

Module 7 includes topics such as food and restaurants, describing clothes and changing hairstyles.

Lead-in p. 91

Ask students to look at the photos in pairs and briefly describe each one. Then go on to the lead-in questions. If students need help with ideas for question 1, give them prompts such as where we eat, what we eat, who we eat with, who prepares the food; what people wear, level of formality of clothes, what clothes are/aren't acceptable in different situations, where we get our clothes. In question 2, the quote means that no fashion is really new – it's just the return of an old fashion.

Background

Geoffrey Chaucer (c.1343–1400) was the greatest English writer before Shakespeare's time. His most famous work, *The Canterbury Tales*, was written in the last ten years of his life.

7A Fast food

Reading pp. 92–93

- 1 This would work well as a class discussion. You could also ask students if they have heard of any competitive eating events. Ask them to note down the three things they would like to know, so they can refer to their lists when they do Exercise 2.
- 2 Ask students to look at their notes and skim the text to see if they can find answers to their questions.
- 3 Use the task strategy in Module 2, page 22 to remind students of good exam technique for multiple-choice questions. You could do question 1 as an example, following the procedure in the strategy box, if you think it necessary. Point out the Help notes for questions 1 and 2.

1 B 2 A 3 C 4 B 5 D 6 D

- 4 Students could discuss the questions in pairs, small groups or as a whole class. You could also ask about celebrity chefs in their country/-ies or the use of celebrities to promote (unhealthy) food.

Language development 1 pp. 94–95

- 1a With books closed, ask students how often they eat in restaurants, what type they most enjoy going to and on what occasions. Or ask them to talk briefly about the last time they went to a restaurant (who with, why, where, who paid, etc.). Then get students to open their books and do Exercise 1a, individually or in pairs. Check answers with the class.

1 W 2 C 3 W 4 W 5 W 6 C 7 W 8 C 9 W 10 C

- 1b First check students' understanding of the terminology in the table. When students have completed the table, ask: *What verb form are the verbs in the table followed by?* (infinitive). It may be necessary to highlight the fact that while *must* and *have to* both express obligation, the negative forms are quite different.

Giving permission: 1 are allowed to; 2 can

Expressing prohibition: 3 are not allowed to; 4 can't; 5 mustn't; 6 are not supposed to

Expressing obligation: 7 must; 8 have to; 9 are supposed to

Expressing lack of necessity: 10 don't have to

- 2a Do question 1 as an example, then give students enough time to complete the rest of the sentences. Check answers with the class.

1 must book 2 can't wear 3 is allowed to come

4 are supposed to wait 5 don't have to have 6 mustn't bring

7 aren't allowed to play 8 can pay

- 2b Students could do this in pairs, small groups or as a whole class. They could go on to describe school rules or rules in a job that they do (or once did).
- 3a Ask students to skim the email and answer the two questions. Tell them not to worry about the sentences in italics yet.

1 no

2 Using a mobile phone was not allowed.

- 3b During feedback, check understanding of *needn't have* with concept questions: *Did he wear a suit?* (yes) *Was it necessary?* (no). You could add further examples, such as *I needn't have taken any money to the restaurant.* Concept questions: *Did I take it?* (yes) *Was it necessary?* (no) *Why?* (Maybe someone else paid the bill.) *Did I know that before I went?* (no).

It was permitted: They were allowed to use the play area.

It was prohibited: The children couldn't play in the restaurant.

It was necessary: We had to pay by credit card.

It wasn't necessary: We didn't have to book a table.

It was done but it wasn't necessary: He needn't have dressed so smartly.

- 4a Students could do this exercise individually or in pairs. Encourage them to think about what the two options express each time.

1 didn't have to pay 2 were allowed to 3 had to 4 could

5 couldn't keep 6 had to 7 have to cook 8 needn't have

worried 9 didn't have to

- 4b** If students find it hard to think of food and eating rules, ask them to think of any rules they had in other areas, such as clothes, going out, use of the bathroom, tidying up, etc.
- 5** Before students do the exercise, point out that the mistakes are all to do with form and that all these forms express advice and recommendations. You could ask students to compare answers in pairs before you check with the class.

- 1** You ought **to** complain about that soup – it's cold.
2 You shouldn't **have** a dessert if you're full up.
3 If you don't like pasta, you'd better **to** have a pizza.
4 You must **have** try that new restaurant in Castle Street.

- 6** You could ask students to skim the email first and answer the following two questions: *Who is writing to who?* (Louise to Melanie) *Why?* (to give her instructions for looking after her house while she's away). They can then read the email again and replace the words in italics with the correct form of the verbs in the box.

- 1** You have to **2** you mustn't **3** can **4** You don't have to
5 can **6** You must **7** You'd better

- 7** Give students time to think and write, then get them to compare and discuss their sentences in pairs or small groups.

Photocopiable activity

Activity 7A (p. 105) can be used here. It is a pairwork activity that gives further practice of the language covered in this section.

Writing pp. 96–97

- 1** First get students to look at and briefly describe the two photos. They then discuss the questions in pairs, small groups or as a whole class.
- 2** This exercise focuses on task completion, style and effect on the reader, which all contribute towards the general impression mark in the exam. If time allows, students could discuss the questions in pairs before class feedback.

- 1** three: description of the situation (views of visitors and local people), comments on trends/dissatisfaction, recommendation
2 semi-formal and impersonal (It is for your teacher, who will expect it to sound like a report.)
3 good organisation (with headings), clear analysis, sensible comments/suggestions/recommendations

- 3a** Get students to look at the examples under the headings and give them time to make notes, adding as many points as they can think of. They should then choose the two most important points under each heading.
- 3b** Point out to students that some pieces of advice can go with more than one paragraph. You could get them to discuss their answers in pairs before checking with the class.

Paragraph 1: b, d
 Paragraph 2: a, e, g
 Paragraph 3: a, e, g
 Paragraph 4: c, f

- 3c** Once students have matched their notes with the paragraphs, point out that they now have the basic structure of their report. Explain that they don't have to come up with a lot of complex ideas in the exam – just clear, well-organised points.
- 3d** Students could do this in pairs or small groups. Encourage them to discuss the strengths and weaknesses of each of the three headings before deciding on the best one.

C is the best. It is short and clear and tells the reader immediately what the report is about. A is too vague and B sounds as if it's from a travel guide.

- 4a** Elicit what a topic sentence is (a sentence, usually the first one, which summarises or identifies the main point of a paragraph). Give students time to complete their sentences, then get them to discuss and compare them in pairs.
- 4b** Point out that the sentence openings in the table are useful for any report but obviously, it is important to use them correctly. If time allows, go through the table with the students before they do the matching exercise.

The main aim/purpose of this report is to ... 9
 To prepare for this report ... 5
 We are fortunate to have ... 7
 These are very popular with ... 4
 Since they want to ... 10
 A cause of dissatisfaction was that ... 8
 As a consequence,/Consequently, ... 1
 It was commented upon by ... 2
 All things considered ... 6
 It is recommended that ... 3

- 4c** Do this with the whole class, as a quick check.

passive, more, less

- 5** Give students 20 minutes to write their report.

Sample answer:

Local eating places

The main purpose of this report is to give an overview of the town's eating facilities. As part of the survey, both tourists and local residents were asked their views.

Cafés, pubs and restaurants

There are a number of good quality restaurants in the area, which cater for most tastes: pizza houses, sushi bars, exclusive French restaurants and gastro pubs. We are also fortunate to have several cafés and sandwich bars, which are very popular in the mornings with young mothers and children and with office workers at lunchtime.

Recent trends/Dissatisfaction

It was reported that in recent years most of the fast food restaurants had extended their hours, with most open until midnight. It was also stated that prices had gone up dramatically in some of the better restaurants and, as a consequence, people are going out less than they used to or eating at cheaper restaurants.

Room for improvement/Recommendation

The main area of concern among a number of people interviewed was the lack of vegetarian meals available in many of the restaurants and it is recommended that restaurants are made aware of this view.

- 6 Give students another 10 minutes to check their work. They could then work in pairs and check each other's reports, to see if they find it easier to spot other people's mistakes than their own. This may help them to look at their own writing more objectively.

Expert language: Passive report structures

These exercises focus on different ways of using passive structures to add emphasis when writing a report. Point out that *be supposed to* here means 'be generally said to'.

a

- 1 (that) the Principal is in favour of extending the lunch break
- 2 (that) about 20 students will take part in the research
- 3 (that) many residents have written a letter of protest
- 4 (that) some of the shopkeepers are also not happy

b

- 1 is supposed to be getting more and more expensive
- 2 are supposed to be eating out less than we used to
- 3 is supposed to be something we do, not watch on TV
- 4 are supposed to be taking business away from restaurants

7B How do I look?

As a lead-in, with books closed, ask students to brainstorm items of clothing in pairs or groups for two minutes. Alternatively, you could ask them to talk about their favourite item of clothing, saying why they like it, where they got it and when they wear it.

Speaking pp. 98–99

- 1 Students could discuss the differences in pairs, small groups or as a whole class.

In the photo on the left, both interviewers and interviewee look very smart. The interviewers are dressed formally in suits and ties, whereas in the other photo they are wearing more casual fashionable clothes – open-necked checked shirts.

- 2 It might help students to think about *when* as well as *where* people wear these items.

Example answers:

flip flops: on the beach, at a pool fur coat: in the winter
high heels: at work jumper: in the winter open-neck shirt: on holiday
parka: on a scooter pyjamas: in bed sandals: in the summer
shorts: on the beach, in the summer slippers: at home
tracksuit: at the gym trainers: at the gym trouser suit: at work
vest top: in the summer

- 3 The phrases and phrasal verbs here might need explanation if the exercise is done with the whole class. Alternatively, students could use dictionaries if working alone. Students might be familiar with 'dress-down Fridays', where office workers wear less formal clothes at the start of the weekend. Elicit the opposites of *tuck in* (*untuck*) and *taken in* (*let out*).

Example answers:

- 1 for an informal party; some offices on a Friday
- 2 a special occasion
- 3 to change what you are wearing
- 4 to put an item of clothing on to check if it fits properly
- 5 to look smarter
- 6 to put something on a peg or on a clothes hanger to keep it clean and tidy
- 7 when your clothes are too small
- 8 if a piece of clothing is too big, e.g. when you buy it or after losing weight

- 4 Again, you might need to explain some of the words in the box or ask students to check in a dictionary. Look for examples of the styles and fabrics in the class.

Example answers:

bootleg jeans cashmere scarf/sweater/coat chunky sweater
cotton dress/T-shirt denim jacket moleskin trousers roll-neck sweater
suede jacket/boots three-quarter length skirt/boots/trousers

- 5a Check understanding of the adjectives in the box before students complete the table. You could get them to compare answers in pairs before checking with the class.

opinion: elegant, old-fashioned
size/shape: fitted, short-sleeved, straight, tight
colour: khaki, navy
pattern: checked, patterned, striped
origin: French, Italian
material: linen, silk, viscose, woollen

- 5b Students might be tempted to use an adjective from each category, so point out that it would be very unusual/unnatural to use more than three or four before each noun.

Example answers:

Photo 1: The woman between the two men is wearing a plain cream suit and white shirt. The woman opposite her is wearing a plain, white short-sleeved shirt. The man on the right is wearing a grey suit and a striped, navy silk tie.
Photo 2: The man facing the camera is wearing a blue and white checked, long-sleeved cotton shirt. The woman on his left is wearing a plain, long-sleeved shirt. It may be cotton or silk.

6a–b Students could discuss this in pairs or groups first, then share their ideas with the class.

7a Elicit the format of Paper 4 Part 2, then play the recording for students to listen to the candidates and answer the questions.

1 Each candidate is given two photographs. He/She has to talk on his/her own for about a minute, answering a question about his/her photographs. He/She then has to answer a short question about his/her partner's photographs.

2 The first answer is better. The candidate compares the two photos well, rather than just describing the two separately. They also say why they think the people are dressed in that way, as the interlocutor asked.

The second candidate describes some aspects of the pictures but doesn't really describe them, and doesn't say why they might be wearing those clothes, so doesn't give a complete answer to the task.

7b Students listen again and tick the phrases the candidate uses to check she has understood the question. Check answers with the class.

3

8a–b Refer students to Tasks 1 and 2 in the Expert speaking section and give them enough time to read the instructions. Check that students know what they have to do before they begin each task. If your class is not divisible by three, it would be better to have one or two groups of four, with an extra examiner/interlocutor.

9 Students discuss their performance in their groups.

Listening p. 100

- 1** This would work well in small groups. Emphasise that students should give examples and/or add details, as in the example.
- 2** Remind students of the strategy for this task and point out the Help notes that they can use if necessary. Check answers with the class.

1 G 2 H 3 E 4 C 5 B

Help:

Speaker 1: She 'doesn't feel right' in them.

Speaker 2: 'feeling relaxed and not having to worry about what you look like'

- 3** After checking answers, ask students which of the five speakers they are most similar to.
- 4** This would work well as a whole class discussion. For question 2, ask students what *fashion victim* means (someone who wears what is fashionable even if it doesn't look good on them). Ask them if they know any fashion victims.

Language development 2 p. 101

1a Go through the table with the class. Point out or elicit that being modals, all the verbs in the table are followed by the infinitive. You could get students to compare answers in pairs before checking with the class.

1 Marlie's in her pyjamas. She **must** be going to bed.

2 It **can't** be his jacket – it's too small.

3 That **must** be Kate. I recognise that voice.

4 I think that's John's case, so he **may/might/could** be here.

5 She's decided not to buy those shoes. She **may not/might not** have enough money.

6 Mike **can't** work in a clothes shop – he knows nothing about fashion!

1b As students look at the pictures, encourage them to think about what is certain and what is possible.

Suggested answers:

A must belong to a woman. She might be rich because she has a number of credit cards. She must like to look nice because she's got a mirror, a lipstick and perfume in her bag.

B could belong to either a man or a woman because there's nothing like make-up or aftershave. I think he/she works in a high-powered job because of the computer and calculator.

C could belong to someone on holiday or a working tour because there is a map in the rucksack.

2 From the examples in the table, highlight the past modal form (modal + *have* + past participle) and point out that *have* here is weak and contracted in spoken English. Practise pronunciation of the contracted forms such as *must've* before students do the exercise.

1 can't have left **2** may/might/could have been stolen **3** must have cost **4** may/might/could have been, may/might/could have bought **5** can't have been/can't be **6** must have had

3 First elicit what type of word students should use after *looks/feels/seems* (an adjective). Encourage students to use both present and past modals. When they have completed their sentences, get them to compare in pairs or groups.

Photocopiable activity

Activity 7B (p. 106) can be used here. It is a mingling activity where students use modals of deduction to correct or respond to other students.

Use of English 1 p. 102

1a–b The aim here is to revise the strategy for key word transformations. Make sure that students are clear about why the answers are wrong, then elicit the correct answers.

1a–b

1 The candidate has changed the key word *been* to *be* and therefore incorrectly changed the tense. Correct answer: *must have been pleased*

2 The candidate has written more than five words. Correct answer: *wish I could go to*

2 Students complete the exam task. Point out the Help notes that they can use if necessary. Check answers with the class.

1 must be tired **2** haven't eaten for **3** must have just been on
4 too unfit to **5** may have been in the/may have been having a
6 can't have left

- 3** Let students discuss the questions in pairs first, then check answers with the class.

1 questions 1, 3, 5, 6; **1** is in the present; 3, 5, and 6 are in the past.
2 question 2: present perfect simple; question 4 *too/enough* + infinitive

Use of English 2 p. 103

- 1** You could start by asking students if they can think of anyone that has an unusual hairstyle. They could discuss the questions in pairs or small groups, then as a whole class.
2a Point out to students that the idea here is to find the answers in the text, not to give their own opinions to the questions. Check answers with the class.

1 to make statements, to shock, to copy icons
2 1960s: Beatles style, 1970s: long hair, skinhead and dreadlocks; recently: copying fashion icons

- 2b** Students do the exam task. Set a time limit of about 15 minutes and also point out the Help notes for questions 3 and 8.

1 D **2** B **3** B **4** D **5** C **6** A **7** B **8** C

- 3** Students could do this in pairs, small groups or as a whole class. Encourage them to record the collocations in their vocabulary notebooks.

2 (in the hope), **6** (in fashion)

- 4** Students could discuss in pairs or small groups, then share their ideas with the class.

Language development 3 p. 104

- 1a** Students complete the examples, then check their answers with the text on page 103.

A in **B** on **C** in

- 1b** Point out that all the phrases in this exercise are correct in themselves, but that they aren't all correct in this context. As you check answers, make sure students understand both phrases in each pair.

1 at all times **2** in danger of **3** from bad to worse
4 at first **5** by mistake **6** to my surprise **7** by that time
8 in an extremely bad mood **9** From then on **10** without fail

Background

Fashion weeks are when a number of designers come together to show their latest collections to other people in the fashion industry. They usually take place twice a year in places like Paris, New York, London, Milan and Tokyo.

- 1c** One way to learn these phrases is by preposition. Check that students know the meaning of all the phrases listed and can provide the correct preposition for the phrase they cross out in each group (given in brackets in the answer key below).

1 the beginning (in) **2** conclusion (in) **3** time to time (from)
4 purpose (on)

- 1d** Get students to compare answers in pairs before you check with the class.

1 in the end **2** in fashion **3** out of date **4** on purpose
5 for a change **6** in luck

- 2a** Let students choose the correct options and then get them to check their answers with the text on page 103.

A make **B** spend

- 2b** Ultimately, the choice between *make* and *do* is down to collocation but students might notice that expressions with *do* emphasise an activity or process, whereas expressions with *make* emphasise the creation or production of something new. Check answers with the class, then encourage students to record the collocations in their vocabulary notebooks.

1 do **2** make **3** make **4** do **5** do **6** make **7** make
8 do **9** make **10** do **11** make **12** make

- 2c** Give students time to complete the text, then check answers with the class.

1 an Armani suit **2** a lot of money on it **3** in cash **4** trying it on
5 it would be comfortable **6** feel so good **7** to show my friends

- 2d** As you check answers, point out or elicit the difference in meaning between the verbs.

1 rise **2** became **3** earned **4** damaged **5** resign **6** healed

- 2e** Before students begin, point out that they may need to change the form of the verbs. Give them time to complete the text, then check answers with the class.

1 retired **2** spend **3** expect **4** made **5** do/try **6** bought
7 make **8** made

Background

Royal Ascot is a four-day horse-racing festival which takes place in June each year in Ascot, near Windsor. Members of the Royal Family always go and it is a big social event with a strict dress code. Women have to wear dresses and hats – the hats are famously lavish and outrageous – and men have to wear morning suits – a jacket with long 'tails' at the back and striped trousers.