Unit 4 Clothing and Appearance

PREVIEW	Students listen to a psychologist talk about female body image, read a conversation discussing clothing customs, and complete a style survey.	
LESSON 1 **Describe clothing details and formality**	***Vocabulary***	Describing clothes
	Listening	Listen for details
LESSON 2 **Talk about the kind of clothes you buy**	***Grammar***	Quantifiers: review and expansion
LESSON 3 **Examine questionable cosmetic procedures**	***Reading skills***	Understand from context; Identify supporting details; Express and support an opinion
LESSON 4 **Discuss appearance and self-esteem**	***Word Study***	Compound words with *self-*
	Listening skills	Listen for main ideas; Listen for details
EXTEND-IT 2	*Plan a meeting venue*; *Represent your country*; *Attend a dinner party*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Preview

A APPEARANCE AND SELF-ESTEEM

Suggested time: 5 minutes | Your time:

- Have Ss read the heading of Exercise A. Ask, *What is* appearance? (the way you look) *What is* self-esteem? (the way you feel about yourself)
- Write *ideal* on the board. Elicit or explain that an *ideal* is the best that something could possibly be. Say, *The talk will discuss the female ideal. What might that refer to?* Invite Ss to speculate.
- Have Ss listen to the conversation. To check comprehension, ask:
  What is the female ideal today? (to be very thin)
  How do models in fashion magazines today compare to models in the past? (models were not as thin in the past)
  What does it mean to starve oneself? (to eat so little that you are severely hungry)
- In pairs, have Ss discuss the question in the directions.
- Return to the exercise heading. Ask, *According to the psychologist, what type of self-esteem do many girls and women have?* (low) *Why?* (because they are aiming for an impossible ideal of being very thin)

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Bring Ss' attention to the note on accents on the right. Point out that Eliani comes from a different culture and is struggling with cultural differences in fashion in the U.S.
- Have Ss read and listen to the conversation, noticing the featured language. To check comprehension, ask:
  What is Eliani worried about? (that the bridesmaid's dress may be revealing)
  Does Harriet think the dress will be revealing? (not by American standards, but maybe by Eliana's standards)
  What are Eliani's views about unmarried women? (that they should dress modestly)
- Point out that Eliani's sentence *Hard to believe, right?* has no subject, which is common in an informal conversation. Both speakers know what the implied subject is.

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Have Ss work in pairs. Go over the answers with the class.

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Assist as Ss look up words or phrases.
- Have Ss share their sentence with a partner.

E THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Call on two volunteers to read the example conversation. Invite other Ss to share their opinions.
- In pairs, have Ss discuss the remaining questions. If Ss need help interpreting any of the expressions, encourage them to analyze the context to figure out meaning.

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F TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the directions. Elicit or explain that *a look* means a particular style. Point to the little hangers. Tell Ss they will circle them to illustrate preference.
- Tell Ss to study the words and the styles that reflect them. Have them rate the looks.
- In pairs, have Ss compare their ratings.
- Bring the class together and ask, *Who gave three hangers to classic? Loud? Funky? Subdued? Trendy? Elegant?* See if there is a preferred style that the majority of Ss like.

G VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss read the definitions silently.
- Then have them listen to the words and repeat.
- Finally, as a class look at the **And don't forget** list. (See the Teaching Tip below.)

LANGUAGE NOTES

- *Wild* is a slang term used to mean unusual.
- *Conservative* means not very modern in style or taste.
- *Modest* refers to clothing or behavior that avoids attracting too much attention.
- *Appropriate* means suitable for a particular situation.
- *Inappropriate* means not suitable for a particular situation.
- *Casual* means relaxed and not formal.
- *Formal* in reference to clothes can mean a tuxedo or suit for a man and a dress or gown for a woman.
- *Informal* in reference to clothes refers to clothes you wear at home or in regular daily situations.

OPTION (+5 minutes) In pairs or groups, have Ss think of people they know who have similar styles. Write on the board: *The male model in picture 1 reminds me of my . . .* and *He always wears . . .* Have Ss use adjectives from the Exercise G vocabulary lists.

TEACHING TIP The adjectives in the **And don't forget** list were previously taught in the *Connectivity* course. If your Ss didn't use *Connectivity* or don't know these words, suggest they look them up and write them in a vocabulary journal.

START TALKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the example and ask whether Ss agree with the example statement.
- Have Ss work in pairs or groups of three to share opinions about the different outfits. Monitor and assist with any vocabulary Ss might not know, such as *blazer* or *bow tie*. Make sure they use the adjectives to describe fashion from the lists in Exercise G.
- Bring the class together and have Ss share their opinions. If Ss disagree, invite them to defend their ideas.

EXTENSION (+5 minutes) Write on the board: *Do you judge people by the clothes they wear? Why? Why not?* Invite Ss to share opinions in groups.

OPTION (+10–15 minutes) Write on the board:

school	*work in an office*
errands	*dinner at a restaurant*
pizza at a friend's house	*hanging out at home*

In pairs or groups, have Ss discuss which of the pictured outfits they think are appropriate for the specific occasions. Then ask, *Do you think any of the outfits are appropriate for all occasions?* Invite Ss to share situations where they or someone they knew were dressed inappropriately for an occasion. (For example: I was invited to a party at a friend's house and I came dressed in jeans. I was so embarrassed when I saw that everyone was in very formal outfits—women in dresses and men in ties! I actually went home quickly and changed!)

DISCUSSION

Suggested time: 10 minutes | Your time:

- Invite Ss to skim the names under the quotations. Ask, *Have you heard of any of these people?* Tell Ss they will read quotes about the significance, or meaning, of clothes.
- In pairs, have Ss read and discuss the meaning of the quotes. Monitor and clarify vocabulary as needed.
- Bring the class together and call on volunteers to share how they paraphrased the sayings and which one made the most sense to them. Read the last quote. Ask, *Do you agree that your style can express who you are?*

LANGUAGE NOTE *Stand out* means to be very easy to see and notice.

EXTENSION (+5 minutes) Ask, *Can you think of other quotations about fashion, either in English or in your language(s)?* If not, have Ss look up some quotations online in class or for homework. Invite Ss to share.

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LESSON 1 Describe clothing details and formality

A VOCABULARY

Suggested time: 10 minutes | Your time:

- To warm up, have Ss first look at the pictures without reading the text. Ask them to predict where the people might be going. (For example: The couple in picture A look like they're going to a very formal event. The woman in picture B might be going to a party. The couple in picture C look like they're going to a costume party.)
- Point out that each message begins with *On our / my way*. Elicit that this idiom means you have started going somewhere or you're about to arrive somewhere.
- Have Ss read the text messages. Then have them listen and repeat the vocabulary.
- Call on volunteers to read the items in the **And remember** and **Also** boxes.

LANGUAGE NOTES

- Picture B: *Chic* means very fashionable and showing good judgment of what is in style. *Abstract* in design refers to shapes and patterns that do not look like real people or things.
- Picture C: A *floral print* is fabric with pictures of flowers. A *masterpiece* is a work of outstanding artistry or skill.
- **Also** box: The word *V-neck* can be used as a noun that is an abbreviation of *V-neck sweater*, or it can be used as an adjective before *dress* or *T-shirt*.

EXTENSION (+5 minutes) Ask, *Do you often send photographs of yourself when dressed up?* Have Ss work in pairs to share a photo from their phone showing themselves or a friend dressed up. They should describe in detail what they are wearing. Refer Ss to the adjectives list and clothing list in Exercise A.

CHALLENGE (+5 minutes) Write on the board: *Where am I going?* Have Ss create scenarios such as in the first text message in Exercise A. Tell them to think up outfits and write in detail what they've got on but not say where they are going. Then bring the class together and have Ss read the clothes description for the class to guess where he or she is going. Have them refer to the vocabulary in Exercise A.

B LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

- To warm up, if time allows, Ss can use the vocabulary from Exercise A to describe the various pictures. (For example: Item 1: a) navy jacket and skirt, abstract-print blouse; b) floral-print dress and blue jacket; c) blue V-neck dress and floral-print scarf)
- Have Ss read the question for each item.
- Play the audio. Pause after each conversation to allow Ss time to choose an answer.
- Then have Ss listen again to check their work.
- To check comprehension, ask: *Who are the people in each conversation?* (Conversation 1: two colleagues; Conversation 2: a teenager and his parents; Conversation 3: a teenager and a salesperson)

EXTENSION (+5 minutes) Go over additional unknown vocabulary from the Exercise B conversations. Refer to the Language Notes below. Invite Ss to try using these words or phrases in sentences.

LANGUAGE AND CULTURE

- *Run something by someone* means to tell them about it to see if they think it is a good idea.
- The word *cute* is often used to talk about clothing and outfits. It means pretty or attractive.
- A *high neck* refers to the neckline on a dress or other piece of clothing.
- *Classy* means stylish and sophisticated.
- *Smashing* means wonderful or great.
- A *prom* is a formal dance party in the U.S. for high school students in their third or fourth year, often held at the end of a school year.
- To say something *is an epidemic* means it is increasing or spreading quickly.

EXTENSION (+5 minutes) Write on the board: *Prom*. Start a class discussion. Ask, *Is there a similar tradition in your culture of a dance at the end of high school? If yes, did you attend? Do people dress formally? What did you wear?*

C PAIR WORK

Suggested time: 10 minutes | Your time:

- In pairs, have Ss take turns describing the clothes and guessing.
- Assist as needed. Write on the board words such as *floral-print* and *low-cut* to help identify some of the items of clothing.

EXTENSION (+5 minutes) Divide the class into pairs. Have Ss describe clothing that a person in class is wearing, without identifying the person. The partner will guess who is being described. Encourage Ss to avoid pronouns to make it more difficult. Model an example. Say, *This person is wearing a [plaid] shirt and a [solid] [black] [V-neck].*

PRONUNCIATION LESSON (optional, page T134)

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D ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- In pairs, Ss discuss their opinions of the fashions.
- Encourage Ss to say more than just *I like this* or *I don't like this*. Model an example. Say, *I love the third woman's clingy evening gown. I think it's really elegant.*
- Tell them to recycle the vocabulary from this unit.

Communication Activator

A CONVERSATION MODEL

Suggested time: 10 minutes | Your time:

These conversation strategies are implicit in the model

- Say *I mean* to elaborate on a prior statement or question
- Use *Actually* to assert a point of view
- Say *I think that might be* to gently warn that something is inappropriate
- Acknowledge someone's good advice with *I'm so glad I asked, Thank goodness I asked,* and *It's a good thing I asked*

- Have Ss look at the photo and speculate where the woman and man are and what they are doing.
- Direct Ss' attention to the **Formality** list. Point out that the sets of words are opposites. Ask, *What is the opposite of* dressy? (casual)
- Have Ss read and listen to the conversation.
- To check comprehension, ask:
  What event are both these people attending? (a reception)
  Who has more information about the event: the woman or the man? (the man)
  What does the woman ask the man? (how formal it will be)
  What does she want to wear? (a blouse and slacks)
  Does the man think this is appropriate? (No, he thinks that she will be underdressed.)
  What will the woman probably wear to the reception? (a cocktail dress)
- Call Ss' attention to the **Social language** box and read the heading. Model each item for Ss to listen and repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation and repeat each line. Make sure they
  - use falling intonation for *What would you like to know?*, *How formal will it be?*, and *How would that be?*
  - use rising intonation for *Can I ask your advice about the reception this weekend?*
  - use emphatic stress on *I mean* and *Actually*.
- Monitor as Ss practice the conversations in pairs. Have Ss switch roles and repeat.

C IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Form pairs. Instruct Ss that they will use the model in the Exercise A Conversation Model to role-play their own conversation with a partner.
- Ask a volunteer to read the words in **Recycle This Language**. Encourage Ss to incorporate these words into their conversation. Refer Ss back to the Vocabulary on pages 35 and 36.
- Have Ss brainstorm kinds of events to ask about, such as a dinner party, a wedding, a class picnic, or a sales meeting.
- In pairs, have Ss role-play their conversations. Monitor and assist as needed. Have Ss change roles and practice again, using new ideas, before working with a new partner.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.

LOOK FOR While Ss are doing Exercise C, monitor their conversations to determine if they are
✓ using vocabulary to describe clothes and fashion
✓ commenting on clothing details and formality

OPTION Use the Unit 4 Energizer Worksheet (see Printable Resources in the Portal).

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Say, *Pretend you are dressed to go somewhere. Write a text to a friend, like the people did on page 36, Exercise A. Describe what you look like. You can ask for feedback on your outfit and offer to send a selfie.* Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional vocabulary, pronunciation, and speaking practice in their digital resources.

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LESSON 2 Talk about the kind of clothes you buy

A GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Read the article title. Ask, *What do you think* ready-to-wear *means?* Encourage Ss to interpret it literally. (something you can wear right away) Then ask, *What is a* tailor? (a person who makes clothes that are measured to fit each customer perfectly)
- Ask Ss to look at the images. Call on volunteers to identify the items on the right. (a sewing machine, a tape measure, a model or mannequin, fabric, scissors, thread) Ask, *Where would you find these items?* (at a tailor's)
- Have Ss read the text. Play the audio if appropriate. To check comprehension, ask:
  Where did most people get clothing before the mid-19th century? (They made it themselves.)
  What allowed the majority of people to make their own clothes in the 1850s? (Most people owned a sewing machine.)
  What happened as more and more women joined the workforce? (Fewer people made their own clothes.)
  Is the vast majority of clothing people purchase today ready-to-wear or tailor-made? (ready-to-wear)
  Why do only a few people buy tailor-made clothes? (because they are expensive)
  Other than tailors, who else still uses patterns to sew clothes? (people who like to create unique clothes, people who are thrifty, and artisans who sew clothes by hand as a craft)
  Where in the world are tailor-made clothes standard? (the Republic of the Congo)

LANGUAGE NOTES

- A *pattern* is a shape used as a guide for making clothes. It is typically a thin piece of paper used when cutting material to make clothes.
- *Make something to measure* means to specifically make it to fit a particular person.

B DRAW CONCLUSIONS

Suggested time: 5 minutes | Your time:

- Read the directions. Write *dying art* on the board and elicit the meaning. (a skill that is no longer practiced very widely and may soon stop existing)
- Invite Ss to discuss the question with a partner. Direct them to the second paragraph that indicates who still practices this art. Tell them to base their conclusions on the text, but encourage them to share other thoughts on the topic as well.
- Bring the class together and have pairs share the conclusions they drew.

LANGUAGE AND CULTURE Television reality shows that have contestants compete to create fashion designs could be said to be helping keep the art alive.

C GRAMMAR

Suggested time: 15 minutes | Your time:

- To present the use of quantifiers with singular count nouns, write on the board:
  One manager never wears business casual.
  Every company has a different dress code.
  Point to the underlined noun in each sentence and ask, *What do these nouns have in common?* (They are singular count nouns.) Then have Ss identify the quantifier in each sentence. (One, Every) Read the first rule.
- To present the use of quantifiers with plural count nouns, write on the board:
  Many office workers wear a suit and tie.
  A number of people prefer business casual.
  Point to *office workers* and *people* and ask, *What do these nouns have in common?* (They are plural count nouns.) Then have Ss identify the quantifier in each sentence. (Many, A number of) Read the second rule.
- Have Ss read the **Note**. Write on the board: *A majority of the staff ___ casual clothes.* Have Ss complete the sentence with the correct form of a verb of their choice. Go over the answer as a class. (For example: wears / prefers)
- To present the use of quantifiers with non-count nouns, write on the board:
  A great deal of interest was shown by all employees.
  A little productivity goes a long way.
  Point to *interest* and *productivity* and ask, *What do these nouns have in common?* (They are non-count nouns.) Then have Ss identify the quantifier in each sentence. (A great deal of, A little) Read the third rule.
- To present the use of quantifiers that can be used with both count and non-count nouns, write on the board:
  Some employees are in favor of change.
  Some formality is preferred.
  Point to *employees* and *formality*. Ask, *What is the difference between these nouns?* Elicit from the class that *employees* is a plural count noun, while *formality* is a non-count noun. Read the fourth rule.

LANGUAGE NOTE *A few* and *a little* mean *some*. *Few* means *not many* and *little* means *not much*. In British English, *majority* is a plural noun.

GRAMMAR EXPANDER (optional, pages T121–123)

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D UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Model the first item with the class. Ask, *What noun is the quantifier used with?* (men) Make sure that Ss understand that *Most* is correct because *Much* can't be used with count nouns. Ask a volunteer to read the example explanation.
- For each item, have Ss identify the noun and decide whether it is a singular count noun, plural count noun, or non-count noun. Then have them circle the quantifier.
- In pairs, have Ss explain their choice of quantifier by referring back to the rules in the grammar chart. Go over the answers as a class.

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Model the first item with the class. Ask, *What noun is the quantifier used with?* (outfits) Ask, *Which quantifier can't be used?* Ask a volunteer to read the example explanation.
- For each item, have Ss identify the noun and decide whether it is a singular count noun, plural count noun, or non-count noun. Then have them complete the exercise.
- In pairs, have Ss explain their choice of quantifiers by referring back to the rules in the grammar chart. Go over the answers as a class.

CHALLENGE (+10 minutes) Write on the board: *fast fashion*. Invite Ss to deduce the meaning. (low-cost clothes mass-produced in response to the latest trends) Ask, *Do you typically invest in quality clothing items that will last a long time? Or do you buy inexpensive clothing?* In groups, have Ss research fast fashion and its social and environmental impacts. Instruct Ss to write up facts the group finds. For example: *Researchers claim that in rich countries, the average item of clothing is worn fewer than ten times. Each year, more and more clothes are thrown away.*

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Tell Ss to complete the questionnaire individually.
- Clarify vocabulary as needed. If necessary, explain that *an article of clothing* is a piece of clothing.
- For the question about whether a family member or friend has ever made an article of clothing for them, prompt Ss to think of knitting, not just sewing.

LANGUAGE NOTE *Patterns* in the directions means habits, not patterns used to make clothing.

B GROUP WORK

Suggested time: 10 minutes | Your time:

- Read the directions. Call on volunteers to read the example answers.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.
- Form groups. Encourage Ss to ask each other questions.
- Monitor Ss' conversations, encouraging Ss to use quantifiers. Assist as needed.
- Bring groups together to share their responses.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

- ✓ using quantifiers to talk about the types of clothes they buy
- ✓ discussing ready-to wear versus tailor-made clothes
- ✓ making generalizations and predictions about the types of clothes people buy

EXTENSION (+10 minutes) Have Ss choose one of the **Keep Talking!** points to discuss further as a class. Alternatively, have groups write a paragraph giving their opinion on one of the points. Then have each group present to the class.

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper and write the numbers 1 to 8 vertically. Write these quantifiers on the board: *1. each, 2. all, 3. a majority of, 4. much, 5. a bit of, 6. a great amount of, 7. lots of, 8. plenty of.* Instruct Ss to write statements about clothing people make and buy using each quantifier. Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional grammar practice in their digital resources.

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LESSON 3 Examine questionable cosmetic procedures

A READING

Suggested time: 15 minutes | Your time:

- Read the title of the article. Write *The quest for a youthful appearance* on the board. Elicit or explain that a *quest* is a long search for something that is difficult to find. Ask, *Do you think most people are on a quest for a youthful appearance?*
- Read the directions and the target question. Elicit or explain that usually a *facial* is a beauty treatment in which your face is cleaned and creams are rubbed into it.
- Have Ss preview the images. Ask, *What does the woman on the left appear to be doing?* (sticking her tongue out / exercising her face) *What is happening to the woman on the right?* (Someone is injecting something into her face.)
- Have Ss read the article. If appropriate, play the audio for Ss to follow along.
- As Ss read, tell them to underline information in the article that will help them answer the target question in the directions.
- Ask, *Why do you think there is an image of donkeys on the left?* (because Cleopatra supposedly bathed in donkeys' milk)
- Direct Ss' attention to the inset quote. Ask, *What is a different way to say* You've got to be kidding!*?* (You must be joking!) Ask, *Do you agree with the microbiologist? Does the vampire facial seem questionable to you?*

CHALLENGE (+5 minutes) In pairs, have Ss each summarize one of the facial procedures for their partner without referring to the Student's Book. Tell them to include as many details as they can remember. Listen and assist as needed. Then let Ss refer back to the article to note details they forgot. Alternatively, ask Ss to work in pairs to write summaries.

LANGUAGE AND CULTURE Vampires are fictional beings. They are said to be dead people who come back to life and suck people's blood by biting their necks. Books and movies about vampires have always fascinated people. For example, the 2008 film *Twilight* is about a teenage girl who has a relationship with a vampire. Four more films followed. Although the movie series was extremely popular, many film critics gave it a low rating.

B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Ask a S to read the words in the box on the right. Call on volunteers to identify the parts of speech. (*bacteria*: noun; *sag*: verb; *supposedly*: adverb; *firmer*: comparative adjective; *questionable*: adjective; *wrinkles*: noun; *youth*: noun)
- Say, *Scan the article to find the words and circle them.*
- Have Ss work individually to complete the statements.
- Bring the class together and go over the answers.

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C IDENTIFY SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

- Have Ss read the questions and choose the answers they think are true, without looking back at the article.
- Then, in pairs, have Ss find and underline the supporting details in the article. Monitor and assist as needed.
- Review answers as a class.

Answers for Exercise C (supporting information)

1. *The desire to preserve facial youth and beauty is as old as history, going all the way back to the ancient world.*
2. *. . . the historical accuracy of that story isn't confirmed, and many people doubt that it's true.*
3. *Face yoga is based on the principle that exercise strengthens muscles.*
4. *The corners of lips of older people tend to turn downward instead of upward, creating the appearance of sadness.*
5. *One academic study showed that 20 weeks of regular practice did result in firmer facial muscle tone, and participants in the study were judged to look three years younger than their actual age.*
6. *. . . either applying it topically by rubbing it on that person's face, or injecting it with a needle into many places on the face.*
7. *The "micro-injuries" caused by the needle pricks cause the body to rush to heal those injuries by secreting substances such as collagen and elastin . . .*
8. *This can lead to infections, some of which could be life-threatening, such as HIV or hepatitis.*
9. *However, when administered in a medical setting, such as a doctor's office, the risk is probably minor.*
10. *The old saying "You've got to suffer for beauty" seems illustrated by the vampire facial.*

D EXPRESS AND SUPPORT AN OPINION

Suggested time: 5 minutes | Your time:

- Ask a volunteer to read the saying in the last paragraph of the article.
- Have Ss discuss the questions with a partner.
- Bring the class together and poll Ss. Ask, *Who would consider getting a vampire facial? Has anyone gotten one or a similar unusual facial?*

EXTENSION (+10 minutes) Have Ss participate in a "for and against" debate about vampire facials.

Communication Activator

A TALKING POINTS

Suggested time: 15 minutes | Your time:

- Have Ss look at the headings of the ads. Ask, *Do any of these seem like questionable procedures?*
- Call on volunteers to read the rating system. Clarify that *I'd have to know more* means you would like to have more information before trying it. Give Ss a few minutes to read the ads and rate them individually.
- In pairs, have Ss compare ratings and discuss their reasons. Bring the class together and ask, *Would anyone try the tooth whitening? The tapeworm express diet? The fish pedicure? Do you think any of these procedures should be illegal?* Tell them that tapeworm diets are illegal in the U.S.
- Finally, direct their attention to the asterisk at the bottom of the tapeworm ad. Ask, *Do you think the risk is worth it?*

LANGUAGE NOTES

- Ad 1: *Pearly whites* is an informal term for teeth.
- Ad 2: *Don't knock it* means *Don't criticize it.*
- Ad 3: *Abdominal complications* are stomach problems, *meningitis* is an infection of the fluid around the brain, and *dementia* is a condition that involves memory loss.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T151A–B)

- Read the directions. Elicit or review that to *draw the line at something* means to put a limit on what you will do.
- Form small groups. Tell Ss they can use the three responses from Exercise A: *Looks (or sounds) good to me!; I'd have to know more; I wouldn't try it even if you paid me!*
- Monitor Ss' conversations.
- Bring the class together and have one representative from each group list the procedures the group spoke about. Discuss as a class and vote on which ones should be illegal.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are

✓ using vocabulary for discussing questionable procedures

✓ arguing effectively for their point of view

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *Vampire facial, Tapeworm express diet, Fish pedicure.* Assign pairs one of the three questionable procedures and have them write 3–4 sentences giving their views. Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional reading practice in their digital resources.

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LESSON 4 Discuss appearance and self-esteem

A WORD STUDY

Suggested time: 5 minutes | Your time:

- Have Ss listen to the words and study the definitions. Then have them listen and repeat.
- Point out that *self-* is a prefix that is used with many nouns and adjectives and that words with *self-* are always hyphenated.
- To show the change in meaning when the prefix *self-* is added to a word, write *image* on the board and define it as a class. (the way something is portrayed to the public; what you think someone or something is like or how it looks) Add the prefix *self-* and define it as a class. (how you see yourself) Note the change in meaning. Repeat with several other words from the list.
- Ask, *Which of the adjectives has a positive connotation?* (self-confident) *Which have a negative connotation?* (self-centered, self-conscious, self-critical)
- In pairs, have Ss use a dictionary to find two more nouns and two more adjectives with the prefix *self-*. Have them share the words and definitions with the class. (For example: nouns: *self-interest*, *self-discipline;* adjectives: *self-taught, self-employed, self-destructing, self-satisfied*)

OPTION (+10 minutes) Write these sentences on the board:
1. "I always make mistakes."
2. "I can do it!"
3. "I'm worried about how I look."
4. "Everyone should feel sorry for me."
5. "I'm as important as other people."
6. "I don't care much about what other people need."
In pairs, have Ss describe the person who made each statement using a noun or adjective from Exercise A. Go over the answers as a class (1. This person is self-critical. 2. This person is self-confident. 3. This person is self-conscious. 4. This person feels self-pity. 5. This person has high self-esteem. 6. This person is self-centered.)

B WORD STUDY PRACTICE

Suggested time: 5 minutes | Your time:

- Give Ss a few minutes to read the sentences. Tell them to notice which ones require adjectives and which ones nouns. (Items 1, 3, 4, and 6 require adjectives. Items 2, 5, and 7 require nouns.) Note that more than one answer is possible for item 2.
- Have Ss complete the exercise, referring to Exercise A as needed.
- Have Ss compare answers with a partner.

C LISTEN FOR MAIN IDEAS

Suggested time: 10 minutes | Your time:

- Read the directions. Ask, *What is* body image*?* (how you see your body)
- Have Ss look at the picture. Ask, *What do you think this man's ideal body image is?* (muscular / having big muscles)
- Have Ss preview the main idea choices.
- Have Ss listen once for the main idea. Then have them listen again.
- Call on volunteers to read each statement. After each one, ask, *Is this information in the talk? Is it the most important information?* As a class, agree on the main idea. Encourage Ss to explain why it's the main idea.

LANGUAGE NOTES

- To *be bombarded by something* means to constantly have something directed towards you.
- A *buffoon* is someone who does silly things.
- *Susceptible* means easily influenced or harmed by something.
- *Internalize* means to accept an idea or belief so that it becomes part of your way of thinking.
- If it is *incumbent* upon you to do something, it is your duty to do it. This is a formal phrase.
- If one thing is *offset* by another, the effect of the first thing is reduced by the second.

D LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

- Read the directions. Tell Ss to preview the statements, marking in pencil answers they know already.
- Play the audio. Have Ss listen and answer the questions. If necessary, pause after each paragraph to help Ss locate the answers.
- Go over the answers with the class.

EXTENSION (+5 minutes) Write this quote from the talk on the board: *One in ten young men said they were afraid of being seen wearing gym clothes.* Ask, *Were you surprised to hear how many men suffer from negative body image?* In small groups, have Ss discuss. Then bring the class together and share.

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E DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the directions. Review that *be susceptible* means to be easily influenced or harmed by something.
- Write on the board: *Do we need to change the media? Or do we need to change ourselves? Or do we need to do both?* In pairs or small groups, have Ss discuss the problem with the media's effect on people and their response to it. Challenge Ss to think deeply about the topic.
- Bring the class together and have Ss share insights.

Communication Activator

A SURVEY

Suggested time: 5 minutes | Your time:

- Call on Ss to read the statements in the survey. Then have Ss complete the survey individually.
- In pairs, have Ss explain their choices.
- To review as a class, ask, *Are women more or less self-conscious about their bodies and faces than men? Are women or men more likely to want to look like people in the media? In general, who is beauty more important to: men or women?* Have a few volunteers share their opinions with the class.

B TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the sample answers on the notepad.
- To model the activity, have a volunteer give an example of something that builds self-esteem. Then have another volunteer give an example of something that harms self-esteem.
- After Ss write their ideas individually, have them share their notes with the class. Write their ideas on the board. (For example: *Build self-esteem:* positive feedback from teachers, friends, or colleagues; positive self-image messages in the media; being confident in your abilities. *Harm self-esteem:* being criticized by your parents, teachers, or boss; bullying and teasing in childhood and adolescence; peer pressure to meet an ideal)

C DISCUSSION

Suggested time: 10 minutes | Your time:

- Form groups of three. Have Ss discuss the questions. Refer Ss to the information on the board to answer questions 1 and 2. Then have them discuss the remaining two questions.
- Bring the class together and have Ss share insights. Write Ss' ideas for question 4 on the board. Invite Ss to respond and agree or disagree, supporting their opinions.

LOOK FOR While Ss are doing Exercise C, monitor their discussions to determine if they are

- ✓ discussing the complexities behind positive and negative body image
- ✓ analyzing the positive and negative factors that affect self-esteem
- ✓ correctly incorporating compound nouns and adjectives with *self-*

WRITING HANDBOOK (optional, page T144)

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *Do's and Don'ts to Boost Self-Esteem*. Tell Ss to write five tips. Instruct them to try to use compound words with *self-*. (For example: Be positive and self-confident. Don't compare yourself to other people and get self-conscious.) Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional vocabulary, listening, and writing practice in their digital resources.

PROGRESS SELF-CHECK
Follow the procedure outlined in Unit 1 on page T11.

FOR MORE PRACTICE . . .
Refer to the list of review and additional practice items in Unit 1 on page T11.

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Extend-It 2

OPTION Use the Phrase Book to ensure that Ss recycle and use known language from earlier levels and units. The Phrase Book is located under Printable Resources in the Portal.

1 PLAN A MEETING VENUE

Suggested time: 20 minutes | Your time:

Note: In Activities 1 and 2, Ss plan an international company meeting between a group of hosts and visitors from different countries. Activity 3 involves Ss role-playing hosts and visitors at a dinner party.

- Read the first part of the directions. Clarify that a *venue* is a place where an organized meeting takes place. Ask a S to read the list of **Location ideas**.
- Call on volunteers to read the headings in the planning notes chart. Elicit or explain that a company's *mission* is a short explanation of its purpose and reason for existing. Call on a volunteer to read the sample planning notes on the right. Elicit or give additional examples.
- In groups, have Ss decide on their company or organization and mission, as well as the best locations and dates for their meeting, and then complete the planning notes. Tell them they can look up examples of mission statements before writing their own.
- Bring the class together. Read the next part of the directions. Ask two volunteers to read the example conversation. Tell Ss to notice the construction *We suggest schedule + -ing*.
- Groups take turns presenting their meeting proposals to the class and answering questions. Once each group has presented, the class will vote on the best proposal. The winning group will play the meeting hosts and the other groups will play the visitors in the activities that follow. If the class is unable to choose a winning group, you can help them decide.

OPTION Ss can write the topics and notes on a flipchart or on the board.

2 REPRESENT YOUR COUNTRY

Suggested time: 30 minutes | Your time:

- Read the first sentence of the directions. Call on a volunteer to read the list of **Possible countries of origin**. Form groups of hosts and visitors. Make sure Ss understand that each group of visitors must come from the same country. Encourage them to choose a country from the list.
- Go over the categories on the notepad. Call on Ss to read them and elicit examples. Invite Ss to give examples from their own culture. (For example: *Greeting customs:* When you greet, you shake hands and make eye contact. *Small talk:* People usually talk about their families, work, and the weather. *Dress codes:* Work clothing is pretty casual. *Manners:* Everyone is typically polite and respectful. *Customary roles of men and women:* Men and women are treated pretty equally.)
- Tell each group to read the directions that apply to them. Instruct each group to choose one person to take notes. Let Ss look online if they need information about the countries.

OPTION If time is limited, have the host groups and the visitor groups finish up their research and / or notes outside of class. Ss can meet online for this.

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3 ATTEND A DINNER PARTY

Suggested time: 40 minutes | Your time:

- Invite Ss to look at the images. Ask, *What do you see?* (a buffet, or a meal made up of various dishes where guests serve themselves)
- Ask, *Have you ever hosted a dinner party?*
- Read the first part of the directions. The hosts discuss typical dishes of the host country and vote on two items for each of the meal categories. This will be the food that is served at the buffet. The visitors research typical dishes of the country of origin that they chose in Activity 2 and choose two items for each category. They will talk about these dishes at the meal. Monitor and assist.
- Read the second part of the directions. If necessary, clarify that *mingle* means to move around a room and talk to a lot of different people. Tell Ss that hosts and visitors will role-play the dinner party. Call on volunteers to read the list of **Small talk ideas**. Tell hosts and visitors that they will first talk about the buffet food and how it compares to the food from the guests' country of origin. Then they can engage in other small talk.
- Monitor as Ss role-play. Make sure everyone is conversing with someone. Encourage anyone who is not talking to join a group and ask and answer questions. Take notes as Ss talk to offer feedback at the end.
- Bring the class together and comment on the role play. Give feedback on interaction styles and topics discussed, as well as on language.

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