

1

Fashion matters

TOPIC Fashion; describing people

1.1

Exam skills	Speaking Paper 4 Part 2 Listening Paper 3 Part 3
Vocabulary	Appearance, clothing and the fashion industry Phrasal verbs

1.2

Grammar focus	Comparison
Grammar extra	Adverbs of degree
Exam skills	Reading and Use of English Paper 1 Part 4

Workbook contents

Spelling
 Phrasal verbs
 Reading – comprehension, superlatives, vocabulary
 Grammar – comparatives
 Reading and Use of English Paper 1 Part 4 – key word transformations

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 a 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 ...

1.1 SB pages 10–11

Lesson plan

Throughout the Teacher's 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.

Speaking	30–40 minutes
Listening	15–20 minutes
Vocabulary	20–30 minutes

SV Spend less time on topic vocabulary in 2; set 8 for homework.

LV See Extension activity for 1.

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.

- 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 some of the vocabulary will be needed for the subsequent Speaking and Listening tasks. Some of the following vocabulary will be useful:

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

Footwear: trainers

Jewellery: necklace, ring

Headgear: hat, baseball cap

Materials: cotton, silk, polyester, suede, fur

Appearance: untidy, scruffy, fashionable

Speaking

- The beginning of this lesson is conducted as pairwork. Explain to students that for the 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.

Discuss with students how to record new words in a vocabulary notebook. Topic vocabulary is often best learned in sets, with suitable headings like those above.

Teaching 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 38). 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 pair of photographs they have chosen. 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 Students now make comparisons between the people in the pair of photographs they have chosen. 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 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 these structures will be looked at and practised.

Listening

- 6 **1.02** Tell students that they are going to hear five short recordings, as an introduction to the matching task in Paper 3 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 photo 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 the second listening in the exam.

Recording script

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.

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

Answers

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

Recording script

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 online. My mum thinks I should cut down the amount I spend on clothes, 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 my make-up's a bit outrageous. I always dress up when I go clubbing. I buy a big range of styles and I try to keep up with the latest fashions.

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 sweatshirt or something. I have got one favourite T-shirt, 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, though having long hair, I don't wear earrings very often.

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 made.

Extension activity

Students can benefit from working with recording scripts, 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 recording scripts as an alternative way of finding the nine phrasal verbs in 7.

Vocabulary

English profile

B2 English Profile

The fourth edition of *Objective First* has been informed by the *English Vocabulary Profile*, a detailed description of the words and phrases that are known by learners at each level of the Common European Framework of Reference (CEFR). *English Profile* is a collaborative programme to enhance the learning, teaching and assessment of English worldwide and its main funding partners are Cambridge University Press and Cambridge English Language Assessment. For more information, visit www.englishprofile.org

- 7 Start by checking how much students know about phrasal verbs. Explain that these are very common, particularly in informal, spoken English. Play the recording for Speakers 2–5 again and ask students to tick 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

The phrasal verbs heard are: cut down dress up
 go out keep up with put together save up
 slip on stand out take back

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

Corpus spot



The authors have referred extensively to the *Cambridge Learner Corpus*, an electronic collection of Cambridge English Language Assessment candidates' scripts from all over the world. Currently containing more than 45 million words of data, around 3 million words of recent candidate writing are added to the *Cambridge Learner Corpus* each year. This unique resource has given the authors a more accurate and up-to-date picture of what B2 learners around the world can and can't do.

- 8 Draw students' attention to the Corpus spot. Explain to students that phrasal verbs are often used more informally than one-word verbs with similar meaning.

Answers

- | | | |
|------------|-------------|------------|
| a gone up | c went for | e go over |
| b going on | d went back | f go ahead |

9

Answers

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

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

1.2 SB pages 12–13

Lesson plan

Grammar focus 60–80 minutes
 Grammar extra 10 minutes

SV Set 8 for homework.

LV Spend longer on discussion in 1; include the Extension activity after 5.

Comparison

- 1 Ask students to read the short text individually. 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: *the youngest and skinniest, the most underweight, the least achievable*.

- 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 166.

Answers

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

Corpus spot**Answers**

- a** What are **the best** clothes to wear at the camp?
b He is **more famous** than all the others in the film.
c You look more tired and **thinner**.
d I would like to buy a **much better** one.
e It's now **easier** to get there.
f This is even **worse** than before.

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

Answers

bigger	the biggest
thinner	the thinnest
dirtier	the dirtiest
more/less casual	the most/least casual
more/less outrageous	the most/least outrageous
better	the best
worse	the worst

- 4** Allow students two or three minutes for this.

Answers

- a** brighter **b** the most outrageous / the brightest
c more casual **d** the dirtiest **e** thinner
f the worst **g** bigger **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 bit / a great deal / much; much (*much* can be used with both comparative and superlative adjectives)

- 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 boots and shoes, using the words given.

Extension activity

In pairs, students can compare other 'designer' objects, such as mp3s/tablets 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 more readily less exclusively
 less seriously

Refer students to the Grammar folder, page 166 or ask them to read this after class.

- 7** The discussion on counterfeit goods could be extended beyond fashion items to other goods, such as DVDs, computer games and perfume.
8 Explain that this exercise is an exam task from Paper 1 Part 4, key word transformations. This task type is introduced in detail in Exam folder 1, which follows Unit 1 (pages 14–15).

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 a bit cheaper / were a bit less expensive
2 the most talented designers
3 as straight as it
4 the least expensive of / less expensive than
5 more elegantly dressed than
6 is a lot quicker/faster than
7 less smartly when
8 as old as

Exam folder 1

SB pages 14–15

Paper 1 Part 4 Key word transformations

Remind students that there is a full description of the exam on pages 7–8 of the Student's Book. Paper 1 Reading and Use of English has seven parts and candidates have 1 hour and 15 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 much more easily if / when
- 6 far the most interesting