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The image makers

VOCABULARY appearance

WHAT IS THE LESSON ABOUT?

Vocabulary	<ul style="list-style-type: none"> • appearance • verb collocations
Speaking	<ul style="list-style-type: none"> • pairwork: <ul style="list-style-type: none"> – describing personal appearance – discussing English proverbs
Matura topics and tasks	Człowiek

CULTURE NOTE

avatar

> exercise 2 page 4

The word 'avatar' has its origins in Hinduism, where it means the incarnation of a god. In computing, an avatar is a three- or two-dimensional graphical image that represents an online user. Avatars are commonly used in multiplayer gaming, online communities and web forums. The term 'avatar' was used for the first time for the on-screen representation of the user in 1985 by Richard Garriott in the computer game *Ultima IV: Quest of the Avatar*.

EXTRA ACTIVITY

describing appearance

> exercise 4 page 4

To revise vocabulary, dictate some sentences describing personal appearance similar to the ones below. Tell students to write down only those sentences which are true for them.

- 1 *I have long curly hair and I wear braces.*
- 2 *I've got freckles and wavy hair.*
- 3 *I have a high forehead and straight black hair.*
- 4 *I am short-haired and tanned.*
- 5 *I'm tallish and slim.*
- 6 *I think I am very good-looking.*
- 7 *I have a tattoo.*
- 8 *I'm quite muscular and well-built.*
- 9 *I sometimes wear my hair in a ponytail.*
- 10 *I've got dimples when I smile.*

EXTRA CHALLENGE

verb collocations

> exercise 6 page 4

Ask students to work in pairs or small groups and make a list of nouns that go with the following verbs taken from exercise 6: *to colour, to change, to flatten, to paint, to cut*.

Key (suggested answers)

to colour: your hair, a picture, your judgement (= influence)

to change: a hairstyle, hair colour, your looks, your habits, jobs, your mind

to flatten: the dough, your stomach, houses (= destroy), the land

to paint: a picture, the ceiling, children's faces, a portrait

to cut: your hair, your finger, the cake, the string, the lawn, the grass

EXTRA SUPPORT

weaker classes

> after exercise 6 page 4

To help students memorise the phrases in exercise 6, ask volunteers to mime the following expressions and ask the class to guess the phrase: *paint your nails, dye your hair, straighten your hair, wear contact lenses, grow a moustache, put on your make-up, shave off your beard*. As a follow-up, give each student/each pair of students a copy of the worksheet with the sentences below to translate into English (**worksheet activities page 117**). Alternatively, you may dictate the sentences or write them on the board.

- 1 *Moja mama zawsze maluje paznokcie na czerwono.*
- 2 *Mary nie lubi swoich kręconych włosów i prostuje je codziennie rano.*
- 3 *Nie rozumiem, dlaczego mężczyźni zapuszczają wąsy.*
- 4 *Jenny potrzebuje (take) pół godziny, żeby się umalować.*
- 5 *Peter zgolił brodę i teraz wygląda o wiele lepiej.*

Key

- 1 My mother always paints her nails red.
- 2 Mary doesn't like her curly hair and straightens it every morning.
- 3 I don't understand why men grow a moustache/moustaches.
- 4 It takes Jenny half an hour to put on her make-up.
- 5 Peter has shaven off his beard and now he looks much better.

EXTRA CHALLENGE

English sayings

> exercise 8 page 4

Write the following jumbled sayings on the board and ask students to put them in the right order.

- 1 *man / the / do / make / not / clothes*
- 2 *mirror / old / an / friend / the / is / best*

Discuss the meanings of the sayings with the class. Ask students if they know the Polish equivalents: *Nie szata zdoła człowieka* and *Nie ten przyjaciel co cię chwali lecz ten co ci prawdę powie*. Ask students if they agree with the sayings or not and find out why.

Key

- 1 *Clothes do not make the man* – You cannot judge a person solely by his clothes.
- 2 *The best mirror is an old friend* – An old friend will be honest enough to tell you about how you really look.

HOMEWORK

Students find an interesting picture of a famous person on the Internet and write a description of them. During the next lesson, students present the picture to the class and read out their descriptions.

LISTENING AND VOCABULARY listening for detail • clothes and fashion

WHAT IS THE LESSON ABOUT?

Vocabulary	<ul style="list-style-type: none"> • clothes and fashion • collocations
Listening	<ul style="list-style-type: none"> • a radio phone-in programme • a dialogue: <ul style="list-style-type: none"> – two friends talking about fashion magazines
Speaking	<ul style="list-style-type: none"> • pairwork: <ul style="list-style-type: none"> – expressing opinions about clothes and fashion
Matura topics and tasks	Człowiek, Zakupy i usługi; Rozumienie ze słuchu (<i>Dobieranie</i>)

EXTRA ACTIVITY

vocabulary: clothes

> exercise 2 page 5

Students work in groups of four or five. Tell each group to make a ball out of crumpled paper. Tell a student to toss the ball to someone in the group. Whoever catches the ball has to name an item of clothing, e.g. *trousers*. They then throw it to another student, who has to call out a different item of clothing, e.g. *sweater*. If a student can't think of a word or repeats a word that has already been mentioned, he/she is out. The game continues until there is one person left. This person is the winner.

EXTRA SUPPORT

weaker classes

> exercise 9 page 5

Ask students to keep their books closed. Play the recording. Students listen and answer the question: *What do Judy and Mark think of skinny models?* After students have done exercise 9, tell them to check their answers with the transcript on page 155.

EXTRA SUPPORT

weaker classes

> exercise 11 page 5

Give each student a copy of the worksheet with the sentences below (**worksheet activities page 117**). Ask students to translate the Polish parts of the sentences into English using the expressions from exercise 11.

- 1 *Stop asking me so many questions. Just use your (zdrowy rozsądek) _____.*
- 2 *Do celebrities really (wysyłają błędne sygnały) _____ to young people that in order to be successful you only need to be beautiful?*
- 3 *Can you (odróżniasz) _____ between a British and an American accent?*
- 4 *Who has (największy wpływ na) _____ you?*

Key

- | | |
|--------------------------|----------------------------|
| 1 common sense | 3 tell the difference |
| 2 send the wrong message | 4 the biggest influence on |

HOMEWORK

Students design the cover of a magazine for teenagers. Tell them to find appropriate pictures or use their own photos. The cover should also include a catchy magazine title as well as some headlines.

GRAMMAR present simple and present continuous • verb + -ing form / infinitive

WHAT IS THE LESSON ABOUT?

Grammar	<ul style="list-style-type: none"> present simple and present continuous verb + -ing form/infinitive
Reading	<ul style="list-style-type: none"> a dialogue: <ul style="list-style-type: none"> – two students talking about advertising – online comments about clothes
Matura topics and tasks	Życie rodzinne i towarzyskie, Zakupy i usługi

Present simple and present continuous

IF YOU WANT A LEAD-IN ... (5 minutes)

Draw a person on the board and introduce him/her briefly to the class, e.g. *This is Mrs Smith. She is a doctor. At the moment she is on holiday in Italy.* Divide the board into two parts with headings: *usually* and *this week*. Write the prompts below under each heading.

usually	this week
<ul style="list-style-type: none"> work in a hospital sleep 5 hours a day get up at 6 a.m. not eat well have no time for sport 	<ul style="list-style-type: none"> on holiday in Italy rest a lot sleep 9 hours a day eat delicious food go/restaurants swim/the sea

Start the activity by saying Mrs Smith works in hospital. This week she is on her holiday in Italy. Encourage students to use the prompts to make sentences both about Mrs Smith's routine activities and her holiday activities. Make a note of any errors you hear. When students have finished, write the errors on the board without saying who made them. Students can correct the mistakes as a class.

EXTRA SUPPORT weaker classes

> exercise 7 page 6

Before students start completing the gaps, ask them which verbs in brackets in sentences 1–4 (a, b) describe states and which refer to actions.

Key			
1 a state	2 a action	3 a state	4 a state
b action	b state	b action	b action

EXTRA CHALLENGE stative and dynamic verbs

> exercise 7 page 6

If it is a stronger class, you may want to question students about other verbs that have both stative and dynamic meanings, e.g. *hear, taste, appear, be, weigh*. Give each pair/group of students a copy of the worksheet with the sentences below (**worksheet activities page 117**). Alternatively, you may write the sentences on the board. Students work in pairs or groups of three and work out what the two meanings of each verb are. As a follow-up, you may ask them to write their own sentences using some of the verbs from the task.

- a** *I can't hear you.*
b *The judge is hearing the evidence right now.*
- a** *This soup tastes delicious!*
b *Why are you tasting my soup?*

- a** *What he's just said appears to be true.*
b *Peter is appearing in Macbeth on Saturday.*
- a** *He is such a good person.*
b *You're being silly again!*
- a** *The baby weighs three kilos.*
b *The shop assistant is weighing the bananas.*

Key

- | | |
|-----------------------------|---|
| 1 a use your ears | 4 a it's a fact |
| b is listening to | b you're behaving in a silly way |
| 2 a has a good taste | 5 a its weight is three kilos |
| b testing, eating | b measuring their weight |
| 3 a seems | |
| b playing | |

HOMEWORK

Give each student a copy of the worksheet with the sentences below (**worksheet activities page 117**). Students translate the Polish parts of the sentences into English.

- a** (*Czekam*) ____ for Tom. He should be here in five minutes.
b *When I go to see my doctor, I usually (czekam) ____ for ten minutes or so for her to finish seeing the patient before me.*
- a** (*Co myślisz*) ____ of the new film starring Leonardo DiCaprio?
b *He looks so sad. (Czy on ciągle myśli) ____ about his bad marks?*
- a** *Why (wąchasz) ____ the meat? Is it off?*
b *This cake (pachnie) ____ delicious, Can I try it?*
- a** (*Rozumiem*) ____, I have no more questions.
b (*Czy widzisz się*) ____ Peter tomorrow?

Key

- | | |
|-------------------------------|-----------------------------|
| 1 a I'm waiting | 3 a are you smelling |
| b wait | b smells |
| 2 a What do you think | 4 a I see |
| b Is he still thinking | b Are you seeing |

Verb + -ing form / infinitive

IF YOU WANT A LEAD-IN ... (2 minutes)

Write the following gapped sentences on the board and brainstorm different ways to complete them.

- I ____ to change my hairstyle.*
 - I ____ wearing jeans.*
- Elicit how the two sentences differ grammatically.

Key (possible answers)

- want/don't want, would like/wouldn't like, have/don't have, need/don't need, etc.
 - like/dislike, love, hate, can't stand, enjoy, etc.
- The two sentences differ because in sentence 1 the missing verb is followed by *to* + infinitive and in the second sentence it is followed by a verb + -ing.

EXTRA SUPPORT

weaker classes

> after exercise 8 page 7

After students have done exercise 8, give each pair of students a copy of the worksheet with the sentences below (**worksheet activities page 118**). Alternatively, you may write the sentences on the board. Tell students to work in pairs and complete the sentences with their own ideas. If necessary, pair stronger students with weaker students.

- 1 *I can't remember ____ (v + -ing).*
- 2 *I always remember to ____ (infinitive).*
- 3 *I often forget to ____ (infinitive).*
- 4 *I'll never forget ____ (v + -ing).*
- 5 *On my way to school I often stop to ____ (infinitive).*
- 6 *Why don't you stop ____ (v + -ing)?*

Key (suggested answers)

- 1 I can't remember meeting this woman.
- 2 I always remember to lock the front door at home.
- 3 I often forget to clean my room.
- 4 I'll never forget going on a school trip to London.
- 5 On my way to school I often stop to buy a sandwich.
- 6 Why don't you stop complaining all the time?

EXTRA ACTIVITYverb + *-ing* form / infinitive**> at the end of the lesson**

Divide the class into groups of four students and give each group a set of cards (**worksheet activities page 118**) with verbs that are followed by either a verb + *-ing* form, an infinitive or both forms.

- **verbs followed by *-ing*:** *miss, fancy, enjoy, dislike*
- **verbs followed by an infinitive:** *promise, afford, warn, ask, persuade, want, invite, hope*
- **verbs followed by both forms:** *forget, remember, stop*

Tell students to keep the slips face down in the middle of the table. Students take turns to draw a slip and make sentences using the correct verb pattern, e.g. *I really enjoy sailing*. The student keeps the slip when his/her sentence is correct or puts it at the bottom of the pile if they have made a mistake. The student with most slips is the winner. Circulate and monitor, helping where necessary. At the end of the activity have a feedback session with the class.

HOMEWORK

Give each student a copy of the worksheet with the sentences below (**worksheet activities page 118**). Students complete the sentences with their own ideas. Alternatively, you may dictate the sentences or write them on the board.

- 1 *My mum always advises me ...*
- 2 *Do you fancy ...?*
- 3 *I'm afraid I can't afford ...*
- 4 *I don't mind ...*
- 5 *I really can't stand ...*
- 6* *I often forget ...*
- 7* *I stopped ... a long time ago.*

READING AND VOCABULARY reading for gist and detail • fashion industry • ethical issues

WHAT IS THE LESSON ABOUT?

Reading	<ul style="list-style-type: none"> an article about the textile industry in developing countries
Vocabulary	<ul style="list-style-type: none"> ethical issues gradable and non-gradable adjectives
Writing	<ul style="list-style-type: none"> a forum entry
Matura topics and tasks	Człowiek, Praca; Rozumienie pisanych tekstów (<i>Dobieranie</i>)

CULTURE NOTE

sweatshops

> exercise 2 page 8

A **sweatshop** is a workplace characterised by extremely low pay, very long hours, and unhealthy or dangerous working conditions. Often, sweatshops restrict workers' rights, e.g. they limit toilet breaks or conversations between workers. Sometimes even violence is used against sweatshop workers. The first sweatshops were created in colonial Ecuador but the term was coined in England between 1830 and 1850, during a time when men, women and children sweated in jobs in horrible conditions. Nowadays most sweatshops exist in the developing countries of South and Central America as well as in Asia.

IF YOU WANT A LEAD-IN ...

🕒 (3–5 minutes)

Tell students to keep their books closed. Ask students the questions in the first paragraph of the text in exercise 2 to raise awareness of the subject of the lesson.

EXTRA SUPPORT

weaker classes

> exercise 4 page 9

If necessary, pair stronger and weaker students to work together on the reading challenge task. Make sure students understand the questions. Assign one question to each pair of students. Students find the answer to their question in the text and then read the fragments which helped them choose the answer to the class.

EXTRA SUPPORT

weaker classes

> exercise 9 page 9

Role-play the following dialogue with a student.

A *Are you very hungry?*

B *Yes, I'm absolutely/really starving.*

Continue asking similar questions using the adjectives in exercise 9. Finally, encourage students to role-play short dialogues in pairs.

HOMEWORK

Ask students to look at the picture of women on page 8. Then give each student a copy of the worksheet with the task below (**worksheet activities page 118**).

EXAM TASK Examiner's questions:

- How do you think the women are feeling?
- Do you like physical work? Why?/Why not?
- Tell us about the last time you went shopping for clothes.

SPEAKING describing a picture

WHAT IS THE LESSON ABOUT?

Speaking	<ul style="list-style-type: none"> describing a picture
Functional language	<ul style="list-style-type: none"> describing a photo
Listening	<ul style="list-style-type: none"> students describing a picture and answering questions
Matura topics and tasks	Człowiek, Kultura; Mówienie (<i>Rozmowa na podstawie ilustracji</i>)

CULTURE NOTE

selfie

> exercise 2 page 10

A **selfie** is a self-portrait, usually taken with a smartphone held in the hand, and often shared on social networking services, e.g. Facebook or Instagram. The term 'selfie' had gained great popularity by the end of 2012 and in 2013 Oxford Dictionaries announced that 'selfie' was the Word of the Year. However, the first self-portraits had been taken long before the word 'selfie' was invented. The first recorded selfie was taken in 1839 by Robert Cornelius – an American pioneer in photography. The first recorded teenage selfie belonged to the 13-year-old Russian Grand Duchess Anastasia Nikolaevna and was taken in 1914.

EXTRA ACTIVITY

useful phrases

> before exercise 6 page 10

To help students memorise and use the useful phrases from the lesson, you may ask them to choose four or five target expressions they have learnt and write them on slips of paper or in their notebook, e.g.

1 *I believe the photo was taken ...*

2 *In the foreground/background I can see ...*

3 *Judging from ...*

4 *She looks like ...*

5 *She looks as if ...*

Students do exercise 6 in pairs. One student describes the picture and the other ticks off the phrases from the list.

HOMEWORK

Tell students to prepare a description of the funniest selfie they have ever taken. Remind students to use the expressions from the Phrase Bank as well as from exercise 4. Tell students to bring their selfies to the next lesson so that they can present the photo and describe it to the class.

WRITING a private letter

WHAT IS THE LESSON ABOUT?

Writing	• a private letter
Functional language	• describing people, • asking for permission and giving permission
Vocabulary	• the order of adjectives in a sentence
Matura topics and tasks	Człowiek, Życie rodzinne i towarzyskie Wypowiedź pisemna (<i>List prywatny</i>)

EXTRA ACTIVITY

Phrase Bank

Write the phrases from the Phrase Bank up on the board. Tell students to repeat the phrases as a group a couple of times. Then rub off a small part of the first phrase. Students have to say the whole phrase again. Gradually rub off more parts of the text so that students have to repeat a complete phrase from memory.

EXTRA CHALLENGE

useful phrases

In pairs, students think of expressions with a similar meaning to the phrases below.

- 1 *How are you?*
- 2 *I hope you're fine.*
- 3 *I'm sorry I haven't been in touch recently.*
- 4 *Take care.*
- 5 *Love.*

Key (suggested answers)

- 1 How are things? / What's up?
- 2 Hope you're well. / Hope you and your family are doing well.
- 3 I'm sorry I haven't written for so long. / Sorry I haven't written for ages. / I know it's been ages since you last heard from me, but ...
- 4 All the best. / Best wishes.
- 5 Lots of love. / Yours, / Kisses and hugs.

EXTRA ACTIVITY

the order of adjectives

> exercise 5 page 11

Divide the class into small groups. Give each group a set of cards with various adjectives and the nouns they describe (*worksheet activities page 119*).

- 1 *delicious small round red apple*
- 2 *ugly big old second-hand car*
- 3 *elegant blue Italian silk tie*
- 4 *friendly large young brown dog*
- 5 *delicious huge round vegetarian pizza*
- 6 *lovely little old wooden cottage*

Set a time limit for students to arrange the cards in the correct order. The first group to complete the task correctly are the winners. Check the answers as a class.

HOMEWORK

Students write five sentences about one of their possessions (e.g. a watch, a pen, a bag, a pair of shoes, etc.) using at least four different adjectives in the correct order, e.g. *I've got a cheap small old plastic watch*. Tell students to choose small objects so that they can bring them to the next lesson.

ENGLISH IN USE

WHAT IS THE LESSON ABOUT?

Reading	<ul style="list-style-type: none"> a text about the influence of a hairstyle on people's character
Speaking	<ul style="list-style-type: none"> pairwork: <ul style="list-style-type: none"> – talking about first impressions – describing the types of women/men the students find the prettiest/most handsome
Matura topics and tasks	Człowiek; Znajomość środków językowych (PP: <i>Test luk sterowany, Uzupełnianie zdań</i> ; PR: <i>Układanie fragmentów zdań, Tłumaczenie fragmentów zdań</i>)

EXTRA ACTIVITY

make/let + person + verb

> exercise 2 page 12

Divide the class into two groups. Ask one group to write about what their parents make them do, e.g. *My parents make me clean my room twice a week*, while students in the other group write about the things their parents let them do, e.g. *My parents let me watch TV at the weekend*. Get students from both teams to work in pairs and tell each other what their parents let or make them do. Elicit some ideas.

EXTRA ACTIVITY

idioms

> before exercise 3 page 12

Write the following sentence on the board: *I'm sorry, I feel really terrible today. This has been a real bad hair day.* Explain the meaning of the idiom: a) a day when your hair looks untidy and you do not feel attractive; b) a difficult day when nothing seems to go well for you. Ask students: *Do you ever have a bad hair day? What do you do if you have one?* Students first answer the question in pairs and then as a class.

EXTRA SUPPORT

weaker classes

> exercise 4 page 12

Tell students to read sentences 1–8 and decide whether they describe more permanent or temporary situations. Tell students to underline the adverbs of frequency and time expressions. Elicit some answers from the class and ask about the tense which should be used in each sentence (present simple or present continuous).

Key

- 1 *today* – temporary (present continuous); *usually* – permanent (present simple)
- 2 *today* – temporary (Present simple: the verb 'fancy' describes a state, not an action. *Do you fancy?* = *Would you like / Do you feel like?*)
- 3 permanent (present simple)
- 4 *at the moment* – temporary (present continuous)
- 5 permanent (present simple) *when I go ...*
- 6 permanent (present simple)
- 7 permanent (present simple)
- 8 *now* – temporary (present continuous)

EXTRA SUPPORT

weaker classes

> exercise 5 page 12

To help students translate the parts of sentences into English, write the expressions below on the board for students to use.

- *smell*
- *tell the difference*
- *see boyfriend*
- *ever meet someone*
- *look gorgeous*
- *forget to pack*
- *grow beards*
- *advise someone to dye*

Alternatively, give students a copy of the worksheet with the two possible answers to choose from (**worksheet activities page 119**).

- 1 *do you smell / are you smelling*
- 2 *I can't tell the difference / I'm not telling the difference*
- 3 *I see my boyfriend / I am seeing my boyfriend*
- 4 *ever meet him / ever meeting him*
- 5 *are looking absolutely gorgeous / look absolutely gorgeous*
- 6 *I forgot to pack / I forgot packing*
- 7 *are growing beards / grow beards*
- 8 *advised me dying / advised me to dye*

HOMEWORK

Ask students to write 2–3 sentences with parts of the sentence placed in brackets and written in Polish for their partner to translate. Encourage them to use the language from the unit, e.g.

Can you imagine (pofarbowanie włosów na różowo) _____ ?

LISTENING STEP BY STEP matching

WHAT IS THE LESSON ABOUT?

Listening	<ul style="list-style-type: none"> • a radio programme: <ul style="list-style-type: none"> – listening to people talking about clothes • monologues: <ul style="list-style-type: none"> – listening to people talking about changing one's appearance
Matura topics and tasks	Człowiek, Zakupy i usługi; Rozumienie ze słuchu (<i>Dobieranie</i>)

MATURA

Rozumienie ze słuchu, poziom podstawowy: dobieranie

To zadanie polega na dopasowaniu czterech wypowiedzi do podanych zdań. Jedno zdanie podane jest dodatkowo i nie pasuje do żadnej z wypowiedzi.

Rodzaj tekstu: cztery monologi na zbliżony temat

Testowane umiejętności: określanie głównej myśli tekstu, intencji mówiącego i kontekstu wypowiedzi

IF YOU WANT A LEAD-IN ...

 (5 minutes)

Elicit ideas and language from the class to create a mind map about the topic of hair on the board. Elicit the words from the previous lessons as well as any other words students may know.

Key (suggested answers)

length: long, medium-length, short

colour: fair, dark, blonde, red, black, grey

texture: curly, wavy, straight

other: hairstyle, fringe, dye your hair blonde, have your hair cut

EXTRA ACTIVITY

understanding context

> before exercise 4 page 13

Read the following words and phrases slowly. Students guess where they might hear them.

1 *passengers, conductor, car, apologise for the delay*

2 *trolley, checkout, 'buy one, get one free'*

3 *departure gate, change, boarding time, check-in*

4 *performance, interval, play, acting*

Key

1 train 2 supermarket 3 airport 4 theatre

EXTRA SUPPORT

weaker classes

> exercise 7 page 13

Before students listen to the recording, ask them to read sentences A–E. Draw students' attention to the following verbs and phrases: *warns, recommends, gives some information, advises, advertises*. Ask students what phrases they could use to warn someone, give information, etc. Elicit some answers and write them on the board.

Key (suggested answers)

A warns: you shouldn't do that; it's a bad idea; If you do it, ...

B recommends: you must have it; it's really good; you need this ...

C gives some information: Let me inform you about ...; Here's some information about ...

D advises: why don't you ...?; if I were you; you should/shouldn't ...

E advertises: It's a great offer/bargain; 'buy one, get one free'; you won't regret it ...

HOMEWORK

Students write a warning, a recommendation, a piece of information/advice or a short advertisement (about 50–70 words) using some of the expressions they have come up with in the previous activity. They read out their texts during the next lesson for other students to guess the type of text.

REVIEW 1

IF YOU WANT A LEAD-IN ...

 (5–8 minutes)

Draw the BINGO grid below on the board for students to copy.

Choose thirteen words from the Wordlist on page 15 that you want students to revise and write the words on the board. Students choose nine words and write them in the grid. Read out the Polish equivalents of the words in a random order (but keep track of the order!). If students think the Polish word matches the English word on their card, they cross it out. The first student to cross out all his/her words shouts *BINGO!* Check that he/she has crossed out the words correctly.

EXTRA ACTIVITY

draw and guess

Ask a student to choose a word or an expression from the Wordlist on page 15 and draw a picture that illustrates it on the board for other students to guess. The student who guesses the word correctly does the same. Alternatively, you may pick the words/expressions you want students to revise, e.g. *wear braces, have your lip pierced, book an appointment, beauty treatment, straighten your hair, etc.*

EXTRA ACTIVITY

categories

> at the end of the lesson

Give each pair of students a copy of the worksheet containing around 30 words from the previous lessons and the categories they belong to (**worksheet activities page 120**).

- appearance:** *tubby, slim, bald, handsome, tanned*
- clothes:** *suit, tights, outfit, jumper, dress*
- non-gradable adjectives:** *gorgeous, delighted, starving, fascinating, terrified*
- verbs followed by verb + -ing:** *fancy, enjoy, dislike, suggest, imagine*
- verbs followed by to + infinitive:** *want, agree, refuse, ask, afford*

Students work in groups and match the words with the categories. You may also set a time limit to increase the challenge and make the activity more enjoyable. In a stronger class, you may encourage students to think of their own categories and words from the unit which correspond to them.

HOMEWORK

web research task

Students search the Internet to find the answer to one of the questions below.

- What are the four major fashion capitals of the world?*
- Where do the names 'jeans' and 'denim' come from?*
- Where does the name 'bikini' come from?*

Web research key words:

- major fashion capitals
- the origin of the name 'jeans' / 'denim'
- the origin of the name 'bikini'

Key (suggested answers)

- The four major fashion capitals of the world are New York, London, Milan, and Paris. Each city holds fashion shows twice a year, in February and September.
- The fabric called *jean* was named after sailors from Genoa in Italy, because they wore clothes made from it. The word 'denim' probably came from the name of a French material, *serge de Nimes*: 'serge' (a kind of material) from 'Nimes' (a town in France).
- The bikini was named after the Bikini Atoll, where the US military was testing atom bombs after World War 2. Its creator, Louis Réard, hoped the suit would create a shock wave similar to the one created by a nuclear explosion.

FOLLOW-UP ACTIVITY

Discuss the questions below as class:

- What kind of fashion/style do you like?*
- Why do you think jeans are so popular?*
- What other items of clothing, which are popular nowadays, were considered shocking in the past?*