

## SKYLINE 4 UNIT 7



## Teacher's notes

### Trends – Summary

The topic of Unit 7 is trends. In scene 7A, some people in the street give their definition of a “trend” and the presenter gives the dictionary definition. Scene 7B shows different times when the scooter was popular. It also shows how a hospital made use of electric scooters to help nurses get around more quickly. Scene 7C shows when the Hula-Hoop was a popular trend and two more people in the street discuss present and future trends.

#### 1 Before you watch

##### ► Cultural note

- a ● Ask the students to read the cultural note.
  - Explain that some trends in the U.S. come from individuals imitating famous people, some come from marketing, and some come from the people themselves.
  - Ask the students to discuss the questions in pairs or small groups. If necessary, give the students ideas for question 1 – *clothes, gadgets, jewelry, speech, e.g. slang or catchphrases from TV programs, etc.*
  - Get feedback from the class.
  - If appropriate, ask follow-up questions: *Do you think trends change more quickly now than they did in the past? How do your parents respond to current trends?*
- b ● Check that the students understand the meaning of *like* in definitions c (similar to) and d (enjoy).
  - Ask the students to match the verbs and expressions with the meanings.
  - Check their answers.

**Answers:** 1b 2d 3e 4c 5f 6a

- c ● Ask the students to look at the pictures.
  - Feed in vocabulary to describe each picture – picture 1: *studs / piercings in the face, a “Mohawk” haircut, punk music / fashion*; picture 2: *scooter, helmet, knee / elbow pads*; picture 3: *Hula-Hoop, waist, to move your hips*.
  - Have the students answer the questions in pairs or small groups. In question 2, ask the students to guess the approximate time of each trend. You don’t have to give exact answers here as some of the times are given in Unit 7. If necessary, give the students ideas for question 3: *music, a new form of transportation taken up by teenagers, a toy taken up by people of all ages*.
  - Get feedback from the class.

#### 2 Watch for main ideas

29:19 – 33:21

- Pre-teach any new vocabulary as necessary, e.g. *long / short term* (for a long / short time).
- Ask them to underline the information they think is correct.
- Play Unit 7 through without stopping and ask the students to check / complete their answers.
- Check the answers with the class.

**Answers:** 1 short 2 pop culture 3 1800s 4 Europe 5 more than once 6 people of different ages 7 at work and for fun 8 wait

- Check that the students understand that *kinda* is short for “kind of” (in some ways).
- Have the students discuss the questions in pairs or small groups. If necessary, give the students ideas for question 1: *It’s a popular toy, which can be made of different materials / in different designs; it’s a practical way to move around; it can be adapted for different situations.*
- Get feedback from the class.
- If appropriate, ask follow-up questions: *Which trends have been taken up by people of all ages in your country? Why? Have you ever taken to a product which was designed for other people? What was it and how did you use it?*

◀◀ Rewind the video to 7A 29:35 in preparation for **Watch for details**.

#### 3 Watch for details

Scene 7A: 29:35 – 30:20

- Ask the students to complete the definitions, using the words in the box.
- Have the students check their answers in pairs.
- Play scene 7A again and ask the students to check their answers.
- Check the answers with the class.

**Answers:** 1 sparks 2 take to 3 derived 4 emulate 5 direction 6 inclination 7 vogue

- If you wish, give the students these questions to discuss in pairs or small groups:
  - 1 Which trends have sparked your interest recently?
  - 2 Which stars do young people try to emulate in your country?
  - 3 What effect does this have on society?
 If necessary, give the students ideas for question 3: *Society adopts good / bad role models; society might have to deal with bad behavior; young people force their parents to buy them expensive items worn / used by stars; young people can take up a new sport / hobby to imitate their favorite stars, etc.*
- Get feedback from the class.

#### ►► Scene 7B: 30:23 – 32:45

- Pre-teach any new vocabulary as necessary, e.g. *lengthy* (long), *expansion* (the process of increasing in size), *entail* (involve), *with facility* (easily), *stunt* (a difficult or dangerous activity done to entertain people), *trick* (here, a skilful action).
- Have the students watch scene 7B again and mark the statements true or false.
- You could ask them to correct the false statements.
- Check their answers.

**Answers:** 1T 2T 3F (The problem at Saint Elizabeth Hospital was longer corridors due to expansion.) 4T 5T 6F (The modern scooters cost \$130.00.)

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### ▶▶ Scene 7C: 32:47 – 33:21

- Check that the students understand the statements and options.
- Play scene 7C again and ask the students to check (✓) the correct information.
- Check their answers.

**Answers:** 1a 2b 3b

### 4 After you watch

#### Language focus: quantifiers

- You could refer the students to pages 64 and 65 of the Student's Book.
- Ask the students to complete the sentences with the quantifiers.
- Check their answers.

**Answers:** 1 a lot of / much 2 a lot of 3 both 4 None 5 all  
6 a lot of / most 7 a few 8 a little

### Discussion

- Ask the students to discuss the questions in pairs or small groups. If necessary, give the students the following ideas for question 1 – *clothes: length of skirts, style of trousers, colors, height of heels on women's shoes; music: style / rhythms of music, image of the performers; toys: toys based on TV / movie characters, mechanical / electrical toys; gadgets: computer-related gadgets, audio / TV gadgets, communication gadgets.*
- Get feedback from the class.
- If appropriate, ask follow-up questions: *How important is marketing in creating trends? What can people do to resist trends? Why do the same trends reappear at different times?*

### 5 Communication activity

Turn to page 58 for the *Trends and shopping* activity.

## Video Script

COUNTER  
29:19–33:21

### ▼ Scene 7A: 29:35 – 30:20

- Speaker 1:** A trend is something popular now, that's not gonna be popular soon ...
- Speaker 2:** Something that kinda sparks people's interest and they take to it and maybe start doing it themselves ...
- Speaker 3:** A trend is basically derived from pop culture, what people see on television, what people see stars like Britney Spears and other people like that doing around them, and they want to try to emulate that so that becomes a trend.
- Speaker 4:** What I'm doing is a trend, pretty much.
- Presenter:** Trend ... trend, the general direction in which something tends to move. A general tendency or inclination or a current style or vogue. Hmm.

### ▼ Scene 7B: 30:23 – 32:45

- Presenter:** Not too long ago, scooters became a really big trend. But scooters have been around for a long, long time – since the late 1800s! Scooters used to be made of wood. The first scooters were used in Europe. These kids in Paris are having a race on scooters that look like skis on wheels. Go kids, go! Scooters came and went in popularity. In the 1950s and 60s, scooters were “in.” A lot of kids in the United States simply had to have them. But they weren't just popular with kids ...
- Male voice:** A growing hospital with the lengthier corridors that expansion entails created a problem for the sisters of Saint Elizabeth's Hospital at Granite City, Illinois, but as you can see, they solved it. Patients' needs are met with greater facility and the patients themselves get more attention as the result of the scooter innovation.
- Presenter:** Even nurses used small electric scooters to do their work. When the scooter trend came back, they looked pretty different. Shiny, aluminum ultra-light scooters that weigh only two and a half kilos, with colored plastic wheels and shock absorbers! Tough and sturdy, they were built to do wild tricks and crazy stunts. For about \$130.00, anyone could get a scooter and be part of the latest trend. Every kid had to have one.

### ▼ Scene 7C: 32:47 – 33:21

- Presenter:** You know, there was another really big trend about 40 years ago – the Hula-Hoop. If you wait long enough, everything comes back.
- Speaker 5:** Well, I guess now the trend is, like music, like rap, for instance chains and jewelry and gold and everything. That's a cool trend, I guess ...
- Speaker 1:** I have no idea what the next big trend will be ...

## Trends

### 1 Before you watch

#### ▶▶ Cultural note

#### a Read the text and then discuss the questions.

Americans love to adopt new trends in many aspects of their lives – clothes, music, transportation, toys, gadgets, etc. Trends often start in the United States and are then exported to other countries. The aggressive marketing and advertising industries in the U.S. mean that a new product or style can become available very quickly. Some products even become trends more than once.

- 1 What are the main trends in your country at the moment? Who has adopted them?
- 2 Where do these trends come from?
- 3 Why do people want to follow trends?

#### b Match the underlined verbs and expressions (1–6) with the meanings (a–f).

- |   |                              |
|---|------------------------------|
| 1 A new type of music often <u>sparks</u> young people's interest.      | a to be fashionable          |
| 2 In the 1950s, young people <u>took to</u> rock and roll very quickly. | b to start / create          |
| 3 A lot of trends <u>derive</u> from the world of pop music.            | c to copy, to try to be like |
| 4 Young people often try to <u>emulate</u> their favourite stars.       | d to start to like           |
| 5 Some toys <u>have been around</u> for a very long time.               | e to develop / come from     |
| 6 In the 1970s and 80s, very bright colors <u>were</u> "in."            | f to be available            |

#### c Look at the pictures from Unit 7, which show trends from different periods. Answer the questions.



- 1 What trend is shown in each picture? What do you think of it?
- 2 When do you think each trend was "in"? Are any of them "in" now?
- 3 Where does each trend derive from, do you think?
- 4 Was / Is each trend popular in your country? Why / Why not?

### 2 Watch for main ideas

#### a Before you watch Unit 7, guess the correct information in statements 1–8.

- 1 A trend is something that is popular *long* / *short* term.
- 2 Trends develop from *pop culture* / *girl pop stars*.
- 3 Scooters first became popular in the late *1800s* / *1900s*.
- 4 The first scooters were used in *Europe* / *the United States*.
- 5 Scooters have been popular *once* / *more than once*.
- 6 Scooters have been used by *children only* / *people of different ages*.
- 7 Scooters have been used *at work and for fun* / *for fun only*.
- 8 Trends reappear if people *wait* / *spend a lot of money*.

#### b Now watch Unit 7 and check your answers.

#### c Discuss the questions in pairs or small groups.

- 1 Why do you think that people have taken to using scooters at different times?
- 2 Which toys / gadgets have been around for a long time in your country?

## SKYLINE 4 UNIT 7



### Worksheet Trends

#### 3 Watch for details

##### ▶▶ Scene 7A

**a Complete the definitions of *trend* from scene 7A with the words in the box.**

direction take to vogue derived sparks emulate inclination

**Speaker 2:** Something that kinda (1) \_\_\_\_\_ people's interest and they (2) \_\_\_\_\_ it and maybe start doing it themselves.

**Speaker 3:** A trend is basically (3) \_\_\_\_\_ from pop culture, what people see on television, what people see stars like Britney Spears and other people like that doing around them, and they want to try to (4) \_\_\_\_\_ that so that becomes a trend.

**Presenter:** Trend ... trend, the general (5) \_\_\_\_\_ in which something tends to move. A general tendency or (6) \_\_\_\_\_ or a current style or (7) \_\_\_\_\_.

**b Now watch scene 7A again and check your answers.**

##### ▶▶ Scene 7B

**Watch scene 7B again and mark each statement T (True) or F (False).**

- |  |                            |                            |
|--|----------------------------|----------------------------|
| 1 The first scooters were wooden.  | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 Scooters became popular again for two decades.                         | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 The problem at Saint Elizabeth Hospital was too many patients.         | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 The scooters made it easier for the nurses to look after the patients. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 The modern scooters weigh 2.5 kilos.                                   | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 6 The modern scooters cost \$150.00.                                     | T <input type="checkbox"/> | F <input type="checkbox"/> |

##### ▶▶ Scene 7C

**Watch scene 7C again and choose the correct answer (a or b).**

- The Hula-Hoop was popular a) 40 years ago. b) for 40 years.
- The Hula-Hoop was used by a) young girls. b) all sexes and ages.
- The first male speaker in the street likes a) trends in music. b) rap artists' image.

#### 4 After you watch

**Language focus: quantifiers**

**Complete the sentences with the quantifiers in the box. Sometimes more than one answer is possible.**

a few none much all a lot of both a little most

- Even people who don't have \_\_\_\_\_ money can be persuaded to adopt trends.
- Hula-Hoops were popular in the 1950s – \_\_\_\_\_ people had fun with them.
- I have a son and a daughter and \_\_\_\_\_ of them wanted a scooter for Christmas.
- \_\_\_\_\_ of my friends take cell phones to class, because the teachers confiscate them.
- I'm completely broke because I spent \_\_\_\_\_ of my money on CDs.
- Not everyone in the U.S. is a shopaholic but \_\_\_\_\_ Americans are influenced by marketing.
- I hate shopping so I spend only \_\_\_\_\_ hours a month in stores.
- If you have \_\_\_\_\_ imagination, you can buy things without following trends.

**Discussion**

**Discuss the questions in pairs or small groups.**

- What do you think will be the next big trend in clothes (music / toys / gadgets)?
- Which trend would you like to re-establish from the past? Why?

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