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**Annette Capel Wendy Sharp Teacher's Book**

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# UNIT 1

# Fashion matters

## Unit topic Fashion and describing people

|               |   |
|---------------|---|
| 1.1           |   |
| Exam skills   | Speaking Paper 5 Part 2<br>Listening Paper 4 Part 3 |
| Vocabulary    | Appearance and clothing<br>Phrasal verbs            |
| 1.2           |   |
| Grammar focus | Comparison  |
| Grammar extra | Adverbs of degree                                   |

### Workbook contents

|            |  |
|------------|--|
| 1          | Spelling   |
| 2          | Phrasal verbs  |
| 3, 4, 5, 6 | Reading – comprehension,<br>superlatives, vocabulary |
| 7          | Grammar – comparison                                 |
| 8          | Use of English – Part 3                              |

## 1.1 SB pages 8–9

Throughout the unit notes, approximate timings are given for guidance. These relate to two lengths of lesson: **SV** (short version), corresponding to a lesson of 60–70 minutes, and **LV** (long version), for a lesson of around 90 minutes. Below these timings, there is always an indication of what to cut out of the lesson (and set for homework) for the short version or, conversely, what to develop in the long version. Relevant suggestions for extra activities are included in the notes.

### Lesson plan

|            |        |
|------------|--------|
| Speaking   | 30–40' |
| Listening  | 15–20' |
| Vocabulary | 20–30' |

**SV** Spend less time on topic vocabulary in 2; set 9 for homework.

**LV** See notes below for 1, 7 and 8.

- 1 Much of this lesson is conducted as pairwork. Explain to students that for the First Certificate Speaking test they will be in pairs, with two examiners present. Refer students to pages 6 and 7 of the Student's Book for further information about this and other parts of the examination.

Allow students around five minutes for this initial discussion, which is an opportunity to warm up the topic and talk about something familiar. If this is a new class, the activity will also give you a chance to walk round and make a quick assessment of their level and speaking ability. It is normal at this stage of an FCE course for students to be nervous about speaking, so do encourage them. Explain that by the end of the course, their confidence will be sky-high!

Write up some useful sentence starters on the board:

### Likes

*I really like ...*

*I prefer to wear ...*

*What I absolutely love is ...*

### Dislikes

*I hate ...*

*I wouldn't be seen dead in ...*

## Extension activity

As an additional ice-breaker, bring in various items of clothing, both men's and women's; if possible, try to get hold of some obviously less fashionable items. Hold the clothes up one by one, asking what they are and eliciting student preferences.

- 2 Ask students to describe people in other parts of the classroom. This can be done as a guessing game, where one student in the pair describes what a certain person is wearing and the other says who is being described. For a weaker class, start the activity off by describing someone briefly in a couple of sentences and asking the students who you are describing.

Students can then work in pairs or groups brainstorming topic vocabulary. Ask them to make their lists using the headings given. Allow enough time for this (at least five minutes), as a lot of the vocabulary will be needed for the subsequent speaking task and listening material. Make sure students include the following vocabulary:

Clothes: jeans, jacket, t-shirt, polo shirt

Footwear: trainers, boots, sandals

Jewellery: earrings, necklace, ring

Headgear: baseball cap

Materials: cotton, silk

Hairstyle: straight, shaved, loose, tied back

Appearance: casual, untidy, fashionable

Refer students to the Vocabulary spot and suggest that headings can be a useful way of learning topic vocabulary.

## **T**eaching extra

Every unit in the course contains core topic vocabulary. Suggest students make posters for the classroom wall to help them remember some of this vocabulary. Store the posters after a unit is finished, and display them again at a later stage in the course (see Revision Unit notes on page 37). For Unit 1, a poster could be prepared for each of the headings given in 2, with pictures from magazines added.

- 3 In pairs, students take it in turns to describe each of the people in the photographs. Allow them up to three minutes for this and remind them to use the vocabulary they have just listed. They should not compare a pair of photographs yet.
- 4 Ask students to read the Exam spot. These tinted boxes contain important information or advice about the exam.  
  
Students now make comparisons between the people in each pair of photographs. Refer them to the examples given, but encourage them to use their own ideas too.
- 5 Elicit some of these ideas and summarise what has been discussed in pairs by writing up a few sentences about each pair of photographs. Try to use different comparison structures on the board. Explain that the next lesson (1.2) will have a grammar focus, where all these structures will be looked at and practised.
- 6 Tell students that they are going to hear five short recordings, as an introduction to the matching task in Paper 4 Part 3. These will contain a variety of accents, as in the real exam.

The first recording is used as an example and students look at picture 3b while they listen. Then suggest that they read the transcript and think about the words in bold, to make them aware of the need to listen carefully. Before repeating the recording, explain that the checking of answers is an essential activity at second listening in the exam.

## Tapescript

**Speaker 1:** I'm not a suit man – even for work, I can get away with casual stuff, though I still like my clothes to look smart. I love shopping – my favourite place is Paul Smith in Covent Garden. I bought a really nice woollen shirt there recently. Clothes are important to me, but they need to be comfortable as well as stylish.

- 7 Ask students to listen to the four remaining extracts and match the correct photos to the speakers. They should do this on their own and only compare answers when they have finished. Only play the tape a second time if they need to check their answers. (They will listen to the four extracts again in 8.)

### Answers

Speaker 2 – 2a   Speaker 3 – 1a   Speaker 4 – 4b  
Speaker 5 – 3a

## Tapescript

**Speaker 2:** I started working this year, so I'm able to get new clothes more regularly than before, when I had to save up for months. I buy a lot, I must confess. My mum thinks I should cut down a bit on what I spend, but my image is really important to me: if someone sees me in something once, I don't like to go out in it again – well, not for a while, in any case. I like to wear bright colours and always dress up when I go clubbing. I buy a big range of styles and I do try to keep up with the latest fashions. Sometimes the things are a bit outrageous!

**Speaker 3:** Shopping for clothes isn't really my scene, if you know what I mean. I don't really mind what I wear, to tell you the truth. I'm the least fashion-conscious person I know! I suppose if anything I favour the casual look. I've got two pairs of jeans and I wear them mostly, with a T-shirt or something. I have got one favourite top, which a girlfriend gave me. It's red and it's got a sort of abstract design printed in navy blue on the back. She said she gave it to me so I would always stand out in a crowd!

**Speaker 4:** My clothes have to be comfortable, make me feel relaxed as soon as I slip them on. I often put together outfits from stuff I find in street markets – they're less expensive that way. Second-hand clothes can be real bargains, and usually, they've hardly been worn! I'll change the look of my clothes quite frequently, you know, sew in a new piece of material, swap buttons, dye something a different colour, just for a change. I make a lot of my own jewellery too.

**Speaker 5:** My friends take far less trouble with clothes than I do – sometimes they wear the tattiest things ever! As my job involves dealing with people, I have to make an effort to look good all the time. I like to present a classy, sophisticated image. I go shopping for clothes about once a month, though if I see something by chance, I'm quite likely to go for it there and then. I think I've got good taste and I very rarely make a mistake when I buy clothes. I did take a jacket back last week, but that was because it was badly tailored.

Photocopiable tapescript activity (P ... page 180)

Students can benefit from working with tapescripts, especially at the beginning of a course. Make copies of the extracts for Speakers 2–5 and ask students to underline the key words or phrases that gave them the correct answers. They can also use the tapescripts as an alternative way of finding the nine phrasal verbs in 8.

- 8 Start by checking how much students know about phrasal verbs. Explain that these are very common, particularly in informal, spoken English. Play the tape for Speakers 2–5 again and ask students to write down the phrasal verbs they hear. Elicit these and write them up on the board. Then ask students to match them to the short definitions. (The numbers in brackets refer to the Speakers.)

**Answers**

a stand out (3) b put together (4) c take back (5)  
d dress up (2) e save up (2) f cut down (2)  
g slip on (4) h go out (2) i keep up with (2)

- 9 This exercise can be set for homework if time is short. If done in class, ask students to work through the note in pairs, completing the answers. Remind them to use each phrasal verb once only, and in the correct tense.

**Answers**

1 went out 2 put on/slipped on 3 dressed up  
4 put together 5 stood out 6 keep up with

Following the discussion, ask students to report their ideas to the class.

## 1.2 SB pages 10–11

**Lesson plan**

Grammar focus 60–80'

Grammar extra 10–10'

SV Set 7 for homework.

LV Spend longer on discussion in 1; include the Extension activity at the end.

- 1 Ask students what the photo is illustrating: it is the finale of a Vivienne Westwood fashion show. Elicit some other names of fashion designers and ask if students know any British or American designer labels, for example Paul Smith (mentioned in 1.1 Listening), Vivienne Westwood, Donna Karan.

Ask students to read the short text individually. Check understanding of difficult vocabulary:

*emaciated* – extremely thin, usually because of illness or lack of food

*desirable* – attractive

*attainable* – achievable, possible

Elicit students' views on the text. Is it still true that the fashion industry prefers to use the skinniest models? Why is this?

Point out that the text contains a number of superlative adjectives, for example: *the youngest, the most emaciated, the least attainable*.

- 2 In this course, the approach to grammar is an inductive one. Students at this level have generally been taught all the basic structures and now need to review what they know. In most grammar focus lessons, students discuss examples and formulate explanations or rules. They can then check their understanding is correct by referring to the Grammar folder at the back of the Student's Book.

Ask students to look at the comparison structures given and discuss answers to the three questions in pairs. Allow them up to ten minutes for this, encouraging them to explore each question fully and make notes if appropriate. Refer students to the Grammar folder, page 198.

**Answers**

- Single syllable adjectives add *-er/-est*; longer adjectives use *more/the most*
- Some two-syllable adjectives, e.g. common, likely, narrow, pleasant, simple, stupid
- Adjectives ending in a single vowel and consonant double the consonant (*slim* → *slimmer*); adjectives ending in *-y* change to *-ier/-iest*

- 3 Ask students to complete the table, working in pairs. Remind them to be careful about spelling.

**Answers**

|                  |                       |
|------------------|-----------------------|
| larger           | largest               |
| thinner          | thinnest              |
| dirtier          | dirtiest              |
| quieter          | quietest              |
| more/less casual | most/least casual     |
| better           | most/least outrageous |
| farther/further  | worst                 |
|                  | farthest/furthest     |

- 4 Allow students two or three minutes to complete the sentences. Check their answers.

**Answers**

a larger b the most outrageous c more casual  
d the dirtiest e thinner f the furthest/farthest  
g brighter h better

## Grammar extra

In this course, these short sections cover additional small grammar points. They include some explanation and examples. There is usually a short exercise to practise the point, which can be set for homework if necessary.

### Answers

- a** a bit; much  
**b** a great deal/a bit; much  
(*much* can be used with both comparative and superlative adjectives, as in the final example.)

- 5 Explain to students that the structure *not so ... as* is less common in everyday English nowadays. Allow them up to three minutes to compare the cars, using the words given.

### Extension activity

In pairs, students can compare other 'designer' objects, such as computers (Apple iMac, now available in five colours/grey PCs) or chairs (comfort/elegance).

- 6 Ask students to read the short article and identify the comparative adverbs. If they need help, remind them that most adverbs end in *-ly*. This will help students to locate them.

### Answers

more commonly; less strictly; more readily

Refer them to the Grammar folder, page 198 or ask them to read this after class.

The discussion on unisex clothing can be initiated by eliciting examples of popular items of unisex clothing, for example, jeans, trainers, sweatshirts.

- 7 Explain that this exercise is an exam task from Paper 3 Part 3, Key word transformations. This task type is introduced in detail in Exam folder 1, which follows Unit 1 (pages 12–13).

Make sure that students read the rubric carefully and remind them that they cannot use more than five words, including the word in bold.

Note that these transformations are below the level of the exam, as a first introduction to the task format.

### Answers

- 1 were cheaper/less expensive 2 the most talented designers 3 as old as 4 is a lot quicker/faster than 5 less difficult (to play) than 6 more elegantly dressed than 7 is less interesting than 8 less smartly when

# Exam folder 1

## Paper 3 Part 3 Key word transformations

### SB pages 12–13

Remind students that there is a full description of the exam on pages 6–7 of the Student's Book. Paper 3 Use of English has five parts and candidates have an hour and fifteen minutes to complete the paper.

The Exam folders can be studied by students on their own outside class, but notes are given below for a mini-lesson in class.

- 1 Ask students to read the exam instructions carefully. They should then look at the example and the notes in italics.

Explain that there are two marks available, relating to the two parts of the answer. Therefore, even if students do not produce the whole answer, they can still get a mark if one element is accurate.

- 2 Ask students to close their books and to discuss in pairs what advice to give on this part of the exam. Allow them a couple of minutes to do this and suggest they make notes.

- 3 Now ask students to compare their notes with the advice given in the bullet points.

Stress that the key word must not be changed in any way. Check that students understand the information about contracted forms.

- 4 This task can either be set as homework or done in class.

### Answers

- 1 told Sally about a new 2 took it back 3 make an effort 4 were not / weren't as fast as 5 was the worst concert 6 do not / don't dress up 7 much more easily if / when 8 far the best writer / author 9 highly priced that 10 is possible / acceptable to wear

It may be worth pointing out to students that in 10, 'is allowed to wear' would be incorrect.