

LOOKING GOOD

9



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Teaching and developing speaking skills – Peer feedback

In this unit, we're going to focus on peer feedback. One way to help students make progress in their speaking is to develop their awareness of what successful speaking is. We can do this by encouraging them to listen to their classmates and then think about how well they spoke. This means that sometimes students take the role of listener while two of their peers are doing a speaking activity. We can make suggestions about what students should listen for, for example, are their classmates speaking fluently? Are they using the vocabulary that you taught in the lesson? When the activity is finished, the student who was listening mentions one positive point and one point they felt could have been better. Peer evaluation of this kind can also help students evaluate their own speaking.

Time out (Activity 1): Ss take time out of a speaking task to listen carefully to others in their group. You can try this in lesson 9.1.

Pair work in threes (Activity 2): Ss listen to pairs doing a speaking task and give feedback. Try this in lesson 9.2.

You can read more about this in *Teaching Speaking* by Goh and Burns (Cambridge University Press 2012) pp. 272–274. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *You can't judge a book by its cover*. Tell Ss this is a very popular saying in the United States. Ask Ss if they know what it means. (What something or someone looks like on the outside can be very different from what is on the inside.) Ask Ss if they believe this is true and why or why not. Ask *Do you think clothes and hair are more important to people now than they were in the past?*

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Tell them that this unit will have a lot of descriptive vocabulary that they will find useful in many situations. As a class, brainstorm words and phrases that Ss think will be in the unit (*image, clothing, jewelry, beautiful, interesting, etc.*). Write their answers on the board. Tell Ss to copy the words in their notebooks. As you do the lessons, ask Ss to use these words and to add any new vocabulary.

START SPEAKING

A Ss look at the picture.

- In pairs, Ss discuss the questions.
- Ss share their answers with the class.

Answer

He's getting a facial./He put cream on his face to make his skin look good.

B Read the questions aloud. Give Ss time to think of their own answers.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if their ideas about clothes and how they look are the same as Alessandra's.

REAL STUDENT

Hi, I'm Alessandra, and I think a lot about the clothes that I wear, and I like to look good.

C Read the saying and the questions aloud.

- Ss discuss the questions in pairs and then share their partners' answers with the class.
- Ask *Do you keep any photos with you all the time (on your phone or in your wallet)?*

UNIT OBJECTIVES

- compare stores and what they sell
- talk about people in photos
- ask for and give opinions
- write a paragraph describing a photo
- create and present an ad

LOOKING GOOD

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START SPEAKING

- A** Look at the picture. What's he doing? Do you do this?
- B** Think about yourself and your friends. Do you think a lot about the clothes you wear and how you look? How many times a day do you look at yourself (in mirrors, pictures, selfies, store windows, etc.)? For ideas, watch Alessandra's video.
- C** *A picture is worth a thousand words.* What does this mean? Do you agree? Are pictures important to you? Why?



Are you the same as Alessandra?

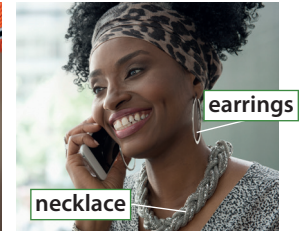


LESSON OBJECTIVE

- compare stores and what they sell

1 VOCABULARY: Naming accessories

- A  2.20 **PAIR WORK** Listen and say the words. Which items do you have? Tell a partner.



- B  Now do the vocabulary exercises for 9.1 on page 149.

- C Put the accessories in order from head to feet. Do you and your partner agree on the order?

2 LANGUAGE IN CONTEXT

- A Look at the pictures. What are they wearing? Now read an email from Mike to a friend. In the pictures, which one is Mike, and which one is his new coworker?



Hi Angelica,

Well, here I am in Berlin! I still can't believe it – I had an interview one month ago, and I started work today! 

So far, Europe's OK, very pretty. But the weather is worse than at home – colder, wetter, windier – horrible!

 For my first day on the job, I wore my winter suit with a blue tie.

I didn't know it, but the dress code at this company is a lot less formal than at my old company. **Sneakers** and T-shirts for almost everyone. A lot of the men wear **bracelets** and **earrings**! And everything is more modern than at my old office. The work is more or less the same, but the people are much warmer and friendlier than in my old office. Maybe it's the sneakers!

It's definitely a more interesting place to work, and the money is better, too. I'm really lucky. But I'm going to need to buy some casual clothes!

Mike

GLOSSARY

formal (adj) traditional, serious
casual (adj) relaxed, not formal

- B Read the email again. Check (✓) the sentence(s) that are true. Correct the false ones.

- ☐ 1 The new office is different from his old office. ☐ 3 Some things in his new office aren't so good.
☐ 2 The people in his new job aren't very friendly. ☐ 4 He prefers the weather in Berlin.

- C **GROUP WORK** What do business people usually wear to work where you live? Would you prefer to work in an office where appearance is important? Why? For ideas, watch Caio's video.



Do you agree with Caio?



- compare stores and what they sell

1 VOCABULARY: Naming accessories

- **Introduce the vocabulary** On the board, write *How many words for clothing and jewelry do you know?* Set a time limit of one minute and tell Ss to write down as many words as they can think of.
- Ss compare lists with a partner.
- Ask *Look at the words you wrote down. Which ones are you wearing now?*

A 2.20 PAIR WORK Ask volunteers to read the instructions and question aloud.

- Play the audio. Ss listen and repeat the words.
- Ss answer the question in pairs.
- Ask Ss if any of the words in the exercise match words from their lists. Ask Ss to share any other words from their lists, and tell the rest of the class to add the words to their lists.

B Direct Ss to page 149 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C Read the instructions aloud. Check that Ss understand *accessories* (smaller items that you wear, usually to show your personal style). Go over which items are accessories.

- Ss discuss the question in pairs and then share their partners' answers with the class.

Suggested answers

sunglasses, earring(s), scarf, necklace, tie, belt, bracelet(s), glove(s), socks, sneakers

2 LANGUAGE IN CONTEXT

- **Introduce the topic** On the board, write *dress code*. Ask Ss if they can explain what it means (the kind of clothing you are supposed to wear at school or at your job).
- Ask *Is there a dress code at your school or work? Do you think dress codes are a good idea? Why or why not?*

A Read the instructions and questions aloud. Check understanding.

- Direct Ss' attention to the **Glossary**. Ss read the email individually. Answer any questions about unfamiliar vocabulary.
- Ask volunteers for the answers. Tell them to point to the parts of the email that support their answers.

Answers

Mike is on the left. His coworker is on the right.

B Read the instructions aloud.

- Ss do the task individually.
- Check answers with the class.

Answers

- 1 true
- 2 false – The people are much friendlier here.
- 3 false – The new office is better, a more interesting place to work.
- 4 false – The weather is worse than it is back home.

EXTRA ACTIVITY

Tell Ss to write three to five comprehension questions about the email and exchange them with a partner to answer.

C **GROUP WORK** Read the questions aloud. Give Ss time to think of their own answers.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they agree with Caio.

REAL STUDENT

Hi, my name is Caio. I don't think so that your dress is important in your work. It's important what you do, what you make, what ideas you have, and how you are important for your company. And that's what I believe.

3 GRAMMAR: Comparative adjectives

A Present the grammar On the board, write *compare*. Explain that to *compare* means to say how two or more things are different or the same. On the board, write *My house is small. Her house is big. My house is smaller than her house. Ask What is being compared? (two houses) In the third sentence, what word is used to describe the houses? (smaller) What part of speech is small? (adjective) In this sentence, which parts show that we are comparing the houses? (-er and than) Explain that the way we form the comparative will change depending on the adjective. Some adjectives are irregular. Tell Ss to pay special attention to the adjectives in the sentences in the grammar box.*

- **Do the task** Direct Ss' attention to the **Notice** box and make sure they understand the meanings of the symbols.
- Give Ss time to read the sentences in the grammar box.
- Ss do the task individually.
- Check answers with the class.

Answers

1 than 2 less formal, more modern 3 better, worse

B Direct Ss to page 137 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C Read the instructions aloud. Explain that Ss are completing the sentences with answers that are true for them.

- Ss do the task individually.
- Read the information in the **Accuracy check** aloud. Ss check their work for accuracy.

EXTRA ACTIVITY

Write these sentences on the board: 1 *These earrings were more cheaper than yours.* 2 *My sneakers are more cooler than yours.* 3 *He looks more professional when he wears a tie.* Ask volunteers to correct the sentences on the board to check answers. (Answers: 1 These earrings were cheaper than yours. 2 My sneakers are cooler than yours. 3 Correct)

D  PAIR WORK Read the instructions aloud. Ask volunteers to read the sample sentences aloud.

- Ss do the task in pairs and then share their partners' answers with the class.

4 SPEAKING



 GROUP WORK Read the instructions and the adjectives aloud.

- **OPTIONAL ACTIVITY** Let Ss use their phones to go to stores' websites and research what they sell.
- Ss do the task in small groups.



TEACHER DEVELOPMENT ACTIVITY 1

Time out

Alternative instructions for exercise 4

This activity gives all Ss in each group the chance to sit back and listen to other members of the group.

- Put Ss in groups and give one S in each group an object (a colored card, piece of chalk, etc.).
- Tell Ss that when they hold the card, they should be silent and listen to their classmates. They should listen for correct and incorrect examples of comparative adjectives.
- Let Ss know that when you clap your hands, the S with the card should pass it to the S on their right. This S then listens, and the S who had the card re-joins the discussion.
- Ss begin their discussion. About every minute clap your hands so the card is passed on.
- At the end of the discussion, Ss tell each other about the comparative examples they heard.

- **Workbook Unit 9.1**
- **Worksheets: Grammar 9.1; Vocabulary 9.1**

3 GRAMMAR: Comparative adjectives

A Answer the questions. Use the sentences in the grammar box to help you.

- 1 Which word do you use after a comparative adjective to compare two or more things?

- 2 What are the opposites of *more formal* and *less modern*?

- 3 What are the comparatives of *good* and *bad*?

Comparative adjectives

Everything is **more modern than** at my old office.

The weather is **worse than** at home.

It's **colder, wetter, windier**.

The dress code is a lot **less formal**.

The money is **better**.



more = > *less* = <

B Now go to page 137. Look at the grammar chart and do the grammar exercise for 9.1.

C Put the adjectives in parentheses in the comparative form to make sentences that are true for you. Use *than* and *less* when necessary. Then check your accuracy.

- 1 People usually look _____ in black clothes. (formal)
- 2 In winter, warm gloves are _____ a hat. (important)
- 3 A necklace is _____ a scarf. (expensive)
- 4 Colored sneakers are _____ white ones. (cool)
- 5 People look _____ when they wear ties. (serious)



ACCURACY CHECK

Don't use *more* and *-er* together.

Your sunglasses are ~~more better~~ than mine. ✗

Your sunglasses are better than mine. ✓

D **PAIR WORK** Do you agree with your partner's sentences in exercise 3C?

I think black is boring. I wear lots of different colors.

Really? I think black is cool. It looks good on everyone!

4 SPEAKING



GROUP WORK Think of two places in your town where you can buy clothes and fashion accessories. Go online for ideas if you want. Compare these places and the things they sell. Use the adjectives in the box or your own ideas.

beautiful cheap/expensive fashionable friendly good/bad interesting



1 VOCABULARY: Describing appearance

A  2.21 Listen and say the words.B **PAIR WORK** Imagine you're designing your own avatar. Use the features in exercise 1A. Describe your avatar to your partner. How is your avatar's appearance different from your real appearance?C  Now do the vocabulary exercises for 9.2 on page 149.D **PAIR WORK** Think of a famous man and a famous woman. Describe them to your partner. Can they guess who you're describing? Now compare the two people (who has longer hair, darker hair, etc.).*She is a young woman with very long hair.**Is her hair darker or lighter than the other person?*

2 LANGUAGE IN CONTEXT

A **PAIR WORK** Think about a picture of you as a child. Describe it to your partner.B  2.22 Listen to the conversation between Pete, Pete's mom, and Pete's new girlfriend, Ava. Describe Pete's appearance as a baby and as a teenager. How does Pete feel about the photos now? 2.22 Audio script

Mom Ava, would you like to see some pictures of Pete when he was younger?

Pete Mom, please ...

Mom Look. This one is when Pete was two. Isn't he the cutest little baby with his **dark, straight hair** and funny smile?

Ava Yes!

Mom This is the funniest one. He was 15, and he had a little **mustache**. He couldn't grow a real **beard**, of course. He was the youngest boy in the class, but you wanted to look older. He was the most sensitive child.

Pete Mom, why do you always want to show people the worst pictures of me?

Mom Now, where is my favorite one, you know, from when you were 12 months old? You in the bath. It's here somewhere ...

Pete No, not that one, Mom. Please ...

Mom Here it is! It's the best one of all!

Pete Oh, no.



1 VOCABULARY: Describing appearance

- **Introduce the task** On the board, write *How many words for describing someone's appearance do you know?* Set a time limit of one minute. Tell Ss to write down as many words as they can think of.
 - Tell Ss to compare lists with a partner.
- A  **2.21** Ask Ss to say any of the words they already know. Ask Ss if they included any of the words on their lists from the activity in the introduction.
- Play the audio. Ss listen and repeat.
 - Ask *Can any of these words describe a friend or family member?* Ask Ss to share their answers with the class.
- B **PAIR WORK** **Do the task** Ask *What is an avatar?* (an electronic image that represents a computer user) Ask if any Ss use an avatar in a computer game, etc.
- Read the instructions aloud.
 - Give Ss time to design their avatar individually.
 - Ss do the task in pairs.
 - Ss describe their partner's avatar to the class.
- C Direct Ss to page 149 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.
- D **PAIR WORK** Read the instructions aloud. Ask volunteers to read the sample conversation aloud.
- Give Ss time to think of a famous person and how to describe them.
 - Ss do the task in pairs.

 HOMEWORK IDEAS

Tell Ss to write a description of another famous person and bring it to class the next day. They read their description and the rest of the class guesses who the person is.

2 LANGUAGE IN CONTEXT

- A **PAIR WORK** Read the instructions aloud.

- Ss do the task in pairs.

- B  **2.22** Read the instructions aloud.

- Check Ss' understanding of the task. Ask *How many people are speaking?* (3) *Who is Ava?* (Pete's girlfriend) *What is Pete's mom talking about?* (Pete's appearance in a baby photo and when he was a teenager) Suggest that Ss take notes as they listen to answer the questions.
- Play the audio. Ss check answers in pairs.
- Check answers with the class.

Answers

He had dark, straight hair and a funny smile when he was a baby.
He had a little mustache when he was a teenager.
He doesn't like the photos.

3 GRAMMAR: Superlative adjectives

- **Introduce the task** On the board, write *superlative*. Explain that another way to say superlative is *the best* or *the most*. If necessary, remind Ss that comparative adjectives say how two things are the same or different from each other. Explain that superlative adjectives describe three or more things. On the board, write *My house is small. Jane's house is smaller. Joe's house is smaller than Jane's house. Joe's house is the smallest*. Ask *What is being compared?* (three houses) *What word is used to describe the houses?* (small) *What part of speech is small?* (adjective) *In the last sentence, which parts show that we are comparing all the houses?* (the and -est). Explain that the way we form the superlative will change depending on the adjective. Some adjectives are irregular. Tell Ss to pay special attention to the adjectives in the sentences in the grammar box.

A Do the task Give Ss time to read the sentences in the grammar box.

- Ss do the task individually.
- Check answers with the class. Ask *Which adjectives are irregular?* (worst, best) *What is the comparative form of each?* (worse, better)

Answers

- 1 the 2 three or more things 3 -est, the most
4 the best, the worst

B Direct Ss to pages 137–138 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C PAIR WORK Read the instructions and the example sentence aloud.

- Give Ss time to fill in the blanks individually.
- Ss check answers in pairs and then check answers with the class.
- In pairs, Ss take turns asking and answering the questions.

Answers

- 1 most beautiful 2 biggest 3 coolest 4 curliest
5 darkest 6 friendliest 7 best 8 most interesting

MIXED ABILITY

For weaker Ss, work with them as a group to fill in the blanks and ask and answer the questions. Stronger Ss can write two or three more questions and ask their partners.

HOMEWORK IDEAS

Assign the writing of the sentences in exercise 3C for homework and then have pairs discuss the next day.

4 SPEAKING



- **PAIR WORK** Read the instructions aloud. Ask a volunteer to read the example aloud.
- **OPTIONAL ACTIVITY** Give Ss time to find three pictures on their phones and think about what they want to say about the pictures.
- If phones are not available in class, tell Ss to find three pictures for homework, and do the speaking task the next day in class.
- Ss do the task in pairs.



TEACHER DEVELOPMENT ACTIVITY 2

Pair work in threes

Alternative instructions for exercise 4

Doing pair work activities in groups of three gives Ss a chance to listen carefully to each other. This task also gives Ss an opportunity to repeat the task – see the Teacher Development notes in Unit 6.

- Put Ss in groups of three (or four). All Ss should find three pictures of the same person.
- Tell them they will take turns to do the pair work as well as listen to their classmates do the activity. For example: Ss A and B speak while S C listens; then Ss A and C speak while B listens, etc.
- Write *superlatives* and *fluent speaking* on the board, and tell Ss this is what they should listen for when they are in the listener role.
- Ss do the task and then give feedback to each other on their use of superlatives and their fluent speaking.

- **Workbook Unit 9.2**
- **Worksheets: Grammar 9.2; Vocabulary 9.2; Speaking 9**

3 GRAMMAR: Superlative adjectives

A **Circle** the correct options to complete the rules. Use the sentences in the grammar box to help you.

- 1 Superlative adjectives usually begin with *a / the*.
- 2 Superlatives compare **two things / three or more things**.
- 3 Short superlatives end with *-er / -est*. Longer superlatives begin with *the most / more*.
- 4 The superlative of *good* is *the best / the worst*. The superlative of *bad* is *the best / the worst*.

Superlative adjectives

Isn't he **the cutest** little baby?

He was **the most sensitive** child.

Why do you always want to show people **the worst** pictures of me?

This is **the best** one of all.

B **Now go to page 137. Look at the grammar chart and do the grammar exercise for 9.2.**

C **PAIR WORK** Put the adjectives in parentheses in the superlative form. Then answer the questions and give some details about each person. Tell your partner.

Which of your friends or family members has ...

- 1 the _____ eyes? (beautiful)
- 2 the _____ beard? (big)
- 3 the _____ makeup? (cool)
- 4 the _____ hair? (curly)
- 5 the _____ hair? (dark)
- 6 the _____ smile? (friendly)
- 7 the _____ clothes? (good)
- 8 the _____ jewelry? (interesting)

My cousin Ramon has the best clothes. He always wears sunglasses and cool shoes.

4 SPEAKING

PAIR WORK Find three pictures of the same person (you or another person) on your phone. Show the pictures to your partner and give an opinion about each one using superlatives. Does your partner agree?

Here are three pictures of me. I think this is the best one. I like it because I have a happy smile and my hair looks good. It's a picture of me on vacation at the beach last year. That was the most fantastic vacation of my life. What do you think? Is this the best of the pictures?



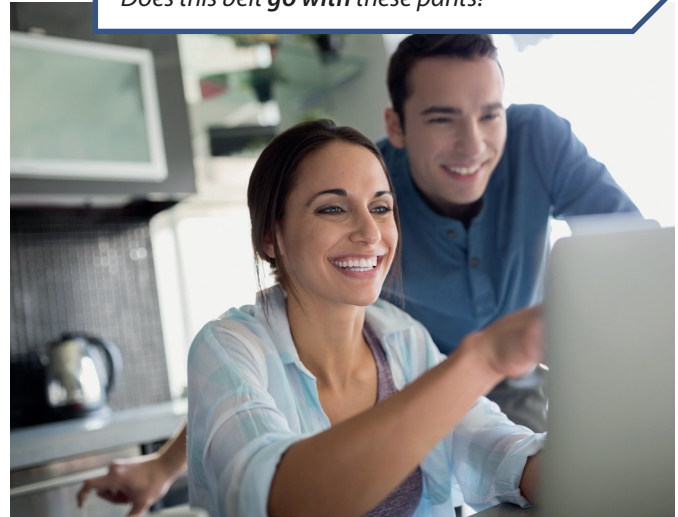
1 FUNCTIONAL LANGUAGE

- A  2.23 Read and listen to the conversations.
What are the people making decisions about?



INSIDER ENGLISH

Use *go with* to say that two things match.
Does this belt go with these pants?

 2.23 Audio script

- | | |
|--|---|
| <p>1 A What do you think of this scarf, Sam?
B It looks nice, Fiona! Really nice.
A Don't you think it's kind of bright?
B It's a little bright, I guess, but not too much.
And it goes with your dress.
A How do you feel about this white one?
B I prefer the other one.
A This one?
B Yes. It's perfect! And it's cheaper, too.</p> | <p>2 A I'm thinking of using this picture for my blog. Do you like it?
B I'm not sure. You don't seem very happy.
A I'm smiling in the photo! How about this one?
B That one is better, but isn't it a little formal?
A Really? Can you look and choose the best one?
B Sure.</p> |
|--|---|



- B Complete the chart with expressions in **bold** from the conversations above.

Asking for an opinion	Giving a positive opinion	Giving a negative or neutral opinion
What do you 1 _____ this?	It's 4 _____ nice.	Don't you 8 _____ it's (kind of bright)?
How do you feel 2 _____ ?	I 5 _____ the other one.	I 9 _____ .
Do you 3 _____ it?	It's 6 _____ !	I'm not 10 _____ .
	7 _____ is better.	11 _____ it (a little formal)?

- C **PAIR WORK** Practice the conversations in exercise 1A with a partner.

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Have a brief class discussion. Ask *Do you like to give your opinion about your friends' clothes? Do you think it's OK to give your opinion about someone else's appearance? When was the last time you asked for someone's opinion about your clothes or appearance? What did you ask about?*

A **2.23** Read the instructions and question aloud.

- Play the audio. Ss read along.
- Direct Ss' attention to the **Insider English** box and read the information aloud. Ask Ss to find an example of this in the conversations.
- Play the audio again, if necessary. Suggest that Ss write down their answers for each conversation.
- Tell pairs to compare answers and then check answers with the class.

Answers

Conversation 1. Fiona is choosing a scarf.
Conversation 2. The man is choosing a profile picture.

**MIXED ABILITY**

Tell stronger Ss to cover the conversations at the beginning of the exercise and answer the questions by just listening to the conversations, not reading them. Play the audio twice, if necessary.

B Direct Ss' attention to the headings in the chart. Check Ss' understanding of the headings.

- Ss complete the task individually.
- While Ss are completing the task, write the sentences on the board, including the blanks.
- Ask volunteers to come to the board to fill in the blanks for the class to check answers.

Answers

1 think of 2 about this 3 like 4 looks 5 prefer
6 perfect 7 That one 8 think 9 guess 10 sure
11 Isn't

C **PAIR WORK** Pairs practice the conversations in exercise 1A several times.

- Ask pairs to say one of the conversations for the class.

**EXTRA ACTIVITY**

Write one or both of the conversations on the board. Underline details that can be substituted, e.g., hat, suit, dark, blue, picture for my business card, You look angry, etc. Ss work in pairs to make new conversations and practice them.

2 REAL-WORLD STRATEGY

- **Introduce the task** Explain that when giving an opinion, it is usually important to not sound too strong about it because you can sound rude or hurt someone's feelings. Also, sometimes, you might not have a very strong opinion. Tell Ss that they will learn a way to give an opinion when they don't have a strong feeling or don't want to sound rude.

A  **2.24 Audio script p. T-175** Read the instructions and the question aloud.

- Play the audio.
- Check the answer with the class.

Answer

sunglasses

B  **2.24 Audio script p. T-175** Read the instructions aloud.

- Tell Ss to write their answers as they listen to the conversation.
- Play the audio.
- Check answers with the class.

Answers

Fiona: They're OK, I guess. Her opinion is positive, but she isn't sure about it.

C  **2.25 PAIR WORK** Read the instructions aloud.

- Give Ss time to read the **Real-world strategy** box about *I guess* silently.
- Give Ss time to write *I guess* in the appropriate places.
- Play the audio for Ss to check their answers.
- Ss practice the conversations in pairs.

Answer

2A I guess 2B (blank) 3A (blank) 3B I guess

EXTRA ACTIVITY

Tell pairs to work together to write their own conversation using *I guess*. Then have them say it for the class.

3 PRONUNCIATION: Saying /3/ vowel sound

A  **2.26** Read the instructions aloud.

- Play the audio. Ss underline the sounds.
- Check answers with the class and tell Ss to repeat the words.
- Ask *Is it a long or short sound?* (long) If appropriate, ask *Do you have this sound in your language?* (no)

Answers

2 shirt 3 perfect

B **PAIR WORK** Read the instructions aloud. Ask *Which words have a longer sound?*

- Give Ss time to do the task.
- Say the words aloud and tell Ss to repeat.

Answers

1 bird 2 turn 3 heard

C  **2.27** Read the instructions aloud. Give Ss time to find the /3/ words.

- Play the audio.
- Check answers.

Answers

A What do you think of this red shirt?

B Turn around ... Hmm, I'm not sure.

A How do you feel about this green shirt?

B I prefer the first shirt.

4 SPEAKING

- **GROUP WORK** Read the instructions aloud. Ask volunteers to read the conversations aloud.
- Ss do the task in small groups.

HOMEWORK IDEAS

Ss find pictures of clothing and accessories that they think are great or silly looking. Tell Ss to bring them to class and give their opinion to a partner. Their partner says if they agree or not and gives their own opinion.

- **Workbook Unit 9.3**

2 REAL-WORLD STRATEGY

- A  2.24 Listen to another conversation between Sam and Fiona. What item is Fiona trying to choose?
- B  2.24 Complete Fiona's opinion of Sam's suggestion below. Listen again and check.
Is her opinion positive?

Sam How do you feel about these?

Fiona They're OK, _____.

I GUESS

Use *I guess* when you're not certain about something or if you don't have a strong opinion.

Don't you think these shoes go perfectly with this dress?

I guess, but I like your brown sandals with it, too.



- C  2.25 **PAIR WORK** Read the information about *I guess* in the box above. Then write it in the correct places in the conversations below. Listen and check. Then practice the sentences with a partner.

- A I think these earrings are great _____.

B They're OK, I guess _____.
- A This belt is OK, _____. But it's nothing special.

B _____ I think it's perfect.
- A You look really serious in that picture _____. I prefer this one.

B Yeah, _____ it's better than the other one.

3 PRONUNCIATION: Saying /ɜ/ vowel sound

- A  2.26 Listen. Underline the parts of the words with the /ɜ/ vowel sound.

1 prefer 2 shirt 3 perfect

- B **PAIR WORK** Say one of the words in each group. Your partner listens and circle the word you say. Then switch roles.

1 a bird b bed 2 a turn b ten 3 a heard b head

- C  2.27 Underline the words with the /ɜ/ sound. Listen and check, and practice the conversation with a partner.

A What do you think of this red shirt?

B Turn around ... Hmm, I'm not sure.

A How do you feel about this green shirt?

B I prefer the first shirt.

4 SPEAKING

GROUP WORK Look at the pictures and discuss your opinions. Use the functional language to help you.

What do you think of that shirt?

It's kind of fun, I guess.

I think it's awful! I prefer the one on the right. How do you feel about that one?



LESSON OBJECTIVE

- write a paragraph describing a photo

1 READING

- A **THINK BEFORE YOU READ** Look at the pictures from different car ads. What do the pictures say about the cars? Which images do you like the most?



- B **READ FOR MAIN IDEAS** Look at the different types of people and match them to the pictures in exercise 1A. Then read the article and match the people to the paragraphs.

- | | |
|----------------------------|------------------------|
| a The happy family | c The cool city person |
| b The driver of the future | d The freedom lover |

How to sell ... CARS



Advertisers don't just sell *things*. They sell *ideas*. Here are the four most important ways that car companies use images to connect with buyers.

1

A car is speeding along a beautiful open road near the ocean, in the desert, or in the mountains. The air is clean and, most important of all, there are no other cars.

Picture ☐

2

Dad is driving, mom is smiling, and the two kids in the back seat are laughing. The car is full of things for a weekend trip to the beach – toys, towels, snacks – but there's always room for more.

Picture ☐

3

The driver is wearing fashionable clothes, and her best friend is sitting beside her. They're listening to music as she drives. The car is small, easy to drive, easier to park and fun.

Picture ☐

4

Is this a car or a spaceship? This car is full of the most modern technology possible – cameras, screens, an entertainment system, GPS. The car almost drives by itself, and it doesn't need gas, just electricity!

Picture ☐

- C **PAIR WORK** **THINK CRITICALLY** Discuss the ways that the car ads in the article are different from reality. Look at the ideas in the box and add two more.

*Some families are not happy on long car trips.
It's often difficult to find any parking space, big or small.*

LESSON OBJECTIVE

- write a paragraph describing a photo

1 READING

- **Introduce the task** Ask *Do you like to take photos? What kinds of photos do you like to look at? Do you think that photos can make you feel different emotions?*
- Explain that Ss will read about ads for cars and write a description of a photo.

A THINK BEFORE YOU READ Write these questions on the board. 1 *Do you drive? What kind of car do you drive?* 2 *Do you like cars? What is your "dream car"?* 3 *What is most important for you in a new car: looks? power? size? safety? price?* Ss ask and answer the questions in small groups.

- Read the instructions and questions aloud. Check comprehension.
- Ss look at the pictures and discuss the questions in pairs.
- Ss share their answers with the class.

B READ FOR MAIN IDEAS Read the instructions aloud.

- Ask volunteers to read the types of people. Ask *Which one describes you the best?*
- Ss first match the types of people to the pictures in exercise 1A.
- Ss read the article silently. Answer any questions about vocabulary. Check understanding of *advertisers, connect, speeding, open road, most ____ possible, electricity.*
- Ss match the types of people to the correct paragraphs.
- Ss compare answers in pairs before checking answers with the class.

Answers

- a picture 4, paragraph 2 b picture 2, paragraph 4
c picture 1, paragraph 3 d picture 3, paragraph 1

**MIXED ABILITY**

With weaker Ss, read the first paragraph aloud together. Work with these Ss to identify key words/phrases from that paragraph that will help them match each driver to the correct paragraph (e.g., for the first paragraph: *speeding, open road, no other cars = freedom lover*). Continue in the same way with the other paragraphs.

C PAIR WORK THINK CRITICALLY Ask Ss to find an example of *just* meaning *only* in the reading and underline it. Check answers as a class. (Advertisers don't just sell things ...; ... just electricity)

- Read the instructions aloud and ask a volunteer to read the example ideas in the box aloud.
- Ss discuss the topic in pairs and add two more ideas.
- Ask Ss to share their ideas with the class.
- See if most Ss agree or disagree with the idea that car ads are usually different from reality.

**EXTRA ACTIVITY**

Ask *What are the most important things to you when you think about what car to buy? Do car ads influence your decision about what car to buy or what car you like the best?*

2 WRITING

- **Introduce the writing task** Ask *When you see a car ad, what do you think is more important, the car or the people and places in the ad? What kinds of places are in an ad for an expensive/family/electric/sporty car? What are people wearing in those ads? Does every car ad need to have people in it?*

A Read the instructions aloud.

- Ss read the contest ad and the email silently.
- Check understanding. Ask *What is the contest?* (to find the best image for a new car ad) *Who is having the contest?* (a car company) *Do you email just a picture?* (No. You email a description of your idea, too.) *What does the contest winner get?* (a free car)
- Ss discuss the person's idea in pairs.
- Ss share their answers with the class.

B Ask a volunteer to try to read the submission aloud. Ask *What is wrong with the writing?* (There is no punctuation.) Ask *What happens when sentences are too long?* (They are hard to read. The main idea gets lost.)

- Read the instructions aloud.
- Ss do the task individually.
- While Ss are doing the task, write the sentences on the board exactly as they appear on page 93.
- Ask volunteers to come to the board and add the correct punctuation and capitalization.
- Once the class agrees on the correct punctuation, let pairs discuss what kind of customer the image is for.

Answers

My image is of a beach on a warm summer day. The car is parked, and the driver is getting beach things out of the back. The driver's door is open, and her dog is already running to the beach. This image gives the idea of being young and full of energy.

C WRITING SKILLS Read the instructions aloud.

- Ss do the task individually. While Ss are doing the task, write the sentences on the board exactly as they appear on page 93.
- Ask volunteers to come to the board and add the correct punctuation and capitalization.

Answers

- 1 The most important thing in my image is the famous football player next to the car. He is standing with a football in one hand and the key to the car in the other.
- 2 My image shows an open door of the car. You can see the inside of the car. It looks very modern and nice.



WRITE IT

D Read the instructions aloud.

- Ss do the task individually.

E GROUP WORK Ss share their submission with the rest of the class. In larger classes, put Ss into small groups to share their submissions.

- Have a class vote on which image the class thinks will sell the most cars. Ask Ss to share their reasons for their choice.



HOMEWORK IDEAS

Assign the writing of the description for homework and share it with the class the next day.

- Workbook Unit 9.4

2 WRITING

- A Read the information about a contest. Then read the email below. Which kind of customer is this image for? Do you like this person's idea? Why or why not?

ADVERTISING CONTEST!

We are looking for the perfect image for an ad for our new car, and we need **YOUR** help!

What image do you suggest?



Email your best idea to
best_car_ad@carwars.com.

Describe your idea in 50–80 words.
Your image can be a photo or a
drawing. The winner gets a free CAR!



The car is in a street where people live. It's a small car, perfect for the city. Someone is cleaning the car. He or she is very proud of it. The idea is that the car is very important to the person because it's very practical, but it also looks good.

- B Read another submission to the contest. Divide the text into four sentences with correct punctuation. Check your work by looking at exercise 2A. What kind of customer are these images for?

my image is of a beach on a warm summer day the car is parked and the driver is getting beach things out of the back the driver's door is open and her dog is already running to the beach this image gives the idea of being young and full of energy

- C **WRITING SKILLS** Look at these other submissions. The sentences are too long, and the writers did not use any periods. Change the texts into two or three sentences. Don't forget the capital letters.

- 1 the most important thing in my image is the famous football player next to the car he is standing with a football in one hand and the key to the car in the other
- 2 my image shows an open door of the car you can see the inside of the car it looks very modern and nice



WRITE IT

- D Prepare your ideas for the contest. Describe your image. Use these phrases to help you.

My image shows ...

The car is driving on a ...

The most important thing in my image is ...

There are no other cars in the image ...

- E **GROUP WORK** Share your submission and image with the rest of the class. Which images and ideas do you like most?



9.5

TIME TO SPEAK

Sell it!

LESSON OBJECTIVE

- create and present an ad

A RESEARCH Look at the pictures. What do you see? What do you think they are selling?

B DISCUSS Here are some of the most popular people and things in advertisements. Why do you think they are popular? Use the phrases at the bottom of the page to help you.

- animals
- babies and children
- perfect families
- friends having fun
- beautiful people
- funny or romantic stories

C DECIDE Look at the list of products and agree on the two most interesting ones.

an airline	candy	jeans
perfume	a smartphone	soda

D PREPARE Choose one of your products and make an ad for it. The ad can be print (magazine, poster) or a video (for TV or online). Think about these questions as you plan it.

- Who is the ad for? (parents, teenagers, etc.)
- Who is in the ad? What are they wearing?
- Where is the ad? (in the mountains, in a house, etc.)
- What happens in the ad?
- What do the people say?
- What kind of music is in the ad?
- Are there words in the ad? What do they say?

E PRESENT Present your ad to the class. When all the presentations are finished, have an awards ceremony. Vote on the best ads in these categories:

- the funniest ad
- the most interesting ad
- the most creative ad
- the best ad



» To check your progress, go to page 155. »

USEFUL PHRASES



DISCUSS

In my opinion ... / I'd say that ...
I love ads with ... because ...
I think those ads are funny/cute/
annoying/stupid.



DECIDE

Let's do/choose/think
about ...
I think we should ...



PRESENT

Our ad starts with ...
People are going to
remember our ad because ...



- **Introduce the task** Aim: Introduce the topic of ads with images.
- Tell Ss to think of a popular ad they saw recently, on TV, online, etc. Ss describe it to a partner but don't say what the ad is for. The partner guesses what the product is.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use the phrases at the relevant stages of the lesson.

A RESEARCH Do the task Aim: Ss think about and research what images are used in ads.

- **INDIVIDUALLY** Ss think of their own answers to the questions.
- **WHOLE CLASS** Ask Ss to share their ideas with the class. Ask them to give reasons for their ideas.

B DISCUSS Aim: Ss discuss why different kinds of images and stories are used in ads.

- **GROUPS** Ss discuss the questions in small groups.
- **WHOLE CLASS** Ask Ss to share their ideas with the class. Encourage them to think of ads that use each of the items.
- **Preparation for speaking*** Give Ss time to make notes about what they are going to say. They can do the task twice: once with notes and once without.

C DECIDE Aim: Ss discuss which products are interesting.

- **GROUPS** Ss do the task in their group.

D PREPARE Aim: Ss choose a product and make an ad for it.

- **GROUPS** Give groups time to choose their product and plan their ad.

E PRESENT Aim: Ss present their ad to the class.

- Tell Ss to take notes during each presentation to help them decide which ad to vote for.
- **GROUPS** Ss take turns presenting their ad.
- Have a vote and an awards ceremony for the best ad in each of the categories.
- **Feedback for speaking activities*** Monitor and make a note of the strong points of each group, for example, good use of unit vocabulary, interesting questions, natural-sounding interactions, etc. You can use your notes to give feedback at the end of the lesson.

*These tips can help you create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

- Direct students to page 155 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

Either answer these questions yourself in a reflection journal or discuss them with your peers.

- 1 How did students react to playing the role of listener? How can you help them feel comfortable in this role?
- 2 This is probably the first time you have done this kind of activity, so the quality of feedback was probably not very high. How can you help students so the feedback quality improves?
- 3 In the exercises in this unit, students were asked to give feedback on grammar use and fluent speaking. What other areas of spoken language can you ask students to give feedback on?
- 4 What kinds of speaking activities do you think that peer feedback is most suited to?
- 5 How can peer feedback help students assess themselves at speaking? How does this help independent learning? (See the excerpt from *Teaching Speaking* mentioned in the introduction for ideas.)

REVIEW 3 (UNITS 7–9)

Introduce the review Before beginning the review, write *Grammar, Vocabulary, and Functional language* on the board.

- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language of Units 7–9. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 VOCABULARY

A Ss complete the chart individually then check with a partner.

- Check answers as a class.

Answers

1 burger 2 onion 3 roasted 4 spicy 5 bus station
6 suitcase 7 gloves 8 scarf

B Ss work with a partner to think of a category for each column in the chart and to add two more words to each category.

- Check answers as a class. See the Language summaries for Units 7–9 on pages T-167–169 for ideas.

Suggested answers

Food Taste/Cooking Traveling Accessories

2 GRAMMAR

A Ss complete the conversation individually then check with a partner.

- Check answers as a class.

Answers

1 for 2 some 3 to 4 when 5 being 6 few
7 than 8 curlier 9 the most 10 any 11 of 12 best

B **PAIR WORK** Ss practice reading the conversations.

- Suggest details that Ss can change; for example, they can change *café* to *park* or change the description of the little sister.

3 SPEAKING

- **PAIR WORK** Ss read the questions and make notes individually.

- Ss ask and answer the questions in pairs. They should make notes about their partners' answers.
- Ask Ss what they learned about their partners.

REVIEW 3 (UNITS 7–9)

1 VOCABULARY

A Complete the chart with words from the box.

burger bus station gloves onion roasted scarf spicy suitcase			
cereal	bitter	airplane	belt
chicken	boiled	backpack	bracelet
jam	delicious	check-in	earrings
lettuce	grilled	guidebook	necklace
strawberry	sour	map	tie
1 _____	3 _____	5 _____	7 _____
2 _____	4 _____	6 _____	8 _____

B Write a category for each group of words above. Then add at least two more words or phrases to each group.

2 GRAMMAR

A Complete the conversation.

- A Excuse me, can you help me? I can't find my little sister, Nell. I went to the café ¹for / to a burger and ²a / some fries for us. Nell wanted ³for / to stay outside. She always waits for me ⁴where / when I go somewhere. Normally, she doesn't mind ⁵be / being alone for a ⁶some / few minutes. But now I can't find her.
- B It's all right. I'll help you. Describe her to me.
- A Well, she's ten years old. She has dark hair – it's longer ⁷for / than mine, and it's ⁸curlier / curliest. She's wearing jeans and a pink T-shirt. It's ⁹more / the most colorful T-shirt you can imagine! Oh, and she doesn't speak ¹⁰some / any English.
- B Don't worry. A lot ¹¹the / of children get lost, and we always find them. The ¹²better / best thing to do is wait here. I'm going to contact the security officers, OK?

B **PAIR WORK** Practice reading the conversation with a partner. Change the details and make a new conversation.

3 SPEAKING

A **PAIR WORK** Think of a special place that you enjoy going to -- a park, a shopping mall, an amusement park, etc. Work with a partner and discuss the questions. Make notes on your partner's answers.

- Why do you enjoy going there? What do you like to do there?
- Can you think of three different reasons that people go to this place?
- When you go to this place, what are the first things you do?
- Is it very close to your home? What is the easiest way to get there?
- Is it better to go on the weekend or during the week? Why? What is the best time of day to go?

I like to go to a little park near the river. It's a good place for...



4 FUNCTIONAL LANGUAGE

A Read the conversation in a hotel. Complete the conversation with the phrases from the box.

could you recommend I guess	how about we prefer	how was it what do you think	I'd like what kind of	if you want, you can you could
--------------------------------	------------------------	---------------------------------	--------------------------	-----------------------------------

- A** Excuse me, ¹ _____ a place for dinner?
- B** Sure. ² _____ food do you like?
- A** It doesn't matter to my husband, but I think ³ _____ something Italian.
- B** Well, ⁴ _____ try the pizzeria across the street, or
⁵ _____ eat at the hotel restaurant. We have pasta dishes.
- A** ⁶ _____ of the pizzeria? Is it good?
- B** It's okay, ⁷ _____, but I think the hotel restaurant is better.
- A** ⁸ _____ somewhere different. We ate here yesterday.
- B** Well, there's Bella Napoli, that new Italian place near the park. I went there last week.
⁹ _____ of that?
- A** ¹⁰ _____ ?
- B** It was really nice.

B **PAIR WORK** Practice reading the conversation in pairs. Then change the details to make a new conversation.

5 SPEAKING

A **PAIR WORK** Choose one of the situations. Act it out in pairs.

- You are preparing a dish that you really like. Tell your friend about the dish. Then ask for an opinion and advice. Your friend suggests ways of improving it.

A Here, taste this. What do you think?

B Mm, delicious! And very spicy.
- You brought your friend to your family's celebration. All your favorite foods are there. Tell your friend about the foods and say which are the best, and why. Answer your friend's questions, too.

A My grandmother makes the most delicious desserts.

B I love sweet things! What's in this one? ...

B Change roles and repeat the role play.

4 FUNCTIONAL LANGUAGE

A Ss do the task individually.

- To check answers, pairs read the conversations out together.

Answers

- 1 could you recommend
- 2 What kind of
- 3 I'd like
- 4 you could
- 5 if you want, you can
- 6 What do you think
- 7 I guess
- 8 We prefer
- 9 How about
- 10 How was it?

- B **PAIR WORK** Ask two volunteers to read the conversation aloud. Tell Ss they are going to read the conversation again, changing some of the information. As an example, write the first line on the board and underline the word *dinner*. Ask Ss what other word they could change *dinner* to elicit *lunch* or *a party*. In pairs, Ss change more details in the conversation then they practice their conversations in pairs.

5 SPEAKING

- A **PAIR WORK** Ss choose one of the three situations and prepare a conversation. They should make notes but not write the full conversation. For extra support, refer Ss to the functional language lessons from Units 7 to 9.

- Pairs practice their conversations.

B Pairs change roles and repeat their conversations.

- Choose a pair to perform their conversation for the class. If possible, choose a different pair for each of the three situations.