- 6 What do we see in the last shot?
- **5 Watch the video again and check** your answers.

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Retro BRITAIN

There are lots of icons which represent the UK but some only symbolise the Britain of the past ...

THE BEATLES

The 'Fab Four', the most popular guitar band of all time, are known and loved all over the world! They released their first album more than 50 years ago but their songs are still as popular as ever. The band went through a number of style changes over the years from 1959 to 1970, but this image of the young band in their cool suits and short hairstyles is probably the most iconic.

THE RED TELEPHONE BOX

The first telephone box was designed in the 1920s, when very few people had telephones at home. People don't use them anymore, but they still decorate some street corners, especially in tourist areas. You used to put a penny into it to make a call. In the 1930s, domestic phones appeared but they didn't have a keypad like modern phones, in fact they looked something like this. People used to get tired of dialling the numbers!

THE MINI

In 1959, the most famous car in the British motor industry arrived: the Mini! It was a car popular with both the rich and the famous – everybody loved the Mini. Before production stopped in 2000, nearly six million people had bought one! Now there is a new Mini on the streets, but it's not British anymore – it's German! The first Mini cost just £500. The new German Mini can cost as much as £16,000!

United Kingdom

THE BLACK CAB

The London cab is the icon that has survived the longest, but, of course, the design has changed a lot! The first cabs, introduced in the 17th century, were pulled by horses. Although traditionally black, they also come in other colours, including gold! Nowadays more and more cabs are being covered all over in advertising. Today, you can also travel in them in other world cities but it will cost you a little more than the original taxi fare of sixpence!

Reading A magazine article

- 1 Work with a partner. Look at the photos. What do they show? Do you think all these things are still common or popular in the UK?
- 2 **W** Read the magazine article and check your answers.
- **3** Read the article again. What do the four icons have in common?
 - a Their appearance has changed a lot over time.
 - **b** They are all icons from the 20th century.
 - c They've all survived as icons for at least 50 years.

Explore compound nouns

4 Match words from box A with words from box B to form compound nouns. Then find the compound nouns in the text and check your answers.

guitar band

Α

В

guitar style telephone street motor taxi

box corners band industry fare changes

FACT! There used to be 80,000 red telephone boxes in the UK, but there aren't many of them left now.

- **5** Which words from the list do <u>not</u> combine with the words in bold to form compound nouns?
 - 1 guitar: string, bag, music
 - 2 style: icon, consultant, model
 - **3 telephone:** call, number, name
 - 4 street: house, art, fashion
 - 5 motor: show, vehicle, driver
 - 6 taxi: cab, driver, call

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Your turn

6 Ask and answer with your partner.

- 1 What people or objects are icons in your country?
- 2 When did they first become popular?
- 3 Are they still popular nowadays?
- 4 Do you think they are positive symbols of your country and culture? Why/Why not?

I think the most famous pop group is probably ...

On the streets in my country, there are lots of ...

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Speaking Buying clothes

Real talk: What music and fashion were your parents into when they were growing up?

1 Watch or listen to the teenagers. Match the sentences (1–6) with the music or people in the box.

disco the Beatles punk Michael Jackson classical and pop no music

- 1 My parents liked really different things.
- 2 They were more into fashion, especially my mum.
- 3 There are no photos, so I don't really know.
- 4 My grandmother still remembers seeing a famous group.
- 5 They still listen to the music and do the dances!
- 6 They looked the same and wore the same clothes.

2 P What music and fashion are *you* into? Ask and answer with your partner.

3 **W** Listen to Olivia and her friend Raquel. What does Olivia buy?

4 Complete the conversation with the useful language.

Useful language

How about this top? You look great! Where are the changing rooms? They're my size, too. Do you think the top suits me? They don't fit very well.

Olivia: Raquel:	Right, I'm looking for a top for your party, and maybe a pair of jeans. OK. ¹ . <i>How about this top</i> ? You look good
Olivia:	in purple. Yes, it's really pretty. Oh, <i>these</i> are nice jeans and ² , too. This style is in at the moment. What do you think?
Olivia:	Mmm. I'm not so sure. Why don't you try them on? OK. Where 3 ?
Raquel:	Over there on the right. Come on!
Olivia: Raquel:	So, do you think ⁴ ? Yes, you ⁵ !
Olivia:	Yes, I like it too, and it's half price. I think I'll get it. What about the jeans?
Olivia:	They don't suit me, and they don't ⁶ They're a bit tight.
Olivia:	Yeah, I see what you mean. What a shame! Never mind, maybe we'll see some in the next shop. You're joking! I think I've had enough!



- 5 JILII Listen again and check your answers.
- 6 Work with a partner. Practise the conversation in Exercise 4.
- 7 Work with a partner. Plan your own conversation. Use the ideas below and Exercise 4 to help you.



You want to buy a

new shirt, blouse

or top for an end-

of-school party.

You look good in

blue.

You want to buy a new pair of jeans or trousers for the school disco next weekend. You prefer black.

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UNIT

Writing A biography

1 Look at the photo and read the biography. Who are they and when were they popular?

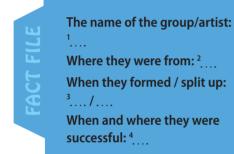


The Swedish group ABBA formed in 1972. Björn and Benny had been in another band, but started their own group and asked their girlfriends, Agnetha and Anni-Frid, to join. The name ABBA came from the initials of their first names. Later on both couples got married.

ABBA became internationally famous when they won the Eurovision Song Contest in 1974 with *Waterloo*. Over the next eight years they became one of the most successful pop groups ever. They had many hits, including *Dancing Queen* and *SOS*. They had 22 number 1 records around the world. During that time they played pop and disco, and were famous for their glamrock stage costumes. Although they used to sing in English, they also released two albums in Spanish. After selling millions of records, ABBA finally split up in 1982.

In the last few years their music has become popular again with the musical (and film) *Mamma Mia!* As a result, ABBA have now sold 380 million records!

2 Read the biography again and complete the fact file.



Famous songs/albums: ⁵.... Type of music: ⁶.... Style of clothes/hair: ⁷.... Record sales: ⁸.... Personal facts about them: ⁹... Unusual facts: ¹⁰....

3 Read the biography again and identify which paragraph the information in Exercise 2 is in.

Useful language

Sequencers and connectors

Use different phrases to show the sequence of events and the connection between pieces of information.

- Although they ..., they also ...
- Over the next eight years ...
- After selling millions of records ...
- As a result, ABBA have now sold ...
- **4** Look at the Useful language box. Find three other similar phrases in the biography in Exercise 1.
- **5** Complete the sentences with the phrases in the box.

as a result over the next after the last few years although

- 1 ABBA were a pop group, they also had disco hits.
- 2 ABBA donated the song *Chiquitita* to UNICEF. It reached number 1 in ten countries and,, made a lot of money for the charity.
- 3 making records in Spanish, ABBA became popular in South America.
- 4 few years, they recorded lots of singles in Spanish.
- 5 In the musical *Mamma Mia!* has been on in the West End of London.

Get writing

PLAN

- 6 Plan a biography about a band or artist from the past.
 - Use the headings in Exercise 2 and make notes.
 - Think about what to put in each paragraph. Use Exercise 3 to help you.
 - Find any information you need on the Internet or speak to older family members.

WRITE

7 Write your biography. Use your notes from Exercise 6 and the model text to help you.

CHECK

8 Can you say YES to these questions?

- Have you included all the information from Exercise 2 and at least one unusual fact?
- Have you used phrases to sequence events and show the connection between pieces of information?