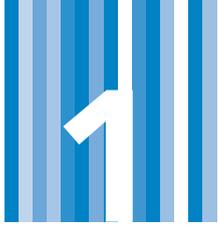




# Impressions *Overview*

Section	Aims	What the students are doing
<b>Speaking</b> SB page 8	Fluency work	Matching pictures with events and putting them in chronological order. Writing notes about the events and then discussing them.
<b>▶ Listening &amp; Reading</b> SB page 9	Listening for detail Reading for detail	Matching speakers with pictures. Completing what people say about events. Writing about memorable events and asking questions about them.
<b>Grammar</b> SB page 9	Verb structures	Underlining appropriate verb structures in sentences. Changing sentences so they are true for them.
<b>Vocabulary</b> SB page 10	Collocation	Talking about first impressions of people. Forming collocations for personal characteristics.
<b>▶ Listening</b> SB page 10	Listening for gist and detail	Listening to a conversation and identifying the context. Completing a table with information from the conversation.
<b>Grammar</b> SB page 11	Auxiliaries (1)	Making sentences with <i>and so, and neither, or but ...</i> Writing sentences about themselves and a partner to play a game.
<b>▶ Grammar &amp; Pronunciation</b> SB page 11	Auxiliaries (2)	Studying tag questions. Choosing the correct question tags and practicing intonation.
<b>Speaking: anecdote</b> SB page 11	Fluency practice	Talking about a person who made a big impression on them.
<b>Reading</b> SB page 12	Reading for gist and detail	Completing a summary of an article about Adam Levine. Writing questions and correcting false statements.
<b>Vocabulary</b> SB page 12	Word formation	Studying words that can take the prefix <i>re</i> . Writing example sentences with words that take <i>re</i> .
<b>▶ Listening</b> SB page 14	Listening for gist and detail	Looking at pictures of men and talking about the image they convey. Listening to the men describing their style, noting down the order they speak, and choosing adjectives to describe the journalist's attitude. Answering questions about the men. Then talking about men they know.
<b>▶ Grammar &amp; Speaking</b> SB page 15	Indirect questions	Studying the differences between direct and indirect questions. Completing indirect questions and asking a partner.
<b>Vocabulary</b> SB page 15	Items of clothing	Matching items of clothing to accessories. Choosing alternatives to complete idiomatic expressions.
<b>▶ Language for Life</b> SB page 16	Talking about people's appearance	Listening to conversations and answering questions. Matching useful phrases to functions and expressions to speakers. Completing sentences with useful phrases.
<b>Life Skills</b> SB page 16	Making a good first impression	Discussing first impressions. Ranking tips for making a good first impression.
<b>Writing Extra</b> SB page 17	Introduction emails	Rewriting informal expressions with more suitable formal ones. Writing a formal introduction email.
<b>Writing</b> WB page 7		Writing a short biography.



# Impressions *Teacher's notes*

## Warm up

Ask the students what they think is the most memorable image from television, newspapers, advertising, or movies that they've ever seen. Get them to describe the event this image depicts and talk about why the image made such an impression on them. You might like to start them off by choosing your own memorable image and describing it to the class.

## Speaking (SB page 8)

1

- Pairwork. Focus the students' attention on the four pictures and give them time to discuss in pairs what they can see and to match them with the events in the box.
- Check answers with the class before asking the students to decide in their pairs the chronological order of the events.

### ANSWERS:

- a Rio de Janeiro Olympics
  - b "The Great American Eclipse"
  - c Climbing Mount Everest
  - d Invention of the iPhone
- Order: c 1953, d 2007, a 2016, b 2017

2

- Pairwork. Go through the headings with the class and ask the students for some information about the events pictured in Exercise 1 that could go under these headings.
- Give the pairs a time limit to write as much information as they can about the events under the headings. Emphasize that no piece of information is too small.
- Either conduct feedback with the class or put the students into groups to share their information and discuss the impression the events made on them.

## Cultural notes

**Rio de Janeiro Olympics** /ri:əʊ də dʒə'niərəʊ ə'limpɪks/  
 The 2016 summer Olympics, also known as *Rio 2016*, were held from August 5-21, 2016 in 6 different cities in Brazil. Over 11,000 athletes from around the world competed, and the host nation won seven gold medals. Before the start of the games, there was controversy due to economic issues in Brazil and safety concerns over the Zika virus.

**"The Great American Eclipse"** /ðə greɪt ə'merɪkən r'klɪps/  
 "The Great American Eclipse" was the name given by the media to the total solar eclipse on

August 21, 2017. This eclipse was special as it was visible throughout mainland USA, as well as parts of Canada, South America, Europe, Africa, and Asia. The last such eclipse occurred in 1918, nearly one hundred years earlier.

**Climbing Mount Everest** /'klaɪmɪŋ ,maʊnt 'ev(ə)rəst/  
 On May 29, 1953, New Zealander Edmund Hillary and Nepalese Tenzing Norgay were the first people to reach the summit of Mount Everest, the tallest mountain in the world at over 29,000 feet. They were part of a British expedition led by John Hunt. Many people still argue over who really reached the top first, Hillary, Tenzing, or other climbers from earlier expeditions.

**Invention of the iPhone** /ɪn'veɪʃ(ə)n əv ði aɪfəʊn/  
 The iPhone was first unveiled in a conference by CEO Steve Jobs on January 9, 2007. It was the first 'smartphone' as we know them today. Six months after the unveiling, the iPhone went on sale, and there was immediately a huge demand. It was named the invention of the year by *Time* magazine.

## Listening & Reading (SB page 9)

1 ▶ 1.02-1.05

Focus attention on the four pictures and explain that these people are journalists (TV and newspaper), and that they are going to talk about the four events shown on page 8. Ask them to listen and match the people to the events.

### ANSWERS:

Chris: b    Margot: d    Ritu: c    Rafael: a

▶ 1.02

### Rafael

As a television reporter, this was maybe the most exciting time of my career. The whole country was filled with visitors and the international media, and there was just so much going on every single day for those two weeks. I would get up at dawn and stay out until late at night - I think I am still recovering from it! The highlight for me was reporting live from the beach volleyball tournament where our men's team took home the gold. Interviewing Alison and Bruno afterwards, I knew the whole country was cheering them on.

▶ 1.03

### Chris

Unlike some other stories, we knew in advance when it was going to happen, so we were really prepared that day. I remember people were going

crazy, trying to find special glasses and a good place to see it, and everyone was happy to talk to us. As a journalist, I'm always reporting on negative events, and I have been doing this a long time, so this was a nice change for me. When it actually happened, it was truly spectacular and there was no need to say anything - we just watched and filmed, amazed like everyone else.

▶ 1.04

**Ritu**

This was a long time ago, and I'd only been reporting the news for a couple of months at that point. But already, I had seen a lot of people come to try to do the impossible. So, even though I knew it could happen, I was still shocked when they actually made it to the peak. I knew everyone would want all the details, so I made sure to ask everyone involved as many questions as I could, especially our new local national hero! Many people have reached the summit since, but it used to be more difficult back then, and plus, it's always more special the first time.

▶ 1.05

**Margot**

I had come all the way from Europe to San Francisco just to go to this event, so I definitely had a feeling that something important was going to be revealed. I had already been coming to these kinds of things for a few years now, but when Steve Jobs gave us his presentation, we were all blown away - the camera, the internet, we had never seen anything quite like it! Even so, I would never have guessed just how much that little handheld device would change all of our lives! Nowadays, we take them for granted, but back then, it was way ahead of its time.

**2**

- Go through the instructions with the class and direct their attention to the example in the text by Chris. Ask the students to complete the remaining texts. Allow them to work in pairs if they wish.
- Go around, monitoring and giving help. Check answers with the class, accepting alternative answers that are grammatically correct, and then ask four students to read aloud the completed texts so that they hear the verbs in context. Then play the recording again for a final check.

**ANSWERS:**

<b>Chris</b>	<b>Ritu</b>
1 was going	6 had seen
2 have been doing	7 have reached
	8 used to be
<b>Margot</b>	<b>Rafael</b>
3 had	9 would get
4 had already been coming	10 am still recovering
5 take	

**3**

- Go through the instructions with the class and ask the students to work individually to choose their three memorable events for each category. Ask them to think about the words they'd need to describe these events and the effect they had on them.
- Put the students into pairs and ask them to take turns talking to each other about the events they chose. Encourage them to ask follow-up questions to find out as much detail as possible about all the events.
- Ask the students to report back to the class on the information they discussed about the events.

**Grammar (SB page 9)**

**Verb structures**

**1**

Do this exercise with the whole class and make sure the students understand the difference between the different structures and their uses. Point out the verbal clues that can help determine which tense to choose, for example, the various time expressions, the use of *for* and *since*, etc.

**ANSWERS:**

a I've known	e I've been learning
b I had	f I've gone
c I was talking	g I'd already met
d I like	h I used to have

**Language note**

**Grammar: verb structures (present and past)**  
(See Student's Book page 140.)

**2**

- Go through the instructions with the class and ask the students to work individually to choose their five sentences and change the names. Remind them that the completed sentences must be true.
- Put the students into pairs and ask them to read each other's sentences and to ask follow-up questions to find out more about the people named in them.
- Encourage the students to report back to the class on what they learned about their partners.

**3 Grammar Extra 1, Part 1**

Ask the students to turn to Grammar Extra 1, Part 1 on page 140 of the Student's Book. Here they'll find an explanation of the grammar they've been studying and a further exercise to practice it.

**ANSWERS:**

<b>1</b>	
a remember; heard	e used to; have changed
b 've seen	f affected
c watched	g 'd never enjoyed; saw
d think; was	

## Vocabulary (SB page 10)

1

- Focus the students' attention on the picture and caption. Elicit or explain that a *first impression* is the reaction people have to you the first time they meet you. The saying *You never get a second chance to make a first impression* emphasizes the importance of creating a good impression when you meet people for the first time, as it's often only their first impression of you that they remember. If this first impression is bad, then you'll have difficulty making them think more highly of you in the future.
- Go through the ideas in the box with the class. Then put the students into pairs and ask them to discuss which of these things they notice most about people when they meet them for the first time. In a class feedback session, put them in order of importance.

2

- Go through the information about collocations with the class and remind them that a good dictionary will help them with the common collocations of a word.

**ANSWERS:**

a brand b shiny c circular d pointy  
e strong f fair g heated h profound

### Language note

**Vocabulary: collocation**

The examples of collocation in this unit are adjective + noun collocations and focus on ways of describing people's appearance. Although *pointy* and *spiky* mean the same, you'd say someone has a *pointy chin* and *spiky hair* but not *pointy hair* and a *spiky chin*.

3

- Focus the students' attention on the example. Point out that each set of adjectives can only be matched with one word from the list in Exercise 1, though individual adjectives from each set might also collocate with other words.
- Ask them to match the remaining sets of adjectives with the words in Exercise 1. Allow them to use dictionaries if necessary, and then check answers with the class.
- Encourage the students to make sentences using the collocations so that they can hear them in context. For example, you might ask them to use them in sentences describing people they know.
- Finally, put the students into pairs and ask them to discuss which of the characteristics they'd find appealing or unappealing. Encourage them to report back to the class on their thoughts.

**ANSWERS:**

a handshake b face c smile d eyes  
e hair f voice g clothes h manner

## Listening (SB page 10)

1 1.06

- Go through the instructions and the questions with the class so that they understand the context of the situation and know what information to listen for.
- Play the recording and ask the students to answer the questions.

**ANSWERS:**

a New York (Brooklyn)  
b Working  
c The conversation stops because the man says something uncomplimentary about Ms. Rivera - the woman's mother.

1.06 (W = Woman; M = Man)

W: Excuse me, is it OK if I sit here?  
M: Sure, go ahead.  
W: Thanks. ... Sorry, but you're American, aren't you?  
M: Yes. How did you know?  
W: Oh, I heard your accent. ... It isn't very busy here today, is it?  
M: No, it isn't.  
W: Are you on vacation?  
M: No, I'm working here for a few months.  
W: Oh, really? So am I. What do you do?  
M: I work for the American Central Bank.  
W: Oh. And do you like it here?  
M: Yeah, I love it. But I can't stand the weather. It was so hot yesterday, wasn't it?  
W: Oh yeah, you're right: the heat's terrible. But, you know, I love it here too.  
M: How long have you been here?  
W: Oh, not long - a few weeks. How about you?  
M: The same. What are you doing here?  
W: I'm an artist, and I was asked to bring over some of my work to a small gallery just near here. I just had my first exhibition there.  
M: Wow - that is impressive.  
W: Thanks. So where are you from?  
M: I'm from New York, Brooklyn, actually.  
W: Really? So am I! Don't tell me you went to Brooklyn High School?  
M: Yes, I did - but I wasn't a very good student.  
W: Me either. What year did you graduate?  
M: 2006.  
W: That's weird - me, too. Do you remember Ms. Rivera?  
M: The Math teacher? Yeah. She was really awful, wasn't she?  
W: She's my mom.  
M: Oh. ... Gee, I'm sorry. ... I didn't mean to ...

2

- Encourage the students to complete as much of the table as they can from memory.
- Play the recording for them to check their answers and fill in any blanks. Then check answers with the class.

**ANSWERS:**

a ✓✓ b XX c ✓✓ d ✓X e ✓✓  
f XX g X✓ h ✓✓ i XX j ✓✓

**3**

- Make sure the students understand the expression *to put your foot in your mouth*, which means to accidentally say something embarrassing or that upsets or annoys someone.
- Put the students into pairs to discuss whether they or anyone they know has ever put their foot in their mouth. You could start them off with an example of your own.
- Encourage them to report back to the class on any interesting stories.

## Grammar (SB page 11)

### Auxiliaries (1): *so / neither*

**1**

- Go through the information in the margin with the class. (See Language notes.) Point out that the ✓s and Xs indicate whether the response is agreement or disagreement.
- Pairwork. Put the students into pairs and explain what they have to do. Go through the example with them, pointing out that the second part of the sentence compares the woman with the man, and it establishes that the information about the man being American is also true of the woman. As a result, you use *so* + an affirmative verb. Write up on the board *The man isn't Mexican* and ask the students about the woman, eliciting *and neither is the woman*. If necessary, do one more example using *but ...*, like *The man works for a bank but the woman doesn't*, before asking them to work in their pairs and complete the exercise.

**ANSWERS:**

- a The man is American and so is the woman.  
b The man isn't on vacation and neither is the woman.  
c The man is working in Mexico City and so is the woman.  
d The man works for a bank but the woman doesn't.  
e The woman likes Mexico City and so does the man.  
f The man hasn't been in Mexico City a long time and neither has the woman.  
g The woman is an artist but the man isn't.  
h The man is from New York and so is the woman.  
i The man wasn't a good student and neither was the woman.  
j The man graduated from high school in 2006 and so did the woman.

### Language notes

**Grammar: auxiliaries - *so / neither***

- When you agree or disagree with someone, you use *so* or *neither*, depending on whether the first person used an affirmative or negative verb. The word *so* is used to agree with an affirmative verb and provides the affirmative idea in the response *So did I*. The word *neither* is used to agree with a negative verb and provides the negative idea in the response *Neither have I* – the verb *have* remains in the affirmative. Note the use of *did* in the responses to the first sentence, in which there's no auxiliary verb, and the use of the auxiliary *have* in the responses to the second sentence, which contains the auxiliary *have*.
- For more information see Student's Book page 140.

**2**

- Establish who is going to work with whom in the pairwork stage of this exercise. Then go through the sentence beginnings with the class and ask them to work individually to write sentences they believe are true for both themselves and their partner. Don't let them confer.
- Go around, monitoring and giving help where needed. Make sure everyone has nine completed sentences.

**3**

- Ask the students to get into their pairs and to turn to page 136 and follow the instructions there to produce their Bingo cards. Remind them that *so* and *neither* are used to express agreement, and the choice depends on whether the verb used by the original speaker was affirmative or negative. They also need to remember to use *do/did* in their response if the statement does not have an auxiliary verb, but if the statement does have an auxiliary verb to use the same one in their responses.
- As the students play the game, go around checking to see that they're matching the responses to the statements correctly. In a class feedback session, ask several pairs of students to read aloud their statements and responses.

## Grammar & Pronunciation (SB page 11)

### Auxiliaries (2): Tag questions

**1**

- Focus the students' attention on the information in the margin. Point out that the auxiliary used in a tag question matches that used in the original statement, but that a positive statement has a negative tag question and vice versa.

- Pairwork. Draw the students' attention to the fact that these sentences come from the conversation between the man and the woman in the Listening section on page 10. Point out the intonation arrows on the two example sentences (see Language note below.) Encourage the students to read the examples aloud using the intonation patterns marked so that they can hear the difference. Then ask them in their pairs to match the information in A and B.

ANSWERS:	
<b>A</b>	<b>B</b>
positive statement	asking a real question
negative statement	negative tag question
rising intonation	asking for agreement
falling intonation	positive tag question

### Language note

#### Pronunciation: rising and falling tone on tag questions

If you use a tag question to ask for agreement, you use a falling tone on the tag question. If you use a tag question to ask a real question, you use a rising tone. This distinction is one that students have trouble with, and it's always worth giving them as much opportunity to practice as possible.

## 2 1.07

- Suggest that the students tackle this in two stages: first identifying the correct tag question and then thinking about the intonation.
- As they work, go around making sure that everyone has chosen the correct tag questions. Then ask them to decide which of the questions are asking for information and which are asking for agreement. When they've decided, encourage them to say the questions aloud using the appropriate intonation so that they get a feel for what sounds right.
- Play the recording for the students to check their answers. Play it a second time for them to listen and repeat. When they've done this chorally, ask for individual repetition of the questions and insist on correct pronunciation.

ANSWERS:	
a	isn't it? (falling)
b	aren't I? (falling)
c	wasn't it? (falling)
d	have you? (rising - but possibly falling)
e	are they? (rising - but possibly falling)
f	do you? (rising)

## 3 Grammar Extra 1, Part 2

Ask the students to turn to Grammar Extra 1, Part 2 on page 140 of the Student's Book. Here they'll find an explanation of the grammar they've been studying and further exercises to practice it.

### ANSWERS:

2

- a So have I. / I haven't.
- b So am I. / I'm not.
- c Neither do I. / I do.
- d So was I. / I wasn't.
- e Neither have I. / I have.
- f So did I. / I didn't.
- g Neither can I. / I can.
- h Neither would I. / I would.

3

- |              |              |
|--------------|--------------|
| a aren't you | e mustn't he |
| b isn't it   | f have they  |
| c can she    | g shall we   |
| d do we      | h will you   |

## Speaking: anecdote (SB page 11)

Anecdotes are features that occur regularly in this series. They are extended speaking tasks, where the students tackle a longer piece of discourse on a personal topic. There are questions to guide them. For more information about how to set up, monitor, and repeat anecdotes, see pages xix to xx in the Introduction.

- Go through the instructions and the questions with the class. Give the students a minute or two to decide who they're going to talk about. Then ask them to look at the questions and think about their answers to them. Allow them to make notes of what they're going to say and how they're going to say it, but discourage them from writing a paragraph that they can simply read aloud. Go around, monitoring and giving help where necessary.
- Pairwork. Put the students in pairs and ask them to take turns telling their partner about the person who made a big impression on them. Encourage them to ask each other follow-up questions to get further information.
- Ask some pairs to report back to the class on what they found out.

## Reading (SB page 12)

1

- Focus the students' attention on the pictures of Adam Levine on pages 12 and 13. Ask them to work in pairs and to answer the questions.
- Ask them to report back to the class and see how much information the class can pool. Write their ideas on the board. There are no right or wrong answers for this task. Remind them that thinking in advance about the things they already know about a subject will help them when they come to read a text about it.

## 2

- Ask the students to read the article on page 13 and to complete the article summary by filling in the gaps with the words in the box. Also ask them to identify how much of the information they discussed in Exercise 1 was actually in the text.
- Go through the summary with the class and elicit the correct answers. Ask students to give reasons to justify their answers. Go through the summary with the class and elicit the correct answers. Ask students to give reasons to justify their answers.

### ANSWERS:

- |           |           |           |
|-----------|-----------|-----------|
| 1 popular | 3 himself | 5 honesty |
| 2 success | 4 family  | 6 aware   |

## Cultural notes

### Los Angeles /ləs ˈæŋdʒələs/

Los Angeles is the largest city in the US state of California. It has a population of just under four million. Los Angeles, often known by its initials, L.A., is the center of the US entertainment industry, especially Hollywood, where many movies and TV shows are made.

### Grammy Awards /ˈgræmi əˈwɔː(r)dz/

A Grammy Award (typically known as a Grammy) is a prize given in the US each year to the best performers and writers of music. The Grammys began in 1959 and the awards show takes place in Los Angeles. The awards show is televised and many well-known artists and celebrities attend and perform.

### The Voice /ðə ˈvɔɪs/

*The Voice* is a popular reality television singing competition in the USA as well as in other countries. Four coaches choose their teams without seeing (only hearing) the contestants, and then every week the contestants compete against each other. The audience at home votes to decide the winner.

### USA Today /ˈjuːweɪ təˈdeɪ/

*USA Today* is an American newspaper which is printed and distributed across the USA as well as countries abroad. Its stories often focus on popular culture and it is well known for its use of colorful images and graphics.

### People magazine /ˈpiːp(ə)l ˌmæɡəˈziːn/

*People* is an American magazine which focuses on celebrity and human interest stories. It is the most popular magazine in the United States and is well known for its special issues such as 'Best and Worst Dressed' and 'Sexiest Man Alive'.

## 3

Ask the students to read the article again and to write the questions for the given answers. Do the first one as an example with the class. Explain any unknown vocabulary and direct their attention to the glossary.

### SUGGESTED ANSWERS (WORDING MAY VARY)

- a When did Maroon 5 release their first album?

- b What was the name of his first band?  
c What kind of music does Maroon 5 play?  
d What was his nickname?  
e What activity does he practice daily?  
f What are some of Adam's business ventures?  
g What is his job/role on *The Voice*?  
h Who named him 'sexiest man alive'?

## 4

Ask the students to work individually to decide if the statements are true or false. If the statements are false, students should re-write them so that they are correct. Have students check their answers in pairs before checking as a class.

### SUGGESTED ANSWERS (WORDING MAY VARY)

- a False. Adam's public image has never been better.  
b False. Adam's first band was not successful.  
c True  
d False. Adam does not want to leave his band.  
e True  
f False. Adam is self-aware of his public image.

## 5

Ask the students to work in pairs and to discuss what advice they would give to someone who wanted to be famous. Encourage them to give as much advice as possible and, if necessary, give some general areas (talent, image, marketing, etc.). Then, have a class feedback session in which pairs present their ideas and similarities and differences between groups are discussed.

## Vocabulary (SB page 12)

### Word formation

## 1

Go through the information in the margin and make sure the students understand that the implication of the prefix *re* is that something is being done again. Then go through the instructions and ask them to choose the word in each line that cannot form a new verb with *re*. Strong students could try to do this without looking up the answers in the list of verbs in the margin.

### ANSWERS:

- |               |           |         |
|---------------|-----------|---------|
| a change      | b prepare | c erect |
| d contemplate | e copy    | f find  |

## 2

Give the students time to look in their dictionaries and find words that they know or can understand easily that have the prefix *re*. Encourage them to list words that take a particular prefix in a special section of their vocabulary notebooks. Go around and check to see that they're using their chosen words correctly in example sentences, and get several students to read aloud their sentences to the class.

## Listening (SB page 14)

1

- Focus the students' attention on the pictures and ask them to think about their answers to the questions.
- In a class feedback session, find out how much agreement there is.

### POSSIBLE ANSWERS:

a Charles: business-like, cool, fashionable  
Rick: casual, trendy  
Adam: trendy, fashionable  
Matt: casual, cool, trendy

2 ▶ 1.08-1.11

- Explain that the students are going to hear a journalist interviewing the four men about their self-image. Ask them to listen and decide in what order she speaks to them. If possible, get them to say what clues in the things the men say led them to make their choices. For example, Matt talks about his sneakers; Charles mentions that he's wearing a suit.
- Play the recording again and ask the students to choose the words that best describe the journalist's attitude towards the men.

### ANSWERS:

1 Rick 2 Matt 3 Charles 4 Adam  
The journalist's attitude towards the four men is friendly, polite, and respectful.

▶ 1.08 (J = Journalist; R = Rick)

1

- J:** Excuse me.  
**R:** Me?  
**J:** Yes, hi there! I'm working on a feature for *DUDES* magazine about men's personal style. Do you mind if I ask you some questions?  
**R:** No, I guess not.  
**J:** Could you tell me what image you're trying to achieve?  
**R:** Image? I don't really have an image. I wear clothes I feel comfortable in - I guess you'd call it a casual look.  
**J:** Do you think that you're aware of fashion?  
**R:** Er, probably not, no. My style hasn't changed for years.

▶ 1.09 (J = Journalist; M = Matt)

2

- J:** Hello! I'm doing some research for an article about the way men dress. Can I ask you some questions?  
**M:** Yeah, no problem.  
**J:** Do you mind telling me what you wear to go out at night?  
**M:** At night? You mean clubs and that kind of thing?  
**J:** Yes, when you go clubbing.  
**M:** I dress exactly like this.

**J:** You don't dress up then?

**M:** Well, put it this way - I never put a suit on. The clubs I go to don't let men in if they're wearing suits.

**J:** Really?! How strange. OK, one more question. I'd just like to know if there's an item of clothing you couldn't live without.

**M:** Sneakers. Definitely couldn't live without them. I've got about twenty-five pairs.

▶ 1.10 (J = Journalist; C = Charles)

3

**J:** Excuse me! Hello.

**C:** Hello.

**J:** I work for *DUDES* magazine, and we're doing a survey about men's self-image. Do you mind if I ask you a couple of questions?

**C:** Oh. No, no; go ahead. What do you want to know?

**J:** Well, I'd like to know what your clothes say about you.

**C:** What do my clothes say about me? Gee - I guess they say that I'm meeting a client this afternoon, and that means I have to make the right impression. So I have to wear a suit.

**J:** Would you say that you care about your image?

**C:** Oh yes, I think I do. I like to look nice, even when I'm not working. Even when I wear jeans and a T-shirt, I like them to be neat and clean, and I think this says that I care about myself. It says that I have high self-esteem.

▶ 1.11 (J = Journalist; A = Adam)

4

**J:** Excuse me, sir. Is it OK if I ask you a couple of questions for an article I'm doing for *DUDES* magazine?

**A:** Yes, that's fine. Are you going to take pictures?

**J:** Yes, if you don't mind. But first I'd like to know whether your appearance affects your life in any way.

**A:** Oh yes, totally. The way I dress is my life. It hasn't really affected my career so far, but I'm hoping it will. Basically, I want to be noticed, and the reason I want to be noticed is that I want to be on TV.

**J:** Ah. And do you know what the last thing you bought was?

**A:** Oh yes, I love shopping. That would be a pink shirt I bought yesterday - oh, and a pink and black tie.

3

- Pairwork. Ask the students to discuss the questions in pairs and to make notes of their answers. Allow them to compare notes with other pairs before you play the recording again for them to check.
- Ask the students to work individually to answer the same questions with the names of men they know. Then ask them to take turns asking and answering

the questions with their partners using the new information. Encourage them to ask follow-up questions to find out more details.

**ANSWERS:**

- a Matt    b Matt    c Adam    d Adam  
e Rick    f Rick    g Charles    h Charles

## Grammar & Speaking (SB page 15)

### Direct questions / Indirect questions

1  1.12

- Focus the students' attention on the table. Point out that *What image are you trying to achieve?* and *Could you tell me what image you're trying to achieve?* are both correct. They're different ways of asking the same question. (See Language notes below.)
- Ask the students to complete the indirect questions in the right-hand column. Encourage them to do this first without looking up the answers in the recording script.
- Play the recording for them to check their answers. Then play it again for them to listen and repeat. When they've done this chorally, ask for individual repetition of the indirect questions. Encourage them to use a softer tone for these questions than they might for their direct equivalents.

**ANSWERS:**

- a Could you tell me what image you're trying to achieve?
- b Do you think that you are aware of fashion?
- c Do you mind telling me what you wear to go out at night?
- d I'd like to know what your clothes say about you.
- e Would you say that you care about your image?
- f I'd like to know whether your appearance affects your life.
- g Do you know what the last thing you bought was?

### Language notes

**Grammar: indirect questions**

- Indirect questions are often used as a way of putting a little (polite) distance between the person who is asking the questions and the person they're asking.
- In indirect questions, you don't put an auxiliary before the subject. The word order (subject + verb) is the same as affirmative sentences.  
Direct question: *When did they meet?*  
Indirect question: *Do you have any idea when they met?*

- In direct questions, the auxiliary verb *do* usually comes before the subject. Verbs like *can*, *have*, and *be* come before the subject.  
Direct question: *What is your favorite color?*  
Indirect question: *Could you tell me what your favorite color is?*
- Yes/No questions use *if* or *whether* in indirect questions.  
Direct question: *Are they happy?*  
Indirect question: *Can you tell me if they are happy?*

2

Ask the students to work in pairs and to discuss the main differences between the two styles of question. Ask them to make notes on the four factors listed. Then check answers with the class.

**ANSWERS:**

- a Word order: changes from (auxiliary) verb + subject to subject + verb (the same as affirmative statements)
- b *do/does/did*: not used in indirect questions
- c *if/whether*: used in indirect yes/no questions.
- d Formality: indirect questions are more polite.

3

- Ask the students to work individually to complete the questions. Go around, giving extra help where needed, and check answers with the class before moving on to the next stage of the exercise.
- Ask the students to work in pairs and to take turns asking and answering the questions.
- When they've finished, ask them to write three more questions each and then to take turns asking and answering these.

**ANSWERS:**

- a Do you know where the cheapest clothing store in town is?
- b Do you think cheap clothes are good value for the money?
- c Where do you think the best place to buy jeans is?
- d I'd like to know if/whether you've ever sewn a button on a shirt.
- e Do you mind telling me how much money you would spend on a leather jacket?
- f Could you tell me how many pairs of sneakers you have?
- g Would you say (that) clothes and fashion matter to you?

## Vocabulary (SB page 15)

1

Put the students into pairs and ask them to look at the list of parts and accessories and note down as many items of clothing as they can think of that have these. Allow them to use dictionaries if necessary.

**ANSWERS:**

- a a belt: pants, a skirt, a dress, etc.
- b a buckle: shoes, a skirt, a dress, etc.
- c buttons: a shirt, a blouse, an overcoat, pants, a jacket, etc.
- d a collar: a shirt, a jacket, etc.
- e cuffs: a shirt, a jacket, etc.
- f a hem: a skirt, a dress, pants, etc.
- g sleeves: a shirt, a sweater, an overcoat, etc.
- h a zipper: pants, a skirt, etc.

**2**

- Ask the students first to work individually to decide what the correct idioms are. Then ask them to discuss their answers in pairs. Tell them to use a dictionary if necessary to check and to find out the meaning of any they don't know.
- Check answers with the class and then ask the pairs to discuss whether they have any similar expressions in their language(s).
- Ask them to take turns saying whether any of the expressions could be used to describe people they know. Encourage them to report back to the class on what they found out.

**ANSWERS:**

- |                         |                    |
|-------------------------|--------------------|
| a off-the-cuff          | d tighten his belt |
| b buckle down           | e on her sleeve    |
| c as bright as a button |                    |

**Extra activity**

Ask the students to think about either the best-dressed or the worst-dressed person they know. Tell them to make notes about who this person is and what they wear. Then put them into pairs and ask them to take turns describing the person they chose.

**Language note****Vocabulary: idiomatic expressions with clothes**

There are many expressions connected with clothes. Clothes are used in similes (*as bright as a button*), in metaphors (*tighten your belt*), as well as in countless more idioms. For example, *the shoe is on the other foot* (the person who had the least power now has the most); *lose your shirt* (to lose a lot of money that you have invested or bet); *wear many different hats* (to do lots of different jobs).

**Language for Life (SB page 16)****1** 1.13

Focus the students' attention on the illustrations. Go through the questions with the class and tell them to listen to the conversation and find the answers.

**ANSWERS:**

- a At a concert (or nightclub).
- b Rosa and Ian are probably a couple. Mike is a friend of theirs.
- c Mike's ex-girlfriend.

**1.13 (R = Rosa; I = Ian; M = Mike)**

- R:** Do you have the tickets?  
**I:** No, I thought you had them.  
**R:** Ian, honestly, I can't trust you to do anything.  
**I:** Calm down - they're here.  
**R:** Oh! You're so annoying.  
**I:** You get worked up so easily. Hey, look at that woman over there.  
**R:** The one in the green dress?  
**I:** Yeah.  
**R:** What about her?  
**I:** Don't you think she's the spitting image of Gwyneth Paltrow?  
**R:** No, she doesn't look anything like Gwyneth Paltrow.  
**I:** Yes, she does. She has the same hair.  
**R:** What - long and blond?  
**I:** Not just that - I'd recognize that smile anywhere.  
**R:** How often has Gwyneth Paltrow smiled at you?  
**I:** I've seen enough movies with her in them. She has a very distinctive smile.  
**R:** It can't be her - she wouldn't come here to this club. And actually, that woman bears absolutely no resemblance to Gwyneth Paltrow.  
**I:** Oh.  
 ...  
**R:** Hey, there's Mike. Hi, Mike - how's it going?  
**M:** Good - you'll never guess who I've been talking to.  
**I:** Not Gwyneth Paltrow!  
**M:** Gwyneth Paltrow?  
**R:** Oh, ignore him - he's obsessed.  
**I:** Sorry. You were saying?  
**M:** Well, I was just at the bar, and I saw this amazing-looking woman walking towards me. I didn't recognize her until she was right in front of me. She's changed so much!  
**R:** Who was it?  
**M:** Sally - you know, my ex-girlfriend? Anyway, we ...

**2**

- Focus attention on the two columns and point out that in column 1 there are some useful phrases from the conversation. Column 2 has a list of their meanings. Ask the students to match the items in the columns.
- Ask the students to try to decide who said each of the expressions without listening to the recording.

Then play the recording for them to check their answers.

**ANSWERS:**

- |            |            |
|------------|------------|
| a 2 - Ian  | d 5 - Rose |
| b 3 - Rose | e 1 - Mike |
| c 6 - Ian  | f 4 - Ian  |

**3**

Put the students into pairs and ask them to complete the useful phrases from the conversation, using the words in the box.

**ANSWERS:**

- |                  |                  |
|------------------|------------------|
| a that woman     | f that smile     |
| b in the         | g a very         |
| c spitting image | h no resemblance |
| d look anything  | i looking woman  |
| e the same       | j changed so     |

**4**

- Ask the students to work individually to complete the sentences. Allow them to compare in pairs before checking answers with the class.
- Ask the students to change the sentences to make them true for themselves and their parents. They should then compare them in pairs and discuss their sentences.

**ANSWERS:**

- a the spitting image of him.
- b got the same eyes.
- c a very distinctive way of walking.
- d anything like her/my mother.
- e absolutely no resemblance to the rest of the family.
- f was an amazing-looking woman when she was younger.

## Life Skills (SB page 16)

Introduce the topic of *first impressions* by eliciting situations where it is important to make a good first impression, e.g. at a job interview, meeting a boy/girlfriend's parents for the first time, etc. If necessary, clarify the meaning of *first impression* (the effect or influence that someone has on a person's thoughts or feelings when they meet for the first time).

**1**

Pairwork. Ask students to read the quotation and to decide what it means to them. Check answers with the class and elicit whether they agree or disagree with this statement and why.

**2**

- Individually, students read the tips for making a good first impression and put them in order from most to least important. This task aims to get students to consider the different elements of making a first impression, and there are no right or wrong answers.
- In groups, students compare their answers and try to come to a consensus. You may wish to refer students back to relevant vocabulary from SB page 10. Check answers as a class, discussing differences between groups, and elicit further tips to add to the list.

## Writing Extra (SB page 17)

### Introduction emails

**1**

Ask the students to work in pairs and discuss the questions.

**2**

Ask the students to read the email. Give them time to absorb what they read and decide whether the language is appropriate or not.

**ANSWER:**

A lot of the language isn't appropriate as it's a formal email that contains a lot of informal email features.

**3**

- Ask the students to read the email again and to replace the underlined words and expressions with their more formal equivalents. When checking answers, encourage the students to read the email aloud so that they get a feel for what sounds right.
- Have a class discussion on anything else they would change in the email. If you need to give them a hint, ask them to look at features of the email other than the language.

**ANSWERS:**

- |     |     |     |      |      |      |
|-----|-----|-----|------|------|------|
| 1 j | 2 f | 3 b | 4 e  | 5 a  | 6 l  |
| 7 g | 8 k | 9 i | 10 c | 11 d | 12 h |

Other things to change to make the email more appropriate:

use a more professional email address and email signature, be more specific in the subject line, use one font and font size throughout, check for spelling mistakes (*excelent, intrested, busines*) and consistent spacing

You may wish to provide students with the corrected version of the email from the previous tasks to use as a model in their own writing.

To	info@fitnesstime.com
From	fatima@econsultants.com
Subject	Potential business partnership

Dear Dmitri,

My name is Fatima Raheem and I am a social media consultant at E-Consultants, a company specializing in online consultancy. I believe you know my colleague, Michael Beatty, who is a member of your gym and speaks very highly of your business. I am writing to you today to see whether you might be interested in working together. Although your gym already has an excellent location, website, and facilities, we have conducted research and discovered that your business has very little online presence. Your name does not appear in searches for local gyms, and you do not seem to have any active company Facebook or Twitter accounts. I believe that with my assistance as an expert in social media, we would be able to significantly increase traffic to your website and location, ensuring that the local community is aware of the fantastic services you provide. Because we realize how busy you must be as a business owner, we are interested in a partnership in which we would take care of 100% of your ongoing social media activity. If you are interested in learning more, I would be pleased to provide further details about our work, experience, and what we can offer you. I would also be very happy to visit you at your business in order to meet face-to-face to discuss this opportunity. Please do not hesitate to contact me, and I look forward to hearing from you.

Kind regards,  
Fatima  
Social Media Consultant  
E-Consultants  
fatima@econsultants.com  
phone: 555-5555

#### 4

- The writing could be done at home for homework. Alternatively, set aside class time and go around monitoring and giving help where needed. Point out that when they've written their emails, they'll be exchanging them with another student and replying to the email they receive.
- The writing could be written by hand. However, if possible, for more authentic email writing, have students write their emails on a computer and send them electronically.

#### 5

Set up the exchange of emails and ask the students to reply to the one they've received. If they do this in class, go around offering help where necessary. The finished pairs of emails could be displayed in the classroom.

### Writing

Workbook page 7  
Writing a short biography  
Sentence structure and paragraph organization  
Spelling

### Further practice material

#### Need more classroom practice activities?

Photocopiable resource materials in the Teacher's Presentation Kit / Extra Resources

#### Need more tests?

Test Generator  
Teacher's Presentation Kit / Extra Resources / Tests

#### Need more on important teaching concepts?

Key concepts in *American Inside Out Evolution* pages xxi-xxxvi

#### Need student self-study practice?

Workbook pages 4-7

#### Need more information and ideas?

*American Inside Out Evolution* website  
[www.macmillan.com.br/americaninsideoutevolution](http://www.macmillan.com.br/americaninsideoutevolution)

#### Need to check what your students can do by the end of this unit?

Self-evaluation checklists on pages xxxix-xlvi