



# Get the look!

## READING

topic: improving your look  
 skill: finding specific information;  
 understanding detail  
 task: multiple matching

## GRAMMAR

comparatives and superlatives;  
*(not) as ... as; too/enough*  
*much/a lot/a bit + comparative,*  
*not quite as ... as*  
 task: open cloze

## VOCABULARY

describing appearance

## LISTENING

topic: shops that offer more than  
 shopping  
 skill: listening for specific information  
 task: sentence completion

## SPEAKING

topic: ways of shopping  
 skill: making guesses  
 task: describing a photo

## WRITING

topic: app and website reviews  
 skill: structuring and planning  
 a review  
 task: review

## SWITCH ON ▶

video: fashion factory  
 project: new clothing brand

## Lead-in SB p57

Focus students' attention on the photograph and nominate a student to read the quote aloud. Ask students to tell you whether or not they agree with the quote and to say why/why not. Get students to describe the picture, asking prompting questions, e.g. *Where is the boy? What is happening? What do you think of the style he has chosen?* Elicit some key language, such as *shave, clippers* and *barbers*. Organise students into small groups and ask them to discuss the questions. Monitor as students do this, prompting where necessary. Conduct class feedback.

## Possible answers

- 1 Yes, I spend a lot of time thinking about my look. I'm always changing my hairstyle and getting ideas from the fashion magazines I read.
- 2 positives: people will notice you and they won't forget you; people with their own style often seem interesting; you don't need to worry about following fashion  
 negatives: people might laugh at you for looking different; sometimes it's difficult to get a good job if you look really different from other people
- 3 Last week I got blonde highlights in my hair/bought new glasses/started wearing red lipstick/got my ears pierced/changed to a new sporty hairstyle.

## extra

Write a few categories on the board, e.g. *hair, skin, size, eyes*. Organise students into groups, give them a three-minute time limit and get them to write a list of as many adjectives for each category as possible. Conduct class feedback, generating as much language as possible.

## To start

Tell students that this unit's reading lesson is going to focus on advice to help people look stylish and fashionable. Ask students: *How much time do you spend getting dressed in the morning? Do you enjoy shopping for clothes? Is how you look important to you? What's fashionable now? Do you follow fashion or do your own thing?* Generate as much discussion as possible and write new language on the board.

## Power up

**1** Focus students' attention on the verbs and phrasal verbs in the box. Read the instructions aloud and give students a minute to complete the first part of the task. Allow them to check their answers with a partner before collecting answers around the class. Get students to work with a partner to read through the sentences and decide whether or not they are true for them. Model this yourself by reading the first sentence aloud. Say something like: *This definitely isn't true for me because I don't like taking things back to the store if they don't fit. It takes too long! I prefer to try things on in the store.* Monitor as students share their ideas, prompting where necessary.

- 1 try on
- 2 save up
- 3 check out
- 4 dress up
- 5 suit
- 6 stand out

### Possible answers

Number two isn't true for me because I'm not good at saving money! When I have money, I spend it.

Number four isn't true for me, because I love getting dressed up for parties.

Number six is definitely true for me. I like to look the same as everyone else and I don't like it when people look at me.

## Read on

**2** If necessary, pre-teach the following words: *adventurous, ordinary, avoid* and *afford*. Check students' understanding by using concept questions, e.g. *If someone is adventurous, do they like doing the same things all the time? (no) Do they like doing different things? (yes) If something is ordinary, is it very normal and everyday or is it unusual? (normal and everyday) If I avoid something, do I try to stay away from it or is it something I want to do? (you try to stay away from it) If I can afford something, do I have enough money to buy it? (yes)*

Read the task instructions aloud. Give students a minute to read the descriptions and share their ideas with a partner before conducting class feedback.

- 1 to be more adventurous with his appearance
- 2 to buy something to help him stand out
- 3 to get something to wear for a party
- 4 to look her best at a wedding

## exam tip

**3** Read the exam tip aloud to students. Ask students to tell you what they understand by the phrase *key word* (an important word which tells you what you need to look out for). Focus students on the first description in Ex 2 (Ash) and give them a minute to underline the key words. Then give students two minutes to look at reviews A–F quickly and decide which one matches Ash's situation best. Allow them to share their ideas with a partner before checking answers orally.

Suggested key words: be more adventurous with clothes; doesn't want to buy anything new; needs a quick and practical style guide

Reviews A and F talk about advice on clothes.

F is the best match because Ash doesn't want to buy anything new.

## exam task: multiple matching

This is an exam-style task but in the Cambridge Preliminary for Schools exam, students must match five people's needs (rather than four) with one of eight options (rather than six).

**4 e** Read the instructions aloud and make sure students realise they will need to refer back to Ex 2 in order to complete this task. Circulate as students complete the task, reminding them to follow the advice set out in the exam tip and asking them to explain why they have matched each teenager with a particular app or service. Collect answers around the class.

- 1 F (*to get the latest free tips on clothes; He wants all teens to be confident enough to look good; his advice is easy to follow in his weekly five-minute vlogs*)
- 2 D (*This site lets you create a more interesting wardrobe; This service is expensive but in five days you get your special design*)
- 3 C (*It's the easiest way to make a change without spending anything; Find stuff to wear ... for special occasions*)
- 4 A (*Do you need the perfect look for a special event? ... One of our fashion experts will find the best shapes, styles and colours for you ... It's not the cheapest advice and you need to wait two weeks for an appointment, but it's personal to you.*)

**5** Organise students into pairs. Challenge them to see who can be first to match the words and phrases with the meanings. Collect the answers around the class, modelling natural-sounding pronunciation where necessary. Personalise the new language by asking questions, e.g. *What accessories do you usually wear? Can you tell me about a funny slogan you've seen on a T-shirt? Do you like plain clothes or do you prefer patterned? What's your favourite kind of pattern?*

- 1 experts
- 2 average
- 3 Do you fancy ...?
- 4 pattern
- 5 accessories
- 6 slogan

## 5 Get the look!

READING (Continued)

### Sum up

- 6** Read the instructions aloud to students. Organise students into pairs and get them to discuss positives and negatives about each app and service. Circulate as students do this, prompting and offering support where necessary. Bring students together and open this up into a class discussion, generating as many ideas and as much language as possible. Then get students to tell you about the app or service they would most like to try. Encourage them to give reasons for their answer.

#### Possible answers

The Style Advisors:

positives: consultation plus shopping session; you choose the shop; offers hair and skincare tips too; personal to you  
negative: expensive

From Small To Tall:

positive: style for everyone, no matter what their size  
negative: long delivery time

Swap Till You Drop:

positive: good for the environment  
negative: clothes might be in worse condition than you expected them to be

Your Look, Your Way:

positive: helps you to be creative and to choose the look you want  
negative: expensive

Hair Scare:

positive: fun, allows you to try out different looks  
negative: might stop you from trying interesting new looks in real life

Nat the Hat:

positive: might help you feel more confident  
negative: only one person's ideas, so might not suit everyone

### Speak up

- 7** Give students a minute to read the T-shirt slogans. Encourage them to check the meaning of any they don't understand with you. Students should work in pairs to discuss the meanings of each one. Bring students together to discuss which slogans they like the best. Encourage them to give reasons for their answers. Ask students: *What's your favourite slogan? Can you translate it into English?*

#### Possible answers

- 1 It's better not to buy a lot of things but to choose what you really like/what will last a long time.
- 2 Being friendly is always a good thing and personality is as important as appearance.
- 3 It's good not to wear the same things all the time.
- 4 Being creative and adventurous can be fun.

- 8** Read the instructions aloud. Organise students into small groups to share their ideas and write down any good slogans they can think of. Collect ideas around the class.

#### extra

Tell students to think of three fashion problems they have. Give examples, e.g. *I don't know if I should get my hair cut; the clothes I like are all too expensive for me; my parents don't like my clothes*. Organise students into pairs. Get them to share their fashion problems. Their partner should listen and offer advice. Get a few students to report back on their discussions.

### Fun footer

Nominate a student to read the fun footer aloud. Ask students: *Do you know any trendsetters?*

### To finish

Tell students about a fashion problem you have. Say something like: *I need to look smart for work, but I'm getting really tired of wearing the same boring clothes every day*. Tell students that they are going to work in pairs to create a new look for you. Give students five minutes to create your new look (drawing pictures if necessary). One student from each group should then present their ideas to the rest of the class. Conduct a class vote to decide on the best one.

To prepare for the Grammar lesson, ask students to complete Ex 1 on page 60 of the Student's Book for homework, and to read the grammar reference section on making comparisons on page 134.

Also share with them a link to the PowerPoint Grammar Presentation on making comparisons. Tell them to write down the main grammar points plus any questions they have, and say that you will go over these in the next lesson.

Presentation tool:

Unit 5, Reading

Workbook / Online Practice:

WB p40

Photocopiable Activity:

5C

Audioscript:

SB p168

Extra Practice App

## To start

Write the following on the board: *a wedding, a job interview and a party at your friend's house*. Ask students: *What would you wear in these situations?* Organise students into pairs to discuss their choices. Monitor as students share their ideas, helping with language input where necessary. Bring the class together and nominate a few students to report back.

### extra: digital



You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of the Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

## explore grammar

→ SB p134

**1** If you used the flipped classroom approach at the end of the last lesson, elicit answers to the first exercise and go over any questions students have from the exercise, the grammar box or the grammar reference section.

If you didn't use the flipped classroom approach at the end of the Reading lesson, elicit what a comparative is and what a superlative is. (A comparative is when we compare two things (or two people); we use the superlative when we compare one thing (or person) with the rest of the things or people in a group.) Model the language by choosing two students. Ask the rest of the class to tell you which of the two students' hair is longer and elicit the sentence: *Y has longer hair than X*. Stress that this is a comparative sentence. Now include another student with longer hair, so that there are three. Elicit the sentence: *Z has the longest hair* and stress that this is a superlative sentence. Get students to make more comparative and superlative sentences about themselves. Once students have had the chance to practise this, model (*not*) *as ... as; too/enough* by making more examples about students, e.g. *X's hair is not as long as Y's. X's hair is long enough to wear in a ponytail*. Get students to make their own sentences using (*not*) *as ... as; too/enough*.

Then focus students' attention on the explore grammar box. Get them to complete the examples using the words from the box. Allow students to check their answers with a partner before reading the grammar explanation together. Ask students if they can think of any more examples to add to the ones already given.

- 1 smaller 2 bigger 3 more interesting 4 worse  
5 cheapest 6 slimmest 7 easiest 8 best

## watch out for



Students (even at higher levels) continue to make errors with the form of comparative adjectives. For example, saying ... *more bigger than ...* or *more better than ...* Pay attention to this kind of error while students are speaking, and allow them to self-correct.

Students at this level can also omit the *than* and *the* from comparative sentences. With (*not*) *as ... as*, they can sometimes forget the second *as*. Encourage students to be mindful of this, and reassure them that with practice, they will soon be able to master these forms.

**2** 5.1 Read the instructions aloud. Play the recording while students complete the task. Check answers as a class.

D, E, B and C (in that order)

**3** 5.2 Focus students' attention on the sentences and read the instructions aloud. Remind students to refer to the information in the grammar box as they complete the task. Circulate as students do this, offering support where necessary. Play the recording so students can check their answers.

- 1 better 2 more expensive, better, cheaper 3 straighter  
4 taller, more confident 5 easier, more interesting

**4** Read the instructions aloud and ask students to look at the sentences. Nominate a student to read the first (completed) example aloud. Allow students to check their answers with a partner before reading the sentences around the class.

- 1 too expensive 2 old enough 3 the worst  
4 most practical

**5** Encourage students to check the meaning of any sentences they do not understand. Tell them they can also use the example sentence if they like. Organise students into groups and circulate as they complete the task, prompting where necessary and making a note of any interesting ideas for use in the feedback session. Bring the class together again and nominate a student from each group to report back. Generate as much discussion as possible and write down any new ideas on the board.

### Possible answers

- I think it's true, if you're talking about designer brands. However, many very fashionable people don't spend too much money on clothes, because they buy second-hand clothes and make their own things to wear.
- I totally disagree. I think that even very young children are old enough to know what they want to wear.
- I think being a model would be the worst job in the world because I love eating and I think models aren't allowed to eat whatever they want.
- Yes, I think uniforms are practical because it means students don't need to think about what they need to wear every day. It's probably cheaper too.

## exam task: open cloze

This is an exam-style task but in the Cambridge Preliminary for Schools exam, the text would have a greater variety of verbs. This text reflects the lesson focus on making comparisons.

**6** Give students a minute to read the text and ask them to summarise what it's about in just one sentence. Ask: *Do you agree with the writer's point of view?* Challenge students to see who can be the first to complete the text. Read the text around the class.

- more (comparative of long adjective)
- most (superlative of long adjective)
- taller (comparative of short adjective)
- enough (*not* + adjective + *enough* to mean 'not the right amount')
- as (*as ... as* to say that two things or people are the same in some way)
- too (*too* + adjective to mean 'more than necessary')

## 5 Get the look!

GRAMMAR (Continued)

### Speak up

**7** Organise students into small groups to discuss the questions. Monitor as students share their ideas, prompting them to give reasons for their choices. When groups have had the chance to discuss each point, bring the class together. Nominate people from each group to report back and encourage as much debate as possible.

#### Possible answers

- 1 I think filters can create funny photos, but sometimes it gets a bit boring and you just want to see a real photo.
- 2 Yes. I think selfies are too popular. I also think that people spend far too long taking selfies when there are many more interesting and important things to do.

#### extra

Organise students into small groups. Ask them to show the rest of their group a photo on their phone, with and without a filter (or get them to take a selfie in class). In groups, students should compare their photos using the target language. They should say which photo is the best / most interesting, etc. Circulate as students do this, noting how well they are managing to use comparative and superlative forms.

### Fun footer

Read the fun footer with the students, then ask if they are surprised by the age of the founder. Ask: *Can you imagine how it would feel to be so young and to have such a successful app and business? Do you think the founder expected it to be so popular?*

### To finish

Organise students into small groups. Get them to make a list of the places where they buy clothes (this can include online stores, second hand shops and high street stores). Then, get them to write sentences comparing the places they have listed. Encourage them to use all of the target language: comparatives and superlatives as well as *(not) as ... as* and *too/enough*. Get students to share their sentences and encourage discussion about their choices.

Presentation tool:	Unit 5, Grammar
Workbook / Online Practice:	WB p42
Grammar Reference and Practice:	SB pp134–135
Photocopiable Activity:	5A
Audioscript:	SB p168
PowerPoint Grammar Presentation:	Unit 5, Grammar
Extra Practice App	

# VOCABULARY

SB p61

describing appearance

### To start


Ask students to work in small groups. Remind them of the language they learned in the grammar lesson (comparatives, superlatives, *(not) as ... as* and *too/enough*). Give students a time limit of three minutes to write as many sentences as they can about some of the people pictured in the Student's Book. They can use any pictures they like, from any page up to the current lesson page. When the time is up, listen to some of the sentences the students have written. Award points for each sentence which uses the target language correctly: the team with the most points is the winner.

**1** Read the instructions aloud. Organise students into groups and challenge them to see who can be the first to complete the task. During feedback, get students to explain why the odd one out in each group is different.

- 1 high (usually used to describe mountains and buildings, not people)
- 2 slim (used to describe a person's size and shape; hair can be *thin* but not *slim*)
- 3 stripes (used to talk about a pattern of lines on material)
- 4 a smartphone (although a phone can be fashionable and is carried everywhere, it's a gadget more than an accessory)

**2** Focus students' attention on the words in the box and get them to complete the matching task. Check answers as a class.

- be: average height / short / 1m 64 tall / small for your age  
carry: a smartphone / a backpack / a wallet  
have: fair hair / straight hair / curly hair / long hair / freckles / braces  
wear: stripes / braces / make-up / jewellery / a baseball cap

**3**  5.3 Read the instructions aloud to your students. Circulate as students complete the task, checking to see how well they understand and can use the new vocabulary. Play the recording so that students can check their answers.

- 1 curly, baseball cap
- 2 jewellery, backpack
- 3 braces, small for my age
- 4 freckles, make-up

#### extra: fast finishers



Fast finishers can write sentences about themselves using the words from Ex 1. Alternatively, they can work with a partner and test each other on the spelling of the words in Ex 1.

- 4 Read the instructions aloud to students. Demonstrate the activity by choosing a photograph and describing it (be careful not to let students see the photo you have chosen). Elicit which photo you have described and ask students to tell you which words and phrases helped them arrive at their answer. Circulate as students complete the task, noting down good examples of target language use and also making a note of any issues for attention in the feedback session.

## explore language

- 5 Read the instructions aloud and focus students' attention on the questions in the box. Point out that questions 2–5 all use *like*, but with different meanings. Give students a minute to decide on their answers with a partner before discussing this as a class. Nominate students to read the questions aloud, modelling natural sounding pronunciation where necessary. Monitor as students ask and answer questions, offering support where necessary. After a few minutes, bring the class together and nominate a few pairs to ask and answer questions in front of the rest of the class.

- A appearance 3, 4  
B personality 2  
C preferences 5

### exam task: multiple-choice cloze

- 6 e Focus students' attention on the T-shirt in the photograph. Nominate a student to read the slogans on the T-shirt and ask: *Why do you think someone might wear this T-shirt?* Then get students to read the text and find out if their predictions were correct. Read the instructions and get students to complete the text. Allow students to check their answers with a partner before reading the text around the class. Encourage students to explain how they arrived at their answers in each case.

- 1 B (collocates to make the phrasal verb *stand out*, meaning 'be easy to notice')  
2 D (the only noun that works in this context)  
3 C (*how* + adjective *tall* to ask about height)  
4 A (*too* + adjective to mean 'more than necessary')  
5 A (collocates to make the verb *look like*)  
6 C (the only noun that works in this context)

## Speak up

- 7 Read the instructions aloud and nominate a student to read the examples. Ask students to work with a partner to share their ideas. Collect annoying questions around the class and discuss possible responses to each one.

### Possible answers

- Are you going out dressed like that?  
Have you tidied your room recently?  
Have you got a girlfriend/boyfriend yet?  
Is that a new spot on your face?  
Did you get my text message?

## To finish

Ask students to look at the questions they came up with in Ex 7. Tell them that they are going to design a T-shirt like the one in Ex 6. Give students a few minutes to think of what they would write on their T-shirt, before sharing their ideas with a partner. Bring the class together and conduct a class vote to decide on the best T-shirt idea.

To prepare for the explore grammar section in the Listening lesson, ask students to complete Ex 4 on page 62 of the Student's Book for homework, and to read the grammar reference section on *much/a lot/a bit* + comparative, and *not quite as ... as* on page 134.

Also share with them the PowerPoint Grammar Presentation on the same topic. Tell them to write down the main grammar points plus any questions they have on any aspect of the homework, and say that you will go over these in the next lesson.

Presentation tool:	Unit 5, Vocabulary
Workbook / Online Practice:	WB p43
Photocopiable Activity:	5B
Extend Vocabulary:	SB p144
Extra Practice App	

# LISTENING

 SB p62

## To start

Ask students to close their books. Ask them to think of someone in the class and write a description of them using the language they learned in the vocabulary lesson. Collect students' descriptions in and read them aloud (making sure there is nothing negative in the descriptions!). Students need to listen and guess which of their classmates is being described.

## Power up


**1** Focus students' attention on the instructions and nominate a student to read the examples aloud. Organise students into pairs and get them to work together to add their ideas to the list. Monitor as students do this, prompting and helping to generate ideas where necessary. Bring the class together to share the positives and negatives of online shopping. Ask students: *Do you like shopping online? Why/Why not?*

### Possible answers

positives: you can 'visit' lots of shops without getting tired; you can go shopping when you are in the countryside or in a very small town; you can easily compare prices between online shops; it's fast


negatives: you can't try things on; it's not possible to tell how good quality the items are; you have to wait for them to arrive; sometimes you keep things you don't really like because it's too difficult to send them back

## Listen up

**2**  5.4 If necessary, pre-teach the following words: *stage, traditional, discount* and *branch*. Use concept questions to check understanding, e.g. *What kind of people can you usually find on a stage?* (actors, singers, musicians, performers) *If something is traditional, is it old-fashioned or new and modern?* (old-fashioned) *Why am I happy if I buy something at a discount?* (because it's cheaper than it would usually be) *If I talk about a shop having a branch, does that mean that there is only one of this kind of shop or is there more than one of this kind of shop, with the same name and owner?* (it means that there is more than one of this shop) Read the instructions and focus students' attention on the sentences. Play the recording, twice if necessary, while students complete the task. Allow students to check their ideas with a partner before checking ideas around the class.

- 1 an advert
- 2 looking online
- 3 young people in general

## exam task: sentence completion

**3**  5.5 Read the instructions aloud and focus students' attention on the gapped sentences. Play the recording while students complete the task. Check answers as a class.

- 1 (live) bands (*so you get the latest fashion but also live bands to watch*)
- 2 (fashion) advice (*Their aim is to give fashion advice to all shoppers.*)
- 3 shoes (*Right now you can save a quarter on all shoes throughout the store.*)
- 4 Thursday (*every Thursday, you can enjoy the fun at Attitude until 8 p.m. – that's two hours after our normal closing time*)
- 5 the second of February / the 2nd of February / 2nd February / February the 2nd (*Our new store is opening on your high street ... on the 2nd of February.*)
- 6 25 / twenty-five (*There's a special prize for the first 25 people through the door*)

## extra: digital

You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of the Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

## explore grammar

→ SB p134 

**4** If you used the flipped classroom approach at the end of the last lesson, elicit answers to Ex 4 and go over any questions students have from the exercise, the grammar box and the grammar reference section.

If you didn't use the flipped classroom approach at the end of the Reading lesson, read through the explore grammar box together now. Give students a minute to complete explanations A and B before you go over them as a class. Then practise the grammar, using a few examples personalised to the interests and context of your students. Name two local clothes shops, two local restaurants, two or three actors the students like. Then get students to compare the things and people you suggest, using the target language.

- A 1 and 2
- B 3 and 4

### exam task: open cloze

This is an exam-style task but in the Cambridge Preliminary for Schools exam, the text would test a greater variety of language. This text reflects the unit focus on comparing things.

**5 e** Read the title of the quiz to your students and ask them to predict the content. Ask students: *Do you agree with this? When you go shopping, are you looking for an experience or do you just want to buy the things you need?* Give students a minute to skim-read the text and nominate a student to summarise its content in a sentence or two. Finally, get students to complete the task, giving them a time limit of five minutes. Read the completed text around the class. Ask students to justify their choices for each answer.

- 1 as (comparative showing a small difference: *not quite as ... as*; so is also possible but this is not covered at this level)
- 2 lower/better/cheaper (comparative of a short adjective)
- 3 lot (comparison showing a big difference: *a lot + comparative adjective*)
- 4 much (comparison showing a big difference: *much + comparative adjective*; *far* is also possible but not covered at this level)
- 5 most (superlative of a long adjective)
- 6 a (comparative showing a small difference: *a bit + comparative adjective*)

### Speak up

**6** Read the instructions aloud and focus students on the headings. Organise students into groups to discuss their ideas. Circulate, offering support where necessary and making sure that students justify their choices. After five minutes, bring the class back together and nominate a student from each group to share their ideas with the rest of the class.

#### Possible answers

A hair salon is a good idea. I think that people would enjoy getting a new hairstyle to match their new look.

Live music is also a good idea – people enjoy music when they are shopping and live music creates an extra-special atmosphere!

Finally, I don't like ice cream or juice too much, but I think a pizza stall is a great idea!

### extra

Organise students into groups. Tell them that they are to imagine they are going to set up a new fashion store in town. Ask them: *What kind of shop does this town need?* Tell students to decide on a name for their shop, what kind of clothes/styles it is going to sell, who the target customers will be, what the price range will be and to think of how they can attract customers to their shop. After students have had the chance to discuss their ideas for a few minutes, nominate a student from each group to report back. Generate as much discussion as possible, and as a class, decide on the best idea.

### Fun footer

Nominate a student to read the footer aloud. Ask students: *Does this surprise you? Why/why not?*

### To finish

Write these categories on the board: *online, second-hand shops, department stores*. Put students into small groups and ask them to compare shopping for clothes in these different places. Give them around five minutes to write down sentences using *much, a lot, a bit* and *not quite as ... as*.

Conduct feedback as a class. Ask each group to share their ideas. Find out if other groups agree, and get them to say why or why not.

Presentation tool:	Unit 5, Listening
Workbook / Online Practice:	WB p44
Grammar Reference and Practice:	SB pp134–135
Audioscript:	SB p168
PowerPoint Grammar Presentation: Extra Practice App	Unit 5, Grammar



# SPEAKING

 SB p63

## To start

Divide the class into groups. Read out four sentences using language students have learned in this unit so far. Each sentence should contain a mistake, e.g.:

- 1 *I'm not as confident than my sister.*
- 2 *My mother is taller as me.*
- 3 *I'm not enough a fast runner to do athletics.*
- 4 *I think that sports shops are most interesting.*

(Correct answers: 1 I'm not as confident as my sister. 2 My mother is taller than me. 3 I'm not a fast enough runner to do athletics. 4 I think that sports shops are the most interesting.)

After you have read each sentence, groups should confer and write the sentence correctly. When you have read all four sentences, get students to share their corrections. Award a point for each correct sentence; the group with the most correct sentences at the end is the winner.


## Power up

- 1 Read the instructions aloud. Give students a couple of minutes to share their ideas with a partner before opening this up into a class discussion. Generate as many ideas as possible and write new language on the board.

### Possible answers

I prefer window shopping because I like being outside. I also enjoy window shopping with friends – it's nice because we can stop for a coffee and talk about the things we want to buy!


I prefer browsing online. It's fast, and you can search for exactly the item you want. When I go window shopping I can spend hours looking at things that I don't want to buy!

- 2 Get students to look at the photographs and ask them to describe what they see. Conduct feedback as a class.
- 3  5.6 Read the instructions and play the recording while students complete the task. Play it twice if necessary. Allow students to compare notes with a partner before checking answers as a class. Some statements could relate to both photos, so accept either answer as long as the students can justify their decision.

1 B 2 A (or B) 3 B 4 A (or B) 5 A 6 B 7 A 8 A

## useful language

Focus students' attention on the useful language box. Read this together, checking that students understand the meaning of the phrases. Model the correct pronunciation and intonation where necessary.

- 4  5.7 Direct students' attention back to the task and circulate as they choose the correct option for each sentence. Play the recording while students check their answers.

- 1 He's sitting
- 2 isn't
- 3 probably
- 4 He looks
- 5 might, Maybe
- 6 looks

- 5 Have a student read the instructions aloud, then focus their attention on the example and nominate a different student to read it aloud. Circulate as students complete the task, focusing on accurate production of the target language. Nominate a confident pair to share their descriptions with the rest of the class.

### Possible answers

picture A: He might want to buy the black shoes. Maybe he has some birthday money he wants to spend. He's probably got enough money to buy the shoes.

picture B: He probably likes sport because he is looking at sports shoes. Maybe he's a runner or a football player. Maybe the shop is closed, because he isn't inside.


## extra

Get students to choose a photo from their phone which they would feel happy showing to their partner and which they think their partner might not have seen before. Organise students into pairs. Students should look at their partner's photo, and make guesses about it, using the target language they have learned in this lesson.

## Speak up

### exam task: describing a photo

This is an exam-style task, but in the Cambridge Preliminary for Schools exam the students should direct their description towards the examiner rather than towards the other candidate. Candidates are given time to take notes here, but they will not have this in the exam. No target speaking times are mentioned here but if you wish to accurately replicate the exam, ask your students to talk about their photo for about a minute.

- 6  Organise students into pairs and allocate the letter A or B to each student. Ask them to turn to page 156 or page 160, and make notes on their photo. They should not look at each other's photos. Allow around two minutes for this. Then ask them to take turns to describe their photo while their partner makes notes. Finally, they can look at each other's photos and decide how well their partner described them.

### Possible answers


Student A: In this photo, I can see a girl. She probably likes jewellery because she's looking at some necklaces. She looks happy, so maybe she is going to buy one that she likes. The necklaces probably aren't expensive, because they are outside the shop on the street. It looks sunny and warm, because the girl isn't wearing a coat and she has sunglasses on her head. There are earrings on the wall inside the shop – the girl might go inside the shop to look at those next.

Student B: There is a boy in the picture who is in a clothes shop. He is probably around 16. He's wearing a green T-shirt and a grey hat, but it isn't a warm hat so I don't think it's cold. He's talking to a woman who looks like his mother. She is holding a pair of jeans. They both look happy. Maybe the boy is asking his mother to buy the jeans for him. The mother looks like she is happy to buy them for him.

## Speaking extra

- 7** Read the instructions aloud to students. Organise students into pairs and challenge them to see who can be the first to complete the task. Go over the answers as a class. Ask students: *Can you think of anything else a shop assistant or a customer might say?*

Medium, I think. C  
Hi, can I help you? SA  
We've got this style in your size. Would you like to try them on? SA  
I'm looking for a pair of black jeans. C  
Yes, please. Where are the changing rooms? C  
Sure, no problem. What size are you? SA  
Just over there in the corner. SA  
Here you are. Can I have a bag, please? C  
Are the jeans any good for you? SA  
So they're £50.00, less twenty percent in the sale. So that's £40 to pay. SA  
Of course. Here are your jeans and your change. SA  
Yes, they fit really well. I'll take them. C

- 8**  **5.8** After students have completed the first part of the task, play the recording while students check their answers. Then organise students into pairs to practise the conversation. Circulate as students complete the task. Choose a strong pair of students to perform their conversation to the rest of the class.

**SA:** Hi, can I help you?  
**C:** I'm looking for a pair of black jeans.  
**SA:** Sure, no problem. What size are you?  
**C:** Medium, I think.  
**SA:** We've got this style in your size. Would you like to try them on?  
**C:** Yes, please. Where are the changing rooms?  
**SA:** Just over there in the corner.  
...  
**SA:** Are the jeans any good for you?  
**C:** Yes, they fit really well. I'll take them.  
**SA:** So they're £50.00, less twenty percent in the sale. So that's £40 to pay.  
**C:** Here you are. Can I have a bag, please?  
**SA:** Of course. Here are your jeans and your change.

### extra

Organise students into pairs and get them to repeat the conversation in Ex 8, substituting the jeans and other details for different options (e.g. *shoes, large, £20, etc.*)

## To finish

Get students to look through the unit and find five new words they have learned. Ask students to work with a partner. They should take it in turn to describe the word they have learned, while their partner listens and tries to work out what it is. Monitor as students complete this activity, offering support where necessary. Conduct class feedback, collecting the words students have chosen (and their definitions) around the class.

Presentation tool: Unit 5, Speaking  
Workbook / Online Practice: WB p45  
Activity Files: SB p156 & p160  
Speaking File: SB p146  
Audioscript: SB p168

# WRITING

 SB pp64-65

## To start

Discuss the importance of reviews with your students. Ask them questions, such as: *Do you often write reviews about things you buy? What was the last review you wrote? Do you read reviews other people have written? Are they helpful?* Generate as much discussion as possible and write new language on the board.

## Power up

- 1** Focus students' attention on the photographs and ask them to describe what they see. Read the instructions aloud and have some students read the bullet points. Encourage students to ask if there is anything they don't understand. Then organise students into pairs to discuss their ideas. Monitor, offering support where necessary.

### Possible answer

I'd look for positive reviews online from other people who have bought the same product. I might also listen to advice from my older sister or from my mum.

I wouldn't trust sales assistants. Reviewers are usually honest, but sales assistants will usually say the product is good because they want to sell it.

If my best friend already has this product, then I want to buy it too because I know she has good taste!

- 2** Bring the class together again and establish which of the options in Ex 1 was the most popular by conducting a show-of-hands vote. Nominate a few students to justify their choices. Then discuss with the class why one or two of the options were the most popular.

## Plan on

- 3** Focus students' attention on the advert and read it aloud to your class. Then read the instructions and give students two minutes to choose the correct answers. Allow students to share their ideas with a partner before bringing the class together to share answers. Ask students: *Can you think of any more features of a good review?*

1 C 2 A, C, D, E

- 4** Read the instructions aloud and give students around four minutes to read the texts and answer the questions. Collect answers around the class.

1 A app B website

2 A is more interesting to read: it has an interesting title and a clear opinion at the end; it uses more interesting language/adjectives than B; it has a chatty style by asking a direct question to the reader; it uses connectors to link ideas

3 there's no opinion at the end of the review; there's a lot of repetition; the language is quite boring; the sentences are short and not linked by connectors

- 5** Challenge students to see who can be the first to match the words and phrases with their equivalents in the review. Collect answers around the class.

1 I was keen to 2 fantastic feature 3 adore  
4 it's a shame 5 user-friendly

## 5 Get the look!

### WRITING (Continued)

#### extra: whole class



Personalise the new language by asking students questions such as: *What fantastic features does your phone have? Do you think the school website is user-friendly? Why / Why not?*

- 6 Ask your class to tell you the linkers they know. Elicit *because, so, and, but* and *as* (they may not know this last one and that's fine). Circulate as students complete the sentences, checking that they are confident in using linkers. Check answers as a class.

- 1 I needed it for school because/as my bag had a hole in it.
- 2 They had different sizes and colours and the bags were cheap.
- 3 It was big but it didn't have any pockets for my stuff.
- 4 It wasn't very good material so I returned it.

#### useful language

- 7 Focus students' attention on the phrases in the useful language box and the phrases given below the instructions. Read the instructions aloud and give students a minute to complete the first part of the task, fitting the phrases into the gaps. Check answers by reading the text around the class. Then ask students to work with a partner to discuss the other changes made by the writer. After a couple of minutes, bring the class together to share ideas.

- 1 I was keen to
- 2 A good thing
- 3 Another fantastic feature
- 4 The first problem was
- 5 It was a shame
- 6 The worst thing was
- 7 My advice is to avoid

Other changes

I wanted a **cheap bag quickly**. – I was keen to get a **low price and quick delivery**.

FreshLook had a **big** range of bags – they had a **huge** range of bags.

They said the bag I chose **would arrive the next day**. – Another fantastic feature was **the promise of next-day delivery**.

It was **big**. – It was **large enough** but ...

- 8 Organise students into pairs to choose the correct title. Conduct feedback, checking that students have all made the same choice and asking them to justify their decision with evidence from the text.

C (because it's more likely to get the reader's attention)

## Write on

- 9 Refer students to the advert in Ex 3 and read the instructions aloud. Focus students' attention on the different headings and discuss as a class what might go under each of the headings. Circulate as students complete their paragraph plan in their notebooks, offering support where necessary. Ask students to share their plan with a partner and to give and receive constructive feedback.

- 10 Monitor as students write their review, glancing at their work to make sure that they are writing in paragraphs. Offer support where necessary.

#### Model answer

##### Great shoes for real runners!

I've just bought a pair of Strike running shoes. I was keen to try them because quite a lot of the sporty people I know wear them and I think they look great!

The best thing about these running shoes is how comfortable they are. I feel like I can run for hours!

It's a shame that they're so expensive, but if you run a lot, then they're probably worth it. The only other problem is that they look a little different from the photo on the website – the colour is much brighter.

On the whole, I think this product is expensive but worth it if you love running. I'd recommend them!

## Improve it

- 11 Read the checklist to your students and encourage them to check their work. Then get students to swap their reviews with a partner and offer constructive feedback based on whether or not their partner has met the criteria on the list. Collect students' work in and assess it, providing feedback based on the following criteria:

- To what extent does the review help the reader to make a choice?
- Has the student used interesting language and connectors to link ideas?
- Has the student given a clear opinion at the end?
- Has the student chosen an interesting and relevant title?

## To finish

Organise students into pairs. Tell them to think of something they have bought recently. Their job is to describe the item to their partner. They should use as much descriptive vocabulary as possible, but they are not allowed to actually name the item. The partner should listen carefully and try to decide what is being spoken about.

Presentation tool:

Unit 5, Writing

Workbook / Online Practice:


WB p46

## Fashion factory

- 1 Organise students into pairs. Read the instructions aloud, emphasising the time limit. When time is up, bring the class together and collect as many clothing-related items of vocabulary as you can. Note down any less common words on the board. Elicit or pre-teach the following items: *leggings, onesie, cuff* and *iron*.

### Possible answers

trousers, shorts, jeans, skirt, dress, jacket, coat, cardigan, waistcoat, shirt, top, T-shirt, blouse, tracksuit, hoodie, jeans, socks, tights, boots, shoes, trainers, underwear, vest, belt, etc.

- 2  Read the instructions aloud. Play the video recording while students listen for answers to the questions. Allow them to check their answers with a partner before conducting class feedback.

sewing cuffs onto onesies, ironing the onesies and packaging leggings

- 3 Focus students' attention on the instructions. Play the video for a second time and check students' answers.

She is the only one who gets paid (because she is the only one who did a good enough job).

### extra: whole class

Have a whole-class discussion with the students about their thoughts on the video. Ask *Have you seen inside a clothes factory before? Is it what you expected? Do you think you could do the tasks the students had to do?* Ask if any students can remember any of the numbers given in the video (800 people work in the factory every day; a local worker can iron 150 onesies in the time it took one of the boys to iron one; 5 regular workers can package 5,000 pairs of leggings in an hour). Then ask if these numbers are surprising. Give students the opportunity to discuss the video further if they are interested.

## Project

- 4 Read through the task with the class. Generate some ideas as a class, by encouraging them to list some ideas for each of the bullet points. Tell them that they should also feel free to think about other factors, and not just those in the bullet points. Then organise students into pairs and give them a time limit to create their new clothing brand. Monitor as students do this, offering support where necessary.

- 5 Have students read the examples on the page. Then get students to present their ideas for a new clothing brand to the rest of the class, who should listen and vote for their favourite idea.

### alternative

If class time is short, students could do the preparation stage for homework. Ask them to think about each of the bullet points, and create a list of possible ideas. In the next lesson, put students into pairs to compare their ideas and select the best ones to move forward with.

### extra: project extension

Get students to create short advertisements for their new clothing brand, using the video camera on their mobile phones. Alternatively, students could design posters to advertise their brand.

Presentation tool:

Unit 5, Switch on

Switch on Videoscript:

TB p151

# INDEPENDENT LEARNING

SB p66

## Speaking skills

- 1 Ask students to look at the list of the different aspects of speaking and choose two things they think are most important. Discuss their ideas as a class, also discussing those they did not choose and asking why. Find out which things most students find easy or difficult.

### Possible answer

I think explaining ideas and opinions is most important. When you speak, it's because you want the other person to understand what is on your mind. Listening to others is also important, because you can't have a conversation if you don't do this.

- 2 Ask students to rank each of the speaking skills. Encourage them to think about their abilities now compared to when they started this level of the course.
- 3 Put students into pairs to share their ideas, then discuss their ideas as a class. Point out that disagreeing is not a bad thing in this case – everyone will have different strengths. The most important thing – and the point of these tasks – is to recognise these so that they can work on them.
- 4 Explain to students that this exercise is about their own personal goals, so they should choose things that they think they need to improve, and also things that they think they *can* improve. Monitor and help while students are thinking of their ideas. Ask some students to share their ideas with the class. Encourage them to add others' ideas to their list if they think they would work for them too.

## UNIT CHECK

SB pp67–68

This Unit check covers comparatives and superlatives and vocabulary for describing appearance.

### extra

- Encourage students to make anagrams out of the words. Then, they can give them to another student to solve.
- Students can read out words from the wordlist. Their partner listens and spells them.

## Vocabulary

- 1 2 5.9 + 5.10  
1 short 2 glasses 3 wallet 4 jewellery 5 fair 6 tall
- 3 1 save up 2 long 3 accessories 4 average height 5 curly 6 fair 7 dress up 8 baseball cap
- 4 1 D 2 C 3 F 4 B 5 A 6 H
- 5 1 expert 2 slogan 3 slim 4 fancy 5 suit

## Review

- 1 1 the lowest 2 taller and fitter 3 the most brilliant 4 funniest 5 more modern 6 fastest
- 2 5.11  
1 C, F 2 A, E 3 B, D
- 3 1 B 2 C 3 A 4 B 5 C 6 B
- 4 e  
1 as (*not as ... as* to say that two things or people are not the same)  
2 than (comparative adjective + *than* to compare two people or things)  
3 lot (*a lot* + comparative adjective to describe a big difference)  
4 too (*too* + adjective to mean 'more/less than necessary')  
5 a (*a bit* + comparative adjective to describe a small difference)  
6 enough (*not* + adjective + *enough* to mean 'not the right amount')
- 5 Possible answer  
I'm interested in fashion but I wear the same clothes as a lot of people my age: jeans, trainers and tops. I like to make my clothes look a bit different by putting bright colours together. I also paint slogans on a top or jacket to make them more fun. I enjoy dressing up for special occasions. I always wear a dress and some bright jewellery to parties but I don't wear make-up. My hairstyle is quite traditional. It's long, straight and dark. I'd like to colour my hair but my parents say I'm too young. Maybe when I'm older, I'll have pink or purple stripes in my hair. That would be amazing!

## GRAMMAR FILE

SB p135

- 1 1 the worst  
2 more expensive  
3 cheaper  
4 the nicest  
5 the hottest  
6 the most fashionable / more fashionable  
7 brighter  
8 happier / happiest
- 2 1 not as good as my sister  
2 not old enough  
3 the best  
4 were too expensive  
5 is as tall as  
6 was worse than  
7 not tall enough  
8 as cheap as
- 3 1 most 2 the 3 too 4 more 5 as
- 4 1 than 2 more 3 of 4 much 5 a 6 of
- 5 1 much 2 a lot 3 much more 4 quite 5 a bit

Presentation tool:

Unit 5, Unit check

Workbook / Online Practice:

WB p47

Audioscript:

SB pp168–169

Extra Practice App