

7.1 Biography of a brand

Student A

Vans shoes have been worn by young people since (1) _____ (*When / open?*), when the first Vans shop was opened by two brothers, Paul and James Van Doren and two friends. It was named *The Van Doren Rubber Company*. That day, only (2) _____ (*How many / buy?*) pairs of shoes were bought, but the customers couldn't have their shoes immediately. An important idea in Vans clothing is customization, which means the fabric and color can be chosen by the customer, so Paul and James had to go to (3) _____ (*Where / make?*), where the shoes were made, and bring them back to the shop that afternoon. At the beginning, the company only had three styles, all of which were priced at under \$5.00.

Vans is associated with (4) _____ (*What / associate with?*). The brand logo has been used on their shoes for more than 40 years but in fact the original version had been designed by (5) _____ (*Who / design?*), who loved skateboarding, when he was just thirteen. Originally, the design was painted on his skateboards. But his dad liked it, so soon it was used by the company as (6) _____ (*How / use?*).

By the 1970s, over 70 shops had been opened, and nowadays Vans are an established global brand. As well as shoes, clothes and equipment are sold for other sports, such as surfing and snowboarding.

Vans have worked hard to maintain their links with young people. In 1995 the (7) _____ (*What / sponsor?*) was sponsored by them for the first time, and this yearly tradition is still going strong. Their skating roots have never been forgotten, either, and (8) _____ (*What / build?*) have been built by them. The first one was opened in 1998 in Los Angeles. More have since been created (9) _____ (*Where / create?*).

Student B

Vans shoes have been worn by young people since March 16, 1966, when the first Vans shop was opened by two brothers, Paul and James Van Doren and two friends. It was named (1) _____ (*What / name?*). That day, only twelve pairs of shoes were bought, but the customers couldn't have their shoes immediately. An important idea in Vans clothing is customization, which means (2) _____ (*What / choose?*) can be chosen by the customer, so Paul and James had to go to a nearby factory, where the shoes were made, and bring them back to the shop that afternoon. At the beginning, the company only had three styles, all of which were priced (3) _____ (*How much / price at?*).

Vans is associated with skateboarding. The brand logo has been used on their shoes for (4) _____ (*How long / use?*) but in fact the original version had been designed by James's son Mark, who loved skateboarding, when he was just thirteen. Originally, the design was painted (5) _____ (*Where / paint?*). But his dad liked it, so soon it was used by the company as its logo.

By the 1970s, (6) _____ (*How many / open?*) shops had been opened, and nowadays, Vans are an established global brand. As well as shoes, clothes and equipment are sold for other sports, such as (7) _____ (*What other sports / sell for?*).

Vans have worked hard to maintain their links with young people. In 1995 the rock festival Warped Tour was sponsored by them for the first time, and this yearly tradition is still going strong. Their skating roots have never been forgotten, either, and several skate parks have been built by them. The first one was opened (8) _____ (*When / open?*) in Los Angeles. More have since been created in America and London.

7.2 I.O.U.

It's the end of the month and there isn't much money left. Four roommates need to work out how much each of them has in total because the rent needs to be paid today.

Who are the four roommates?

Who can help out?

Which of them can't afford to pay their part of the rent today?

Who is in most financial trouble? Why?

Money summaries

Roommate 1 Name: _____

Income: \$ _____

Savings: \$ 0

Payments: \$ _____

Debts: \$ _____

Debts owed to him: \$ _____

Total: \$ _____



Roommate 2 Name: _____

Income: \$ _____

Savings: \$ 120

Payments: \$ _____

Debts: \$ _____

Debts owed to her: \$ _____

Total: \$ _____



Roommate 3 Name: _____

Income: \$ _____

Savings: \$ _____

Payments: \$ _____

Debts: \$ _____

Debts owed to him: \$ 0

Total: \$ _____



Roommate 4 Name: _____

Income: \$ _____

Savings: \$ _____

Payments: \$ _____

Debts: \$ _____

Debts owed to her: \$ _____

Total: \$ _____



Information cards

- 1 Rajesh had totally run out of money, but he got paid \$200 today from work.
- 2 Martina has found a job. She gets paid \$300, but not until next week, so her female roommate has lent her \$50 for a pair of shoes for work.
- 3 One male roommate has to sell his bicycle if he has any chance of paying the rent. He can get \$120 for it secondhand even though it's worth more.

- 1 Martina's mom and dad lent her \$50 for food (they never ask her to pay them back).
- 2 Josh did a job for a weekend at a restaurant. He made \$150 but he's spent two-thirds of it.
- 3 Rajesh is going to his brother's wedding next weekend. The suit he wants costs \$170.

- 1 Francesca has \$120 in her bank account for emergencies.
- 2 The male roommate who hasn't lent money to anyone donated \$10 to a children's charity.
- 3 Last week, Rajesh lent the other male roommate \$20.

- 1 Rajesh did the food shopping for everyone in the flat, which cost \$120. The others owe him their share.
- 2 Josh must pay back the roommate who lent him \$40 because she can't pay the rent without it.
- 3 Each roommate pays \$80 rent per week.

- Tell them to think of as many clever uses for the gadgets as they can and prepare a presentation, which must include a name for the product, reasons you should buy it, and a price. Remind them of the verbs in Lesson 6B Vocabulary Building (*enable, allow, etc.*).
- Go around the groups offering support.
- Tell the students that they need to 1) convince people with money to invest in their gadget, and 2) invest 10,000 dollars in somebody else's gadget (not their own).
- During each presentation make a note of any common or interesting errors as they present their ideas. At the end of each presentation, invite the class to ask any questions they have about the gadget.
- When all the groups have pitched their ideas, find out which gadgets have got investment and how much. Congratulate the successful pitches.
- Conclude by correcting errors that you heard.

7.1 Biography of a brand

Aim

To revise and practice grammar of the unit

Language

Passives: present simple, past simple, past continuous, present perfect, past perfect, modal verbs

Time

30 minutes

Preparation

One copy of the worksheet for every two students, cut in two

Procedure

- Write *Vans* on the board and ask if they know anything about the company. If they don't, tell them that it makes shoes and that they are going to find out more about it.
- Show the class the two texts and point out that A has the information missing in B and *vice versa*. Write the first sentence on the board, with the missing information marked by a gap, as in text A. Elicit the question that the students need to ask to get that information: *When was the first Vans shop opened?* Remind them of the rules for making the passive in the past simple tense.
- Divide the class into two groups and hand out Text A to one group and Text B to the other.
- Give them ten minutes to write the passive questions they will need to ask to get the missing information.
- Go around the class and check. Correct errors that you see or hear. If there are some common errors being made, stop the activity and go through the rules of question formation in the passive with the class.
- When most students have finished, reorganize them in pairs of A and B. Tell them not to show their texts to each other!
- Give them ten minutes to ask and answer each other's questions, making sure that they write the answers. Go around the room checking that they are on task.
- When students have completed their text, call on A students and B students to read out their respective gapped sentences.
- Ask them to research another fashion company for homework and write a similar text about it. They could then read these out in the following lesson, with the other students making notes.

Answers

Questions for A

- 1 When was the first Vans shop opened?
- 2 How many pairs were bought?
- 3 Where were the shoes made?
- 4 What is Vans associated with?
- 5 Who had the original version been designed by?
- 6 How was the design used by the company?
- 7 What was sponsored by them for the first time in 1995?
- 8 What have been built by them?
- 9 Where have more parks been created?

Questions for B

- 1 What was the shop named?
- 2 What can be chosen by the customer?
- 3 How much were the shoes priced at?
- 4 How long has the logo been used on their shoes?
- 5 Where was the design painted?
- 6 How many shops had been opened by the 1970s?
- 7 What other sports are clothes and equipment sold for?
- 8 When was the first park opened in Los Angeles?

7.2 I.O.U.

Aim

To revise and extend vocabulary from the unit

Language

Money vocabulary, e.g., *owe*, *in debt*, *pay off*, *pay back*

Time

30 minutes

Preparation

One copy of the worksheet for every four students, top part whole and cards cut up

Procedure

- Tell students the name of the activity. Teach them that *I.O.U.* is an abbreviation for “I owe you,” so you might leave someone who has lent you \$10 a note saying *I.O.U. & 10*.
- Make sure students understand *roommates* (people who share an apartment) and *rent* (the money you pay for living in someone else’s house or apartment). Read out the first paragraph on the worksheet. Say that they will each receive some information about the roommates, but they need to share it to answer the questions.
- Put students in groups of four. Hand out one information card to each student. If groups have three students, give one student two cards. They must not show their card.
- Give them two minutes to read the information on the card.
- Hand out one money summary to each group. Check understanding of *income*, *savings*, *payments*, and *debts*. Tell the class that they must work together to answer the questions and find a solution so that they aren’t thrown out of the apartment. Give them ten minutes.
- Go around and check each group is on task and filling in the summary correctly. When most groups have reached a solution, stop the activity and ask spokespersons to explain their answers and suggestions to the class. Don’t confirm the answer until you have heard from every group.

Answers

Roommate 1 = Rajesh. He has \$110; Roommate 2 = Francesca. She has \$130; Roommate 3 = Josh. He has \$70 if he sells his bicycle (but he’s still \$10 short of what he needs); Roommate 4 = Martina. She only has \$20, which is \$60 short. They can pay the rent if Rajesh and Francesca lend Josh and Martina the money they need. Martina can pay them back next week, but Josh must find a job soon . . . he’s in real financial trouble!