

1

Impressions Overview

Section & Aims	What the students are doing
Speaking SB page 4 Fluency work	Matching photos with events and putting them in chronological order. Writing notes about the events and then discussing them.
 Listening & Reading SB page 5 Listening for detail Reading for detail	Matching speakers with photos. Completing what people say about events. Writing about memorable events and asking questions about them.
Grammar SB page 5 Verb structures	Underlining appropriate verb structures in sentences. Changing sentences so they are true for them.
Vocabulary SB page 6 Collocation	Talking about first impressions of people. Forming collocations for personal characteristics.
 Listening page 6 Listening for gist and detail	Listening to a conversation and identifying the context. Completing a table with information from the conversation.
Grammar SB page 7 Auxiliaries (1)	Making sentences with <i>and so, and neither or but ...</i> Writing sentences about themselves and a partner to play a game.
 Grammar & Pronunciation SB page 7 Auxiliaries (2)	Studying question tags. Choosing the correct question tags and practising intonation.
Speaking: anecdote SB page 7 Fluency practice	Talking about a person who made a big impression on them.
Reading SB page 8 Reading for detail	Choosing the best summary of a writer's opinion about Madonna. Matching headings to paragraphs and completing questions.
Vocabulary SB page 8 Word formation	Studying words which can take the prefix <i>re</i> . Writing example sentences with words that take <i>re</i> .
 Listening SB page 10 Listening for gist and detail	Looking at photos of men and talking about the image they convey. Listening to the men describing their style, noting down the order they speak, and choosing adjectives to describe the journalist's attitude. Answering questions about the men. Then talking about men they know.
 Grammar & Speaking SB page 11 Indirect questions	Studying the differences between direct and indirect questions. Completing indirect questions and asking a partner.
Vocabulary SB page 11 Items of clothing	Matching items of clothing to accessories. Choosing alternatives to complete idiomatic expressions.
 Useful phrases SB page 12 Talking about people's appearance	Listening to conversations and answering questions. Matching useful phrases to functions and expressions to speakers. Completing sentences with useful phrases.
Writing Extra SB page 13 Informal letter	Rewriting formal expressions with more suitable informal ones. Writing an introductory letter to a pen friend.
Writing WB page 9	Writing a short biography.

1

Impressions *Teacher's notes*

Warm up

Ask the students what they think is the most memorable image from television, newspapers, advertising or film that they've ever seen. Get them to describe the event this image depicts and talk about why the image made such an impression on them. You might like to start them off by choosing your own memorable image and describing it to the class.

Speaking (SB page 4)

1

- Pairwork. Focus the students' attention on the four photos and give them time to discuss in pairs what they can see and to match them with the events in the box.
- Check answers with the class before asking the students to decide in their pairs the chronological order of the events.

- a) Millennium celebrations
- b) First Moon landing
- c) Death of Princess Diana
- d) Beijing Olympics

Order: b) 1969, c) 1997, a) 2000, d) 2008

2

- Pairwork. Go through the headings with the class and ask the students for some information about the events pictured in Exercise 1 which could go under these headings.
- Give the pairs a time limit to write as much information as they can about the events under the headings. Emphasise that no piece of information is too small.
- Either conduct feedback with the class or put the students into groups to share their information and discuss the impression the events made on them.

Cultural notes

Millennium celebrations /mɪˈleniəm seləˈbreɪʃ(ə)nz/
The photo shows the millennium celebrations in Sydney, Australia with a spectacular firework display along the waterfront and on Sydney Harbour bridge.

Beijing Olympics /ˈbeɪʒɪŋ əˈlɪmpɪks/

The Beijing Olympics were held in the summer of 2008. Almost 11,000 athletes competed in 28 sports over the two and a half weeks of the competition. The home nation, China, won the most medals followed by the United States.

Princess Diana /prɪnˈses daɪˈænə/

Princess Diana was married to Prince Charles, first in line to the British throne, from 1981 to 1996. The couple had two sons, William (born 1982) and Harry (born 1984). Diana was killed in a car crash in Paris in the early hours of 31st August 1997. Her funeral took place a week later. It's estimated that more than a million people lined the London streets to say goodbye.

The first Moon landing

On 20th July 1969, Americans Neil Armstrong, commander of *Apollo 11*, and Buzz Aldrin, pilot of the Lunar Module, became the first astronauts to set foot on the Moon during America's first attempt at landing a manned vehicle on the Moon.

Listening & Reading (SB page 5)

1 🌐 1.01–1.04

Focus attention on the four photos and explain that these people are going to talk about the four events shown on page 4. Ask them to listen and match the people to the events.

Alec: b) Belinda: c) Chris: a) Dana: d)

🌐 1.01

Alec

It made a huge impression on me because, when I was a kid, I always used to think I hope I live long enough to see a man on the Moon. So when it happened – I don't know how old my son was, but I said to him, 'Sit down and watch all of this. This is one of the most momentous things that will ever happen in your life.'

1.02

Belinda

What annoys me is people who think the royal family had something to do with Diana's death. It was a tragic accident. That's what I believe anyway. I was never a big fan of Diana, but she raised a lot of money for charity, and I think she was a good mother to those boys. I just hope the press can leave them alone and not hound them as they hounded their mother.

1.03

Chris

We were standing really close to the Harbour Bridge. We'd decided to get there early to get a good place, so we'd been waiting since six o'clock in the evening. Then, at midnight, the fireworks exploded across the sky. I've never seen anything so spectacular. I felt proud to be an Australian.

1.04

Dana

It was the first time I had visited an Asian country. It was so different. I was amazed at how many people there were. After the Games had finished, we did some sightseeing. The Great Wall was definitely my favourite. It's the most incredible thing I've ever seen.

2

- Go through the instructions with the class and draw their attention to the example in the text by Alex. Ask the students to complete the remaining texts. Allow them to work in pairs if they wish.
- Go round, monitoring and giving help. Check answers with the class, accepting alternative answers that are grammatically correct, and then ask four students to read out the completed texts so that they hear the verbs in context. Then play the recording again for a final check.

Alec

- used to think
- live (or 'll live)
- happened
- will ever happen

Chris

- were standing
- 'd been waiting
- exploded
- 've never seen
(or 'd never seen)
- felt

Belinda

- annoys
- believe
- think

Dana

- had visited
(or visited)
- had finished
(or finished)
- did
- 've ever seen

3

- Go through the instructions with the class and ask the students to work individually to choose their three memorable events for each category. Ask them to think about the words they'd need to describe these events and the effect they had on them.

- Put the students into pairs and ask them to take turns to talk to each other about the events they've chosen. Encourage them to ask follow-up questions to find out as much detail as possible about all the events.
- Ask the students to report back to the class on the information they discussed about the events.

Grammar (SB page 5)

Verb structures

1

Do this exercise with the whole class and make sure the students understand the difference between the different structures and their uses. Point out the verbal clues that can help determine which tense to choose. For example, the various time expressions, the use of *for* and *since*, etc.

- | | |
|------------------|-----------------------|
| a) I've known | e) I've been learning |
| b) I had | f) I've been |
| c) I was talking | g) I'd already met |
| d) I like | h) I used to have |

Language note

Grammar: verb structures (present and past)

(See Student's Book page 132.)

2

- Go through the instructions with the class and ask the students to work individually to choose their five sentences and change the names. Remind them that the completed sentences must be true.
- Put the students into pairs and ask them to read each other's sentences and to ask follow-up questions to find out more about the people named in them.
- Encourage the students to report back to the class on what they learnt about their partners.

3 Grammar Extra 1, Part 1

Ask the students to turn to *Grammar Extra 1, Part 1* on page 132 of the Student's Book. Here they'll find an explanation of the grammar they've been studying and a further exercise to practise it.

- remember; heard
 - 've seen
 - watched
 - think; was
 - used to; have changed
 - affected
 - 'd never enjoyed; saw

Vocabulary (SB page 6)

1

- Focus the students' attention on the photo and caption. Elicit or explain that a *first impression* is the reaction you have to someone the first time you meet them. The saying *You never get a second chance to make a first impression* emphasises the importance of creating a good impression when you meet people for the first time as it's often only their first impression of you that they remember. If this first impression is bad, then you'll have difficulty making them think better of you in future.
- Go through the ideas in the box with the class. Then put the students into pairs and ask them to discuss which of these things they notice most about people when they meet them for the first time. In a class feedback session, put them in order of importance.

2

- Go through the information about collocations with the class and remind them that a good dictionary will help them with the common collocations of a word.

a) ~~brand~~ b) ~~shiny~~ c) ~~circular~~ d) ~~pointy~~
e) ~~strong~~ f) ~~fair~~ g) ~~heated~~ h) ~~profound~~

Language note

Vocabulary: collocation

The examples of collocation in this unit are adjective + noun collocations and focus on ways of describing people's appearance. Although *pointy* and *spiky* mean the same, you'd say someone has a *pointy chin* and *spiky hair* but not ~~*pointy hair*~~ and ~~*a spiky chin*~~.

3

- Focus the students' attention on the example. Point out that each set of adjectives can only be matched with one word from the list in Exercise 1, though individual adjectives from each set might also collocate with other words.
- Ask them to match the remaining sets of adjectives with the words in Exercise 1. Allow them to use dictionaries if necessary, then check answers with the class.
- Encourage the students to make sentences using the collocations so that they can hear them in context. For example, you might ask them to use them in sentences describing people they know.
- Finally, put the students into pairs and ask them to discuss which of the characteristics they'd find appealing or unappealing. Encourage them to report back to the class on their thoughts.

a) handshake b) face c) smile d) eyes
e) hair f) voice g) clothes h) manner

Listening (SB page 6)

1 1.05

- Go through the instructions and the questions with the class so that they understand the context of the situation and know what information to listen out for.
- Play the recording and ask the students to answer the questions.

a) London (Notting Hill)
b) Working
c) The conversation stops because the man says something uncomplimentary about Mrs Rivers – the woman's mother.

1.05

(W = Woman; M = Man)

W: Excuse me, is it OK if I sit here?

M: Sure, go ahead.

W: Thanks. ... Sorry, but you're English, aren't you?

M: Yes. How did you know?

W: Oh, I heard your accent. ... It isn't very busy here today, is it?

M: No, it isn't.

W: Are you on holiday?

M: No, I'm working here for a few months.

W: Oh, really? So am I. What do you do?

M: I work for the American Central Bank.

W: Oh. And do you like it here?

M: No. I can't stand it – especially the weather. It was so hot yesterday, wasn't it?

W: Oh yeah, you're right: the heat's terrible. But, you know, I love New York.

M: How long have you been here?

W: Oh, not long – a few weeks. How about you?

M: The same. What are you doing here?

W: I'm an artist, and I was asked to bring over some of my work to a small gallery just near here. I've just had my first exhibition there.

M: Wow – that is impressive.

W: Thanks. So where are you from?

M: I'm from London – Notting Hill.

W: Really? So am I! Don't tell me you went to Atkins School?

M: Yes, I did, actually – but I wasn't a very good student.

W: Me neither. What year did you leave?

M: 1989.

W: That's weird – me too. Do you remember Mrs Rivers?

M: The maths teacher? Yeah. She was really horrible, wasn't she?

W: She's my mum.

M: Oh. ... Look, I'm sorry. ... I didn't mean to...

2

- Encourage the students to complete as much of the table as they can from memory.
- Play the recording for them to check their answers and complete any gaps. Then check answers with the class.

a) ✓✓ b) ✕✕ c) ✓✓ d) ✓✕
e) ✕✓ f) ✕✕ g) ✕✓ h) ✓✓
i) ✕✕ j) ✓✓

3

- Make sure the students understand the expression 'to put your foot in it', which means to accidentally say something embarrassing or that upsets or annoys someone.
- Put the students into pairs to discuss whether they or anyone they know has ever put their foot in it. You could start them off with an example of your own.
- Encourage them to report back to the class on any interesting stories.

Grammar (SB page 7)

Auxiliaries (1): so / neither (nor)

1

- Go through the information in the margin with the class. (See Language notes.) Point out that the ticks and crosses indicate whether the response is agreement or disagreement.
- Pairwork. Put the students into pairs and explain what they have to do. Go through the example with them, pointing out that the second part of the sentence compares the woman with the man, and establishes that the information that the man is English is also true of the woman. As a result you use *so* + an affirmative verb. Write up on the board *The man isn't American* and ask the students about the woman, eliciting *and neither is the woman*. If necessary, do one more example using *but ...*, such as *The man likes New York but the woman doesn't*, before asking them to work in their pairs and complete the exercise.

- a) The man is English and so is the woman.
b) The man isn't on holiday and neither is the woman.
c) The man is working in New York and so is the woman.
d) The man works for a bank but the woman doesn't.
e) The woman likes New York but the man can't stand it.
f) The man hasn't been in New York a long time and neither has the woman.
g) The woman is an artist but the man isn't.
h) The man is from London and so is the woman.
i) The man wasn't a good student and neither was the woman.
j) The man left school in 1989 and so did the woman.

Language notes

Grammar: auxiliaries – so / neither (nor)

- When you agree or disagree with someone, you use *so* or *neither (nor)* depending on whether the first person used an affirmative or negative verb. The word *so* is used to agree with an affirmative verb and provides the affirmative idea in the response *So did I*. The word *neither* is used to agree with a negative verb and provides the negative idea in the response *Neither have I* – the verb *have* remains in the affirmative. Note the use of *did* in the responses to the first sentence in which there's no auxiliary verb, and the use of the auxiliary *have* in the responses to the second sentence, which contains the auxiliary *have*.
- For more information see Student's Book page 132.

2

- Establish who is going to work with whom in the pairwork stage of this exercise. Then go through the sentence beginnings with the class and ask them to work individually to write sentences which they believe are true for both themselves and their partner. Don't let them confer.
- Go round monitoring and giving help where needed. Make sure everyone has nine completed sentences.

3

- Ask the students to get into their pairs and to turn to page 128 and follow the instructions there to produce their Bingo cards. Remind them that *so*, *neither* and *nor* are all used to express agreement and the choice depends on whether the verb used by the original speaker was affirmative or negative. They also need to remember that *do/did* is used in responses to statements that contain no auxiliary, and in the others the auxiliary in the response has to match that used in the original statement.
- As the students play the game, go round checking that they're matching the responses to the statements correctly. In a class feedback session, ask several pairs of students to read out their statements and responses.

Grammar & Pronunciation (SB page 7)

Auxiliaries (2): Question tags

1

- Focus the students' attention on the information in the margin. Point out that the auxiliary used in a question tag matches that used in the original statement, but that a positive statement has a negative tag and vice versa.

- Pairwork. Draw the students' attention to the fact that these sentences come from the conversation between the man and the woman in the *Listening* section on page 6. Point out the intonation arrows on the two example sentences (see Language note below.) Encourage the students to read the examples aloud using the intonation patterns marked so that they can hear the difference. Then ask them in their pairs to match the information in A and B.

A	B
positive statement	asking a real question
negative statement	negative question tag
rising intonation	asking for agreement
falling intonation	positive question tag

Language note

Pronunciation: rising and falling tone on question tags

If you use a question tag to ask for agreement, you'd use a falling tone on the question tag. If you use a question tag to ask a real question, you'd use a rising tone. This distinction is one that students have trouble with and it's always worth giving them as much opportunity to practise as possible.

2 1.06

- Suggest that the students tackle this in two stages: first identifying the correct question tags and then thinking about the intonation.
- As they work, go round making sure that everyone has chosen the correct question tags. Then ask them to decide which of the questions are asking for information and which are asking for agreement. When they've decided, encourage them to say the questions aloud using the appropriate intonation so that they get a feel for what sounds right.
- Play the recording for the students to check their answers. Play it a second time for them to listen and repeat. When they've done this chorally, ask for individual repetition of the questions and insist on correct pronunciation.

- a) isn't it? (falling)
- b) aren't I? (falling)
- c) wasn't it? (falling)
- d) have you? (rising – but possibly falling)
- e) are they? (rising – but possibly falling)
- f) do you? (rising)

3 Grammar Extra 1, Part 2

Ask the students to turn to *Grammar Extra 1, Part 2* on page 132 of the Student's Book. Here they'll find an explanation of the grammar they've been studying and further exercises to practise it.

- 2
- a) So have I / I haven't
- b) So am I / I'm not
- c) Neither do I / I do
- d) So was I / I wasn't
- e) Neither have I / I have
- f) So did I / I didn't
- g) Neither can I / I can
- h) Neither would I / I would

- 3
- a) aren't you
- b) isn't it
- c) can she
- d) do we
- e) mustn't he
- f) have they
- g) shall we
- h) will you

Speaking: anecdote (SB page 7)

Anecdotes are features that occur regularly in this series. They are extended speaking tasks, where the students tackle a longer piece of discourse on a personal topic. There are questions to guide them. For more information about how to set up, monitor and repeat Anecdotes, see page xx in the Introduction.

- Go through the instructions and the questions with the class. Give the students a minute or two to decide who they're going to talk about. Then ask them to look at the questions and think about their answers to them. Allow them to make notes of what they're going to say and how they're going to say it, but discourage them from writing a paragraph that they can simply read out. Go round, monitoring and giving help where necessary.
- Pairwork. Put the students in pairs and ask them to take turns to tell their partner about the person who made a big impression on them. Encourage them to ask each other follow-up questions to get further information.
- Ask some pairs to report back to the class on what they found out.

Reading (SB page 8)

1

- Focus the students' attention on the photos of Madonna on pages 8 and 9. Ask them to work in pairs and note down everything they know about her.
- Ask them to report back to the class and see how much information the class can pool. Write their ideas on the board. Remind them that thinking in advance about the things they already know about a subject will help them when they come to read a text about it.

2

- Ask the students to read the article on page 9 and ask them also to identify how much of the information they discussed in Exercise 1 was actually in the text.
- Go through the summaries with the class and ask them to choose the one which best fits the writer's opinion of Madonna. Ask them to give reasons to justify their answer.

Cultural notes

Elvis Presley /'elvɪs 'prezli:/ (1935–1977)

Elvis Presley is known as 'The King' (of Rock and Roll). He got his break as a teenager in 1954 in his hometown in Memphis (USA). Over the next two decades Presley became an international star with recordings like *Jailhouse Rock* (1957), *It's Now or Never* (1960) and *Suspicious Minds* (1969). He also starred in 33 films. From 1973, Presley's health declined. In 1977, he died of a heart attack at the age of 42.

Marilyn Monroe /'mæɪrəlɪn mən'rəʊ/ (1926–1962)

Marilyn Monroe was a Hollywood actress and an icon of 1950s America. She starred in such films as *Gentlemen Prefer Blondes* (1953) and *Some Like It Hot* (1959). She was married three times and her love affairs were as famous as her film roles.

Evita /e'vɪtə/ (1996)

Andrew Lloyd Webber and Tim Rice's stage musical *Evita* about the life of Eva Perón was adapted as a film in 1996, starring Madonna and Antonio Banderas and directed by Alan Parker.

Detroit /'di:tɒɪt/

Detroit city is the largest city in the US state of Michigan. It has a population of just under one million. Detroit is the centre of the US motor industry and is also known as 'Motown' (= Motor + town). The record label Motown, best known for its soul music, was named after, and originally based in, Detroit.

Vanity Fair /'vænəti feə/

Vanity Fair is an American society, culture and fashion magazine. It was first published in 1913.

Guy Ritchie /gaɪ 'rɪtʃi:/ (born 1968)

Guy Ritchie is the British film director of *Lock, Stock and Two Smoking Barrels* (1998) and *Snatch* (2000). In 2000, he married singer and actress Madonna. The couple had a son, Rocco, in 2000. They divorced in 2009.

Britney Spears /'brɪtni: 'spi:z/ (born 1981)

Britney Spears is an American pop singer. In the late 1990s, she had hits with *Baby One More Time* and *Oops!... I Did It Again*. In 2004, she married dancer Kevin Federline. They had two children but divorced in 2006.

3

Ask the students to read the article again and to match the words in the box to the paragraphs. Explain any unknown vocabulary.

- | | |
|--------------------------|-----------------------|
| a) Pop icon | d) Motherhood |
| b) Reinventing the brand | e) Controversy |
| c) Early life | f) No plans to retire |

4

Ask the students to work individually to complete the questions. Check that they've done this correctly and then ask them to think about the answers to the questions. Check answers by getting one student to ask a question and nominate another to answer it. That student then asks a question and nominates another student to answer, and so on.

- a) trademark (Her name, Madonna.)
- b) on (An ever-evolving look, style and sound.)
- c) raised (She was born in Michigan and raised in Detroit.)
- d) with (The popular group.)
- e) date (An impressive catalogue of albums, world tours, videos, feature films, documentaries and books.)
- f) criticism (Because it's thought she used her wealth and fame to speed up the process.)
- g) controversy (Because she has shocked people a lot.)
- h) gracefully (No.)

5

Ask the students to work in pairs and to discuss their favourite singers or bands. Encourage them to ask each other questions to find out as much information as possible. Then have a class feedback session in which they exchange information about their favourites.

Vocabulary (SB page 8)

Word formation

1

Go through the information in the margin and make sure that the students understand that the implications of the prefix *re* are that something is being done again. Then go through the instructions and ask them to choose the word in each line which cannot form a new verb with *re*. Strong students could try to do this without looking up the answers in the list of verbs in the margin.

- | | | |
|---------------------------|-----------------------|---------------------|
| a) change | b) prepare | c) erect |
| d) contemplate | e) copy | f) find |

2

Give the students time to look in their dictionaries and find words which they know or can understand easily which have the prefix *re*. Encourage them to list words which take a particular prefix in a special section of their vocabulary notebooks. Go round and check that they're using their chosen words correctly in example sentences and get several students to read out their sentences to the class.

Listening (SB page 10)

1

- Focus the students' attention on the photographs and ask them to think about their answers to the questions.
- In a class feedback session find out how much agreement there is.

Possible answers:

- a) Charles: business-like, cool, fashionable;
Rick: casual, quite smart, a bit boring
Adam: trendy, fashionable
Matt: casual, cool, trendy

2 1.07–1.10

- Explain that the students are going to hear a journalist interviewing the four men about their self image. Ask them to listen and decide in what order she speaks to them. If possible, get them to say what clues in the things the men said led them to make their choices. For example, Matt talks about his trainers; Charles mentions that he's wearing a suit.
- Play the recording again and ask the students to choose the words that best describe the journalist's attitude to the men.

1 Rick 2 Matt 3 Charles 4 Adam

The journalist's attitude towards the four men is friendly, polite and respectful.

1.07 (J = Journalist; R = Rick)

1

J: Excuse me.

R: Me?

J: Yes, hi there! I'm working on a feature for CHAPS magazine about men's personal style. Do you mind if I ask you some questions?

R: No, I suppose not.

J: Could you tell me what image you're trying to achieve?

R: Image? I don't really have an image. I wear clothes I feel comfortable in – I suppose you'd call it a casual look.

J: Do you think that you're aware of fashion?

R: Er, probably not, no. My style hasn't changed for years.

1.08 (J = Journalist; M = Matt)

2

J: Hello! I'm doing some research for an article about the way men dress. Can I ask you some questions?

M: Yeah, no problem.

J: Do you mind telling me what you wear to go out in the evening?

M: In the evening? You mean clubs and that sort of thing?

J: Yes, when you go clubbing.

M: I dress exactly like this.

J: You don't dress up then?

M: Well, put it this way – I never put a suit on. The clubs I go to don't let men in if they're wearing suits.

J: Really!? How strange. Um, one more question? I'd just like to know if there's an item of clothing you couldn't live without.

M: Trainers. Definitely couldn't live without them. I've got about twenty-five pairs.

1.09 (J = Journalist; C = Charles)

3

J: Excuse me! Hello.

C: Hello.

J: I work for CHAPS magazine and we're doing a survey about men's self-image. Do you mind if I ask you a couple of questions?

C: Oh. No, no go ahead. What do you want to know?

J: Well, I'd like to know what your clothes say about you.

C: What do my clothes say about me!? Gosh – I suppose they say that I'm meeting a client this afternoon, and that means I've got to make the right impression. So I have to wear a suit.

J: Would you say that you care about your image?

C: Oh yes, I think I do. I like to look smart, even when I'm not working. Even when I wear jeans and a T-shirt, I like them to be clean and neat, and I think this says that I care about myself. It says that I've got good self-esteem.

1.10 (J = Journalist; A = Adam)

4

J: Excuse me, sir. Is it OK if I ask you a couple of questions for an article I'm doing for CHAPS magazine?

A: Yes, that's fine. Are you going to take photos?

J: Er, yes, if you don't mind. But first I'd like to know whether your appearance affects your life in any way.

A: Oh yes, totally. The way I dress is my life really. It hasn't really affected my career so far, but I'm hoping it will. Basically, I want to be noticed, and the reason I want to be noticed is that I want to get on television.

J: Ah. And do you know what the last thing you bought was?

A: Oh yes, I adore shopping. Er, that would be a pink shirt I bought yesterday – oh, and a pink and black tie.

3

- Pairwork. Ask the students to discuss the questions in pairs and to make notes of their answers. Allow them to compare notes with other pairs before you play the recording again for them to check.
- Ask the students to work individually to answer the same questions with the names of men they know. Then ask them to take turns to ask and answer the questions with their partners using the new information. Encourage them to ask follow-up questions to find out more details.

a) Matt b) Matt c) Adam d) Adam
e) Rick f) Rick g) Charles h) Charles

Grammar & Speaking (SB page 11)

Direct questions / Indirect questions

1 1.11

- Focus the students' attention on the table. Point out that *What image are you trying to achieve?* and *Could you tell me what image you're trying to achieve?* are both correct. They're different ways of asking the same question. (See Language notes below.)
- Ask the students to complete the indirect questions in the right-hand column. Encourage them to do this first without looking up the answers in the recording script.
- Play the recording for them to check their answers. Then play it again for them to listen and repeat. When they've done this chorally, ask for individual repetition of the indirect questions. Encourage them to use a softer tone for these questions than they might for their direct equivalents.

a) Could you tell me what image you're trying to achieve?
b) Do you think that you are aware of fashion?
c) Do you mind telling me what you wear to go out in the evening?
d) I'd like to know what your clothes say about you.
e) Would you say that you care about your image?
f) I'd like to know whether your appearance affects your life.
g) Do you know what the last thing you bought was?

Language notes

Grammar: indirect questions

- Indirect questions are often used as a way of putting a little (polite) distance between the person who is asking the questions and the person they're asking.

- In indirect questions, you don't put the auxiliary before the subject. The word order (subject + verb) is the same as affirmative sentences.
Direct question: *When did they meet?*
Indirect question: *Do you have any idea when they met?*
- In direct questions, the auxiliary verb *do* usually comes before the subject. Verbs like *can*, *have*, *be* come before the subject.
Direct question: *What is your favourite colour?*
Indirect question: *Could you tell me what your favourite colour is?*
- Yes/No questions use *if* or *whether* in indirect questions.
Direct question: *Are they happy?*
Indirect question: *Can you tell me if they are happy?*

2

Ask the students to work in pairs and to discuss the main differences between the two styles of question. Ask them to make notes on the four factors listed. Then check answers with the class.

- a) Word order: changes from (auxiliary) verb + subject to (auxiliary) subject + verb (the same as affirmative statements)
b) *do/does/did*: not used in indirect questions
c) *if/whether*: used in indirect yes/no questions.
d) Formality: indirect questions are more polite.

3

- Ask the students to work individually to complete the questions. Go round, giving extra help where needed and check answers with the class before moving on to the next stage of the exercise.
- Ask the students to work in pairs and to take turns asking and answering the questions.
- When they've finished, ask them to write three more questions each and then to take turns asking and answering these.

a) Do you know where the cheapest clothes shop in town is?
b) Do you think cheap clothes are good value for money?
c) Where do you think the best place to buy jeans is?
d) I'd like to know if/whether you've ever sewn a button on a shirt.
e) Do you mind telling me how much money you would spend on a leather jacket?
f) Could you tell me how many pairs of trainers you've got?
g) Would you say (that) clothes and fashion matter to you?

Vocabulary (SB page 11)

1

Put the students into pairs and ask them to look at the list of parts and accessories and note down as many items of clothing as they can think of that have these. Allow them to use dictionaries if necessary.

- a) a belt: trousers, a skirt, a dress, a coat, etc.
- b) a buckle: shoes, a skirt, a dress, etc.
- c) buttons: a shirt, a blouse, a coat, trousers, a jacket, etc.
- d) a collar: a shirt, a jacket, etc.
- e) cuffs: a shirt, a jacket, etc.
- f) a hem: a skirt, a dress, trousers, etc.
- g) sleeves: a shirt, a jumper, a coat, etc.
- h) a zip: trousers, a skirt, etc.

2

- Ask the students first to work individually to decide what the correct idioms are. Then ask them to discuss their answers in pairs. Tell them to use a dictionary if necessary to check and to find out the meaning of any they don't know.
- Check answers with the class and then ask the pairs to discuss whether they have any similar expressions in their language(s).
- Ask them to take turns saying whether any of the expressions could be used to describe people they know. Encourage them to report back to the class on what they found out.

- | | |
|--------------------------|---------------------|
| a) off-the-cuff | d) collars |
| b) buckle down | e) tighten his belt |
| c) as bright as a button | f) on her sleeve |

Extra activity

Ask the students to think about either the best-dressed or the worst-dressed person they know. Tell them to make notes about who this person is and what they wear. Then put them into pairs and ask them to take turns describing the person they've chosen.

Language note

Vocabulary: idiomatic expressions with clothes
There are many expressions connected with clothes. Clothes are used in similes (*as bright as a button*), in metaphors (*tighten your belt*), as well as countless more idioms. For example, *wear the trousers* (to be the person in a relationship who has the most control and makes most of the decisions); *get / be given the boot* (be told to leave your job); *fill someone's shoes* (do the job that someone used to do).

Useful phrases (SB page 12)

1 1.12

Focus the students' attention on the illustrations. Go through the questions with the class and tell them to listen to the conversation and find the answers.

- a) At a concert (or club).
- b) Rose and Ian are probably a couple. Mike is a friend of theirs.
- c) Mike's ex-girlfriend.

1.12 (R = Rose; I = Ian; M = Mike)

- R: *Have you got the tickets?*
I: *No, I thought you had them.*
R: *Ian, honestly, I can't trust you to do anything.*
I: *Calm down – they're here.*
R: *Grr – you're so annoying.*
I: *You're so easy to wind up. Hey, look at that woman over there.*
R: *The one in the white jacket?*
I: *Yeah.*
R: *What about her?*
I: *Don't you think she's the spitting image of Gwyneth Paltrow?*
R: *No, she doesn't look anything like Gwyneth Paltrow.*
I: *Yes she does. She's got the same hair.*
R: *What – long and blond?*
I: *Not just that – I'd recognise that smile anywhere.*
R: *How often has Gwyneth Paltrow smiled at you?*
I: *I've seen enough films with her in. She's got a very distinctive smile.*
R: *It can't be her – she wouldn't come here to our local club. And actually, that woman bears absolutely no resemblance to Gwyneth Paltrow.*
I: *Oh.*
...
R: *Hey, there's Mike. Hi Mike – how's it going?*
M: *Very well – you'll never guess who I've been talking to.*
I: *Not Gwyneth Paltrow!*
M: *Gwyneth Paltrow?*
R: *Oh, ignore him – he's obsessed.*
I: *Sorry. You were saying.*
M: *Well, I was just at the bar, and I saw this amazing-looking woman walking towards me. I didn't recognise her until she was right in front of me. She's changed so much!*
R: *Who was it?*
M: *Sally – you know, my ex-girlfriend? Anyway, we ...*

2

- Focus attention on the two columns and point out that in column 1 there are some useful phrases from the conversation. Column 2 has a list of their meanings. Ask the students to match the items in the columns.

- Ask the students to try to decide who said each of the expressions without listening to the recording. Then play the recording for them to check their answers.

- | | |
|-------------|-------------|
| a) 2 – Ian | d) 5 – Rose |
| b) 3 – Rose | e) 1 – Mike |
| c) 6 – Ian | f) 4 – Ian |

3

Put the students into pairs and ask them to complete the useful phrases from the conversation, using the words in the box.

- | | |
|-------------------|-------------------|
| a) that woman | f) that smile |
| b) in the | g) a very |
| c) spitting image | h) no resemblance |
| d) look anything | i) looking woman |
| e) the same | j) changed so |

4

- Ask the students to work individually to complete the sentences. Allow them to compare in pairs before checking answers with the class.
- Ask the students to change the sentences to make them true for themselves and their parents. They should then compare them in pairs and discuss their sentences.

- | |
|---|
| a) the spitting image of him. |
| b) got the same eyes. |
| c) a very distinctive way of walking. |
| d) anything like her/my mother. |
| e) absolutely no resemblance to the rest of the family. |
| f) was an amazing-looking woman when she was younger. |

Writing Extra (SB page 13)

Informal letter

1

Ask the students to work in pairs and discuss the questions.

2

Ask the students to read the letter. Give them time to absorb what they read and decide whether the language is appropriate or not.

The language isn't appropriate as it's an informal letter which contains a lot of formal letter features.

3

- Ask the students to read the letter again and to replace the underlined words and expressions with their less formal equivalents. When checking answers, encourage the students to read the letter aloud so that they get a feel for what sounds right.

- Have a class discussion on anything else they would change in the letter. If you need to give them a hint, ask them to look at the layout of the letter.

- | | | | | | | |
|------|------|------|------|------|------|-----|
| 1 j | 2 n | 3 k | 4 a | 5 g | 6 c | 7 l |
| 8 h | 9 i | 10 p | 11 b | 12 m | 13 o | |
| 14 f | 15 e | 16 d | | | | |

Other things to change to make the letter more informal:

- change the layout so it looks less serious
- delete the recipient's address
- make it handwritten, not typed
- delete the name under the signature

4

The writing could be done at home for homework. Alternatively, set aside class time and go round monitoring and giving help where needed. Point out that when they've written their letters, they'll be exchanging them with another student and replying to the letter they receive. Remind them that they need to show interest in the other person by asking questions.

5

Set up the exchange of letters and ask the students to reply to the one they've received. If they do this in class, go round offering help where necessary. The finished pairs of letters could be displayed in the classroom.

Further practice material

Need more writing practice?

- Workbook page 9
- Writing a short biography.

Need more classroom practice activities?

- Photocopiable resource materials pages 151 to 153
- Grammar:** *Would you mind telling me ...?*
- Vocabulary:** *Common ground*
- Communication:** *You do, don't you?*
- Top 10 activities pages xv to xx

Need progress tests?

- Test CD – Test Unit 1

Need more on important teaching concepts?

- Key concepts in *New Inside Out* pages xxii to xxxv

Need student self-study practice?

- CD-ROM – Unit 1: *Impressions*

Need student CEF self-evaluation?

- CEF Checklists pages xxxvii to xliv

Need more information and more ideas?

- www.insideout.net