

Unit 11 Appearances Language notes

Lesson A Family traits

Grammar Describing people
(See Student's Book p. 109.)

Describing people

There are a number of expressions used to ask and answer questions to describe people.

Form

Look like

What + do / does + subject + look like?

A What does he look like?

B He's tall and thin and wears glasses.

Who + do / does + subject + look like?

A Who does she look like?

B She looks like her mother.

Look alike

Do + subject + and + subject + look alike?

A Do Heather and Hayley look alike?

B No. They look totally different.

Yes-No questions with have

Do / Does + subject + have + described feature?

A Does she have curly hair?

B No, she has straight hair.

How + adjective questions with be

How + adjective + be + subject?

A How tall is she?

B She's six foot three.

Use

- What + look like is used to ask about someone's physical appearance.

A What does he look like?

B He's tall and thin and wears glasses.

- Who + look like is used to ask about whom someone resembles.

A Who does she look like?

B She looks like her mother.

- Look alike is used to ask if two people are similar in appearance.

A Do Heather and Hayley look alike?

B Yes. They're identical twins.

- Note: How does he look? = What's your opinion of his physical / emotional condition?

A How does he look?

B He looks tired / nervous.

Grammar have got

(See Student's Book p. 109.)

The verb *have got* is another way of saying *have*.

have got = *have*

I've got red hair. = *I have red hair.*

She's got long hair. = *She has long hair.*

Corpus information Have got

In American English, the question forms *Have you got / Has he got*, etc., are not very common.

Speaking naturally Checking information

(See Student's Book p. 109.)

- Checking questions are used to ask the speaker to repeat part of the information just given. The stress and intonation in questions asking for information for the first time are different from those in questions that check information.
- In most general information questions, the main stress is on the key content word. The intonation usually rises and then falls on the stressed word.

What's his **name**?

How **old** is he?

- In checking questions, the stress is on the main question word, and the intonation rises at the end of the question.

What's his name?

How old is he?

Lesson B Features

Vocabulary Features

(See Student's Book p. 110.)

Certain verbs are typically used to describe people's features or physical appearance.

- have / have got + a beard, a mustache, pierced ears, a shaved head, long fingernails, freckles, spiked hair, a ponytail, braids

- be + bald, muscular
- wear + (your) hair in cornrows / in a ponytail / in braids; glasses, braces, braids

Grammar Phrases with verb + -ing and prepositions

(See Student's Book p. 111.)

The following can be used to identify people or things:

- A phrase beginning with a present participle
*She's the woman **standing by the table**.*
- A preposition after the noun
*She's the woman **with the long hair**.*
- The pronoun *one* or *ones* followed by a preposition or a present participle
*She's the one **with the long hair**.*
*He's the one **standing next to the window**.*

Use

Phrases with verb + -ing

- A present participle can describe what someone is doing or wearing.
*He's the man **standing by the table / talking to the woman**. She's the one **wearing a T-shirt**.*

Prepositions

- Location
Location prepositions indicate where someone is.
*He's the guy **by the table / next to the window**.*
- Physical appearance
With with a physical trait describes appearance.
*The woman **with the glasses / short hair** is my cousin.*
- Clothes
In or *with* with a clothing word describes what someone is wearing.
*The guy **in the yellow pants** looks familiar.*
*She's the one **with the green sweater**.*

Lesson C What's his name?

Conversation strategy Trying to remember words

(See Student's Book p. 112.)

The expressions taught in this lesson can be used when a speaker is trying to remember a name or a word. They indicate that the speaker needs help and are a way of inviting listeners to suggest ideas for the name or the word that the speaker is trying to remember. When speakers ask these questions, they often do not stop to wait for an answer, but go on to give more information as a way of trying to remember the name or word, or to give more clues to the listener.

- To remember a name
What's his / her name?
A Do you remember that guy? What's his name? He had a goatee.
B That was Max.
- To remember a word
What do you call it / them?
What do you call that . . . / those . . . ?
A He always wore those baggy pants with all the pockets. What do you call them?
B Cargo pants.

Strategy plus You mean . . . / Do you mean . . . ?

(See Student's Book p. 113.)

- The expressions *You mean . . . (?)* and *Do you mean . . . ?* can be used to suggest the word or name that someone cannot remember.
A Who was that guy with the goatee?
B Oh, I know. You mean Max.
- These expressions can also be used to check information.
A He had that funny little beard. What do you call that?
B Do you mean a goatee? / You mean a goatee?

Corpus information Mean

Mean is one of the top 100 words in conversation. Most of its uses are in the expression *I mean*, which was taught in *Touchstone* Student's Book 1, Unit 5. Of the remaining uses, a significant number are in the expressions *you mean*, *Do you mean . . . ?*, *What do you mean?*, and *I know what you mean*.

Lesson D How we looked

Help note Describing new trends

(See Student's Book p. 115.)

The Help Note provides lists of formal and less formal expressions for talking about trends and fashions.

- Formal
be in style
be out of style
be fashionable
become popular
- Less formal
be "in"
be "out"
be the "in" thing
be trendy

Appearances

Teach this unit opening page together with Lesson A in one class period.

Introduce the theme of the unit Write on the board: *Who do you look like?* Say, “I look like my (family member). Both of us are tall / short. Both of us have straight / curly hair. Both of us have (color) eyes. When you talk about what people look like, you are talking about their appearance.”

In Unit 11, you learn how to . . .

- **Unit aims** Read the unit aims aloud. Tell Ss to listen and read along.

Extra activity – groups

Have Ss read the unit aims. Tell group members to look through the unit, find the page where each aim is taught, and compare answers. [*Aim 1*: p. 109; *Aim 2*: p. 111; *Aim 3*: pp. 108–111; *Aim 4*: p. 112; *Aim 5*: p. 113]

Before you begin . . .

- **Introduce ways to describe people** Have Ss look at Before You Begin. Read aloud each word or expression used to describe people. Have Ss repeat. Say, “These are ways to describe people’s appearance.”
- Tell Ss to look at the pictures of the people, and then read the instructions aloud. Have Ss answer the questions by giving the names of the people who match the descriptions. Tell Ss that some descriptions are true for more than one person.
- Have Ss compare their answers in pairs. Check answers with the class: ask the questions, and have a S read his or her answer. Have Ss with a different answer raise their hands and say their answer.

(e.g., *Andrea is shorter than Donald. Erica is younger than John.*). After two minutes, have each group say how many sentences it has. Tell the group with the most sentences to read its sentences aloud. Write the sentences on the board, and ask the class to look for errors. If the sentences are all correct, that group is the winner. If there are errors, find the group with the next-highest number of sentences and continue.

Extra vocabulary: describing people

Present or have Ss suggest extra vocabulary for describing people, such as *average height, petite, fat, medium build, skinny, slender, slim, stocky, elderly, middle-aged, senior, shoulder-length hair.*

Culture note

It is considered impolite to describe people as *fat*. The word *heavy* is preferable. *Skinny* can also sound impolite. It is better to use *slim* (which has a positive meaning) or *thin*.

Extra activity – pairs

Ss make vocabulary lists of words to describe people. Write on the board: *Height, Body Type, Age, Hair*. With books closed, pairs race to think of as many words as they can for each category. The pair with the most vocabulary items wins.

Possible answers

short: Andrea, Erica

tall: Jennifer, Donald, John, Bruce

young: Erica, Bruce

old: John

thin: Jennifer, Donald, Erica

heavy: Andrea

has long hair: Jennifer, Erica

has short hair: Donald, John, Bruce

has dark hair: Donald, Erica, Bruce

has blond hair: Jennifer

- ↻ **Recycle grammar** This task recycles comparative adjectives. Divide the class into groups. Each group has two minutes to write as many comparative sentences as possible about the people in the pictures

Lesson A Family traits

1 Getting started

- **Set the scene** Say, “Alice and Heather are meeting Heather’s sister at the airport. Look at the two women on the left. Heather is wearing blue pants and carrying a purse. Now look at the three women on the right. Which one do you think is Heather’s sister? If you think she’s the one on the left, raise your hand. Who thinks she’s the one in the middle? How about the one on the right?” Ask a few Ss to explain their choices.

A  (CD 3, Track 22)

- **Preview the task** Say, “Cover the conversation. Listen and find Heather’s sister. Put a check mark next to her.”
- **Play the recording** Tell Ss to listen and write a check mark (✓).
- **Play the recording again** Ss uncover the conversation, listen, and read along. Help with new vocabulary as needed. Check the answer with the class: ask, “Which one is Heather’s sister?” [The woman on the left. / The tall woman with blond hair.]
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing the roles of Alice and Heather.
- Tell Ss to practice the conversation again, choosing a different woman to be Heather’s sister.

Culture note

Americans do not use the metric system, so when they talk about height, they use *feet* and *inches*. Canadians also use feet and inches to describe a person’s height, even though officially they use the metric system. (Note: 1 foot equals about 30 centimeters, and 1 inch equals about 2.5 centimeters. There are 12 inches in 1 foot.)

B

- Figure it out!** → **Preview the task** Write on the board: *yes-no question, information question*. Say, “Look at B’s responses in Exercise 1, Part B. What kind of question is each of these an answer to?” [1. *yes-no question* 2. *information question* 3. *information question*]

- Read the instructions aloud. Remind Ss that Hayley is Heather’s sister. Tell Ss to look at the questions in the conversation for help.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: have pairs of Ss each read a conversation.

Answers

1. Do Heather and Hayley look alike?
2. What does Hayley look like?
3. How tall is Hayley?

- **Focus on the use** Say, “For item 2, the question *What does Hayley look like?* asks for a description of a person’s appearance. You can also use this question to ask about things, for example, *What does your new car look like?* Question 3A asks about height. Use *How tall . . . ?* to ask about people. To ask about the height of a ‘thing,’ such as a building or a tree, most people begin the question with *How high . . . ?*”
- Tell Ss to work in pairs, taking turns asking and answering the questions.

Extra activity – individuals / class

Ss write a brief description of themselves. Collect the papers. Ss take turns randomly selecting a paper and reading the description aloud. The class guesses who the person is.

Extra activity – class / group

Choose an internationally known person (e.g., *a politician, pop star, sports personality*), and tell the class his or her name. Each group takes turn saying a sentence that describes the person. Groups should not repeat any information. When a group cannot think of any more information, that group is “out.” The last group left is the winner.

2 Grammar



- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Ask Ss to look at the left side of the chart. Explain that these are questions people ask when they want a description of someone.
- Explain that *What does (name) look like?* is a very general question. Say, “The answer can be about height or body type. What else could you describe?” Ask a few Ss (e.g., *hair, eye color*).
- **Follow-up** Books closed. Give one of the answers from the chart. Ss call out the corresponding question (e.g., *T: She looks like her father. Ss: Who does she look like?*).
- Ask Ss to look at the right side of the chart. Point out that *have got* has the same meaning as *have*.
- Write on the board:

have = 've has = 's

Say, “These are the contractions for *have* and *has* when they are used in front of another verb.” Write on the board: *got curly hair*. Ask individual Ss to complete the statement by each calling out a different subject pronoun with its contraction for the verb *have*. Write their answers on the board. [I’ve, you’ve, he’s, she’s, it’s, we’ve, they’ve]

- **Present In Conversation** Read the information aloud. Ask, “What’s a possible answer to *What’s she like?*” Ask a few Ss, and write their answers on the board (e.g., *She’s really nice. She’s smart.*). Ask, “What’s a possible answer to *What does she look like?*” Ask a few Ss, and write their answers on the board (e.g., *She’s short. She’s got curly blond hair.*).



Preview the task Read the instructions aloud. Ask two Ss to read the example conversation aloud.

- **Do the task** Have pairs complete the task. Go around the class, and help as needed.
- **Follow-up** Ask several Ss random questions from the exercise.

Extra activity – class

Ss do a class survey using the three questions *Who do you look like?*, *How tall are you?*, and *What color are your eyes?* Ss go around the class and make note of Ss’ answers. Ss tally the answers. Ask a few Ss to share the results with the class (e.g., *Most of us are under five feet seven.*). See if other Ss disagree with the information given.

3 Speaking naturally



- **Preview the task** Say, “Look at the first three questions that A asks to get information. What’s the stressed word in each question?” [name, old, hair] Say, “These words are stressed because this is the information the speaker wants. What happens to the intonation on the stressed word?” [It rises and then falls.]
- Say, “This is another way to get information. Imagine the speaker didn’t hear the answer clearly or that the speaker is surprised by the answer. To check the information, the speaker can repeat the question. What kind of word is stressed in checking questions?” [question word] “What happens to the intonation on the question word?” [It rises.]
- Read the instructions aloud.
- **Play the recording** Ss listen and repeat.

B

Preview the task Read the instructions aloud. Read the example conversation aloud, pausing after each line. Have Ss repeat.

- **Do the task** Have pairs complete the task. As Ss discuss the questions, go around the class listening for stress and intonation. If necessary, replay Part A and have Ss repeat.

Recycle a conversation strategy Ask Ss to use the strategy of checking information as they do the task (e.g., *S: I’m five seven. I’m taller than my mother, but I’m shorter than my dad. T: I’m sorry. Did you say five seven or five eleven?*).

Extra activity – pairs

Each partner thinks of and writes ten questions to get information about a person. Ss mark five as information questions, and five as checking questions. S1 reads his or her questions to S2, who listens and says what type of question each is based on S1’s stress and intonation. S1 gets one point for each question his or her partner identifies correctly. Partners switch roles, and S2 reads his or her questions.



Assign Workbook pp. 82 and 83. (The answer key begins on p. T-248.)

Lesson B Features

1 Building vocabulary

- **Set the scene** Ask Ss to call out all the names for parts of the body that they can remember. As they call out words, write them on the board. If there are any words for parts of the face missing, prompt Ss to give them (e.g., *nose, eyes, mouth, chin, ears*).
- Describe yourself. Say, for example, “I have a small nose and chin and big eyes. These are my *features*.”

A  (CD 3, Track 25)

- **Preview the task** Tell Ss to listen, repeat the sentences, and check (✓) the features they like.
- **Play the recording** Ss listen and repeat. Then have Ss choose the features they like. Have Ss compare their choices in pairs.
- To check Ss’ understanding of *have got* contractions, point out picture 10. Ask, “What does ‘s mean in picture 10?” [is] “How do you know?” [An adjective, not a verb, comes after it.] Point out picture 12. Ask, “What does ‘s mean in picture 12?” [has] “How do you know?” [Got comes after He’s.]

Recycle grammar This task recycles *too* and *either*. S1 says a feature he or she likes or does not like (e.g., *I don’t like beards / I like freckles*). (Note: Point out that for general statements like this one, the plural is used, not the singular, *I like a beard*.) S2 says whether or not he or she agrees with S1 (e.g., *I don’t really like beards, either, but I like mustaches*.) S3 comments on mustaches and then says one new thing (e.g., *I like mustaches, too, and I like pierced ears*).

Extra vocabulary: features

Present or have Ss suggest extra vocabulary for describing features, such as:

Hair: *bangs, buzz cut, frizzy hair, highlights, a perm, pigtails, streaks, wavy hair, dyed hair*

Other: *dimples, goatee, moles, pierced eyebrows / lips / nose, sideburns*

Extra activity – groups / class

Group members think of three *Do you like . . . ?* questions about different features (e.g., *Do you like spiked hair?*). Write the following chart on the board to help Ss keep track of the votes:

Q. 1	Male “yes”: Male “no”:	Female “yes”: Female “no”:
Q. 2	Male “yes”: Male “no”:	Female “yes”: Female “no”:
Q. 3	Male “yes”: Male “no”:	Female “yes”: Female “no”:

Group members take turns asking their questions and tally both *yes* and *no* votes. Ss compile their results and report to the class (e.g., *Most of the men in my group don’t like pierced eyebrows. More women than men like perms*).

B

Word sort → **Preview the task** Read the instructions aloud. Ask two Ss to each read one of the example sentences aloud.

- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: for each feature, ask a few Ss to read their sentences.

Extra activity – class

Call out a feature (e.g., *Find someone in the book in Units 1 to 10 with a mustache*). Ss race through the book and call out as soon as they find someone with a mustache. The S says the page number and identifies the person he or she is talking about. Other Ss call out any other people they found with a mustache. Repeat for other features. (Note: Omit *beard, braces, freckles, and braids*.)

Possible answers

mustache: p. 46, Paul; *pierced ears:* p. 13, the dancer; *bald:* p. 48, Ben; *long fingernails:* p. 21, picture 4; *ponytail:* p. 87, the woman on the phone; *cornrows:* p. 33, picture 4, the woman; *glasses:* p. 14, country music guy; *muscular:* p. 88, guy; *spiked hair:* p. 9, guy in the red sweatshirt

Extra activity – pairs

Ss look through the book and choose a picture of someone. Ss take turns giving a description of that person to each other. Call on a few pairs to share their descriptions with the class.

2 Building language

- **Set the scene** Tell Ss to work with a partner. Say, “Choose one of the people in the picture and say three things to describe him or her. Your partner will guess who it is.”

A  (CD 3, Track 26)

- **Preview the task** Read the instructions aloud. Say, “Cover the conversation, listen, and put check marks next to Rosa’s roommate and Rosa’s brother.”
- **Play the recording** Ss listen and write check marks (✓). Have Ss compare their answers in pairs. Check answers with the class. [*Rosa’s roommate*: She has a ponytail. *Rosa’s brother*: He’s wearing yellow pants.] Then ask Ss to give a more complete description of each person.
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing the roles of Jason and Rosa. Have Ss practice the conversation again, this time describing two different people in the picture.

B

Figure it out → **Preview the task** Write on the board: *woman*, *guy*. Say, “Find and circle these words in the

conversation. Each word appears twice. Underline the word that comes after each one.” Ask a S to call out the four words. [standing, with, talking, in] Read the instructions aloud. Remind Ss to look at the conversation for help.


- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. Rosa’s the woman with the curly hair.
2. Jason’s the guy standing next to Rosa.
3. Jimmy’s the guy in / with the yellow pants.

- **Focus on the form and the use** Write on the board: *clothes*, *physical appearance*, *location*. Say, “Look at the answers. What information follows *with*?” [physical appearance, clothes] “What information follows *standing*?” [location] “What information follows *in*?” [clothes] Say, “Use a verb ending in *-ing*, *in*, or *with* after a noun or *one* to identify people.”

3 Grammar

 (CD 3, Track 27)

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Ask Ss to look at the first two sentences in the left column of the chart. Say, “Use the verb + *-ing* to describe what the person is doing or wearing.” Write on the board: *He’s the guy . . .* Ask Ss to write three complete sentences using *dance*, *wear*, and *play* to describe a person. Ask a few Ss to read their sentence for each word (e.g., *He’s the guy dancing with my sister / wearing a black jacket / playing chess.*)
- Write the following chart on the board:

Way to identify:	Preposition:
<i>clothes</i>	
<i>physical appearance</i>	
<i>location</i>	

- Say, “Look at the conversation and the chart. What prepositions are used for these three ways to identify people?” Write Ss’ answers in the chart. [*clothes*: in, with; *physical appearance*: with; *location*: by] Have Ss suggest other prepositions for location, and add them to the chart (e.g., *next to*, *beside*, *on*, *in*). (For more information, see Language Notes at the beginning of this unit.)
- Ask Ss to read the questions in the right column in the chart. Write on the board: *Which one is . . . ?* and *Who’s . . . ?* Call on a few Ss to ask about their

classmates using each of these question openings. Have other Ss answer the questions.

A

- **Preview and do the task** Read the instructions aloud. Have Ss match the questions and answers. Check answers with the class: have pairs of Ss each read a question and its answer.

Answers

1. c
2. e
3. b
4. f
5. d
6. a

- Tell Ss to work in pairs, taking turns asking and answering the questions.

B

About you → **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation aloud. Have pairs do the task.


- **Follow-up** A few pairs ask and answer questions about a classmate.

Extra activity – pairs

Partners take turns describing a classmate without naming him or her (e.g., *S1: He’s the one sitting next to Claudia. S2: Is it Marco? S1: Yes, it is. S2: She’s the one with freckles. S1: Is it Annie? S2: No, it isn’t. S1: Is it Emma? S1: Yes, it is.*)

4 Vocabulary notebook

- Tell Ss to turn to Vocabulary Notebook on p. 116 of their Student’s Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-116.)

 Assign Workbook pp. 84 and 85. (The answer key begins on p. T-248.)

Lesson C What's his name?

↻ Lesson C recycles vocabulary for describing people and clothes.

1 Conversation strategy

Why use expressions to try to remember words?

Expressions to try to remember words are important for learners to know because, by using them, the speaker shows that he or she needs help with a vocabulary item and would like the listener to provide it. The expressions are often used by native speakers when they are not sure of the word they want or when the word they want is “on the tip of their tongue.” (For more information, see Language Notes at the beginning of this unit.)

- **Set the scene** Say, “Imagine you are talking to a friend, and you forget the name of a person or a thing. What do you say?” Have a few Ss tell the class.

A  (CD 3, Track 28)

- **Preview the task** Read the instructions aloud. Have Ss match the questions with the responses and then compare their answers in pairs. Check answers with the class: have pairs of Ss each read a question and its response.

Answers

1. c 2. a 3. b

- Say, “Listen to the conversation. What does Lori tell Jin Ho about their old classmate?”
- **Play the recording** Ss listen and underline the information. Have Ss compare their answer in pairs. Check the answer with the class. [He’s sitting behind Jin Ho wearing a suit and tie. He’s got short hair now.]
- **Play the recording again** Ss listen and read along again. Help with new vocabulary as needed.
- **Present Notice** Read the information aloud. Ask a S to read the examples. Ask Ss to find the examples in the conversation. [Oh, what’s his name?; What do you call them?; . . . what do you call that?]
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

B

- **Preview the task** Tell Ss to complete the conversations with expressions like the ones in Notice. Have Ss read through the conversations before beginning the task. Help with new vocabulary as needed.

- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: have pairs of Ss each read a conversation.

Possible answers

1. What do you call them / those
2. what’s his name, what do you call them
3. what do you call it

- Tell Ss to practice the conversations in pairs, taking turns playing each role.

Extra activity – pairs

Partners write a conversation similar to Lori and Jin Ho’s, using different clothing items and features. Several pairs present their conversations to the class. Alternatively, one partner reads the conversation, stopping after each expression for remembering words. Partners call out the word that is needed.

Extra activity – class / pairs

Ss brainstorm a list of items, gadgets, accessories, or fashions that were popular in the past. Write the list on the board. Ss then work in pairs and take turns asking and answering questions about an item they have chosen from the list on the board (e.g., *S1: Do you remember those little toys everyone had at school? What do you call them? S2: Oh, cyber pets?*). Ss see how many words they get right.



Tell Ss to turn to Self-Study Listening, Unit 11, at the back of their Student’s Books. Assign the tasks for homework, or have Ss do them in class. (See the tasks on p. T-131 and the audio script on p. T-133.)

2 Strategy plus

Why use *You mean . . .* / *Do you mean . . .* ?

Ss have already learned to use *I mean* to correct what they are saying. *You mean . . .* and *Do you mean . . .* ? are often used to suggest or clarify an answer when the other speaker uses a “trying to remember” expression.

- **Present Strategy Plus** Tell Ss to look back at the conversation on p. 112 and find examples of *You mean . . .* and *Do you mean . . .* ? [You mean cargo pants.; Do you mean a goatee?; You mean Max!] (For more information, see Language Notes at the beginning of this unit.)
- Read the information and the examples aloud.
- **Preview and do the task** Read the instructions aloud. Have two Ss read the example aloud. Have Ss complete the task. Check answers with the class: have pairs of Ss each read a conversation aloud.

Possible answers

1. You mean cargo pants.
2. Do you mean a ponytail? / Oh, I know. You mean a ponytail.
3. You mean freckles. / Do you mean freckles?
4. You mean braces. / Do you mean braces?
5. Do you mean bald? / You mean bald.
6. Do you mean identical twins? / You mean identical twins.

Extra activity – pairs

Have the class brainstorm some words to describe physical appearance or articles of clothing not mentioned in Exercise 2. Write them on the board. (For ideas, see Extra Vocabulary, p. T-110.) Have S1 choose and describe a feature or article of clothing to S2 using statements similar to those in Exercise 2. S2 guesses, using *You mean . . .* or *Do you mean . . .* ? If S2 guesses incorrectly, S1 adds more description (e.g., S1: *My sister's hair is long, and she wears it in, um . . .* S2: *Do you mean a ponytail?* S1: *No, it looks like two ponytails.* S2: *Oh, you mean pigtails.*).

3 Listening and speaking

A (CD 3, Track 29)

- **Preview the task** Have Ss look at the photos. Ask Ss if they know who any of the people are. Read the instructions aloud.
- **Play the recording** *Audio script p. T-245* Ss listen and number the pictures.
- **Play the recording again** Ss listen and review their answers. Have Ss compare their answers in pairs. Check answers with the class.

Answers

Julia Roberts – 5
Penélope Cruz – 2
Lucy Liu – 6
Cameron Diaz – 3
Gwyneth Paltrow – 1
Nicole Kidman – 4


B

- **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation. Have Ss prepare their list of names and the things they want to say about the person. Have pairs take turns describing people to each other.

- **Follow-up** A few pairs report to the class on the celebrities they chose. For any that were not guessed by their partners, they present clues for the class to guess.

Extra activity – class

Divide the class into two teams, A and B. Choose a S to go up to the front and think of a celebrity. (It can be a movie actor, musician, athlete, etc.) The S says something about the celebrity without saying the person's name. Each team has one chance to guess the name using *Do you mean . . .* ? If Team A misses, Team B gets a chance. When a team guesses correctly, it gains a point. Call another S to the front and continue the game. The first team to earn ten points is the winner.

 Assign Workbook pp. 86 and 87. (The answer key begins on p. T-248.)

Lesson D How we looked

1 Reading

- **Set the scene** Read the title of the lesson aloud. Ask, “What did you look like 10 years ago? How was your appearance the same? How was it different? Describe yourself to a partner.” To model the task, briefly describe yourself (e.g., *I had longer hair, and I wore glasses. I have contact lenses now.*). Tell Ss to work in pairs, taking turns describing themselves today and 10 years ago. Then ask a few volunteers to describe their appearance 10 years ago to the class.
- Write the two questions on the board: *Which hairstyles do you know about? Which do you like?* Tell Ss to work in pairs and discuss the two questions. Then call on a few pairs to report their answers to the class.
- **Follow-up** Ask, “Do you know any people with the hairstyles described in the article?” Get ideas from Ss.

↻ **Recycle a conversation strategy** Have Ss choose one of the hairstyles and describe it to a partner without saying its name. Their partner tries to guess the hairstyle. To model the task, describe a hairstyle to a S (e.g., T: *People had this hairstyle in the '60s. It was popular with African-Americans and people with curly hair. S: You mean an Afro.*).

A

Prereading

- **Preview the task** Read the instructions aloud. Write on the board: *hair* and *hairstyles*. Add the examples: *spiked hair, bleached hair, bangs*. Ask, “Can you think of any celebrities with hairstyles like this? Does anyone in our class have hair like this?” Call on Ss to give ideas.
- **Do the task** Have Ss work in pairs, and write their lists of words relating to hair and hairstyles on the board. Give pairs two minutes to brainstorm as many words as they can. Have Ss compare their words with another pair. Pairs score one point for each word they have that the other pair does not have. Find the pair with the most points.
- Have pairs call out words, and add them to the list on the board (e.g., *long, curly, blond, shaved, cornrows, braids, ponytail, pigtails*).

B

During reading

- **Preview the reading** Read the title aloud. Say, “Look at the pictures. What does *decade* mean?” Call on a S to answer. [a ten-year time period – the 1950s, the 1960s, etc.]
- **Do the reading** Ask, “How many words for hair and hairstyles can you find in the article?” Have Ss read the article and underline words that describe hair or hairstyles. Call on Ss to say the words, and write them on the board. [short, long, curly, pompadour, duck tail, hippie look, Afro, perm, multicolored, spiky, big hair, full, French braid, mullet, dyed, highlights]
- Have Ss work in pairs to match the pictures with any of the words on the board. Have pairs share their answers with the class. Discuss any vocabulary on the board Ss are still unsure of.

Culture note

Elvis Presley was an American popular singer who sang country, rock 'n' roll, and R & B music. He was nicknamed “The King” because he dominated rock music from 1956 to 1963. Presley has become a lasting pop icon.

The Beatles were a rock band from Liverpool, England. They became an international sensation in 1961, and by 1963, “Beatlemania” had firmly taken hold in the United States. Their appeal came not just from their music, but also from their clothes and moplike haircuts.

The term **hippie** originated in the 1960s in the United States to refer to a young person who rejected established society and values. This rejection was often expressed by the wearing of long hair, simple but colorful clothing, headbands, etc.

Punk rockers perform loud rock 'n' roll music with aggressive lyrics. The performers and fans dress in an extreme and defiant way such as very tight, black leather clothing. The punk rock music movement had its peak in the United States in the 1970s.

Extra activity – pairs

Pairs discuss the last paragraph in the article: *What will people say about the hairstyles of the early 21st century? Look around you. Do you see any styles that are really “new”?* They then report their ideas to the class. Other Ss say if they agree or disagree.

C

Postreading

- **Preview the task** Read the instructions aloud. Ask a S to read the first statement aloud. Ask, “Is this true or false?” Have Ss look at the article for the information. Call on a S to answer. [false] Then ask, “What is the correct information?” Call on another S to give a correct sentence. [Before Elvis Presley, men had short hair.]
- **Do the task** Have Ss do the task. Check answers with the class: call on individual Ss to say *true* or *false* and, if the answer is false, give a correct sentence.

Answers

1. False. Before Elvis Presley, men wore their hair short. / Before Elvis Presley, men had short hair.

2. False. The Beatles had long hair.
3. True
4. False. Some women wore French braids in the '80s.
5. True
6. True

Extra activity – pairs

Ss work in pairs to write five questions about the information in the article (e.g., *What music was popular in the 1950s? Why did “big hair” become popular in the 70s?*). Each pair then joins another pair, and they take turns quizzing each other. Find out which pair got the most questions right without looking in their books.

2 Listening

 (CD 3, Track 30)

- **Preview the task** Books closed. Say, “You’re going to hear someone talk about fashions. Write down the topics the speaker talks about.”
- **Play the recording** *Audio script p. T-245* Ss listen and write down the kind of topics they hear. Check answers with the class: have Ss call out answers, and write their answers on the board (e.g., *clothes, accessories, hair*).
- Books open. Tell Ss to look at the chart. Say, “Look at the list on the board. Are any of the ideas in the chart?” Have Ss call out any, and circle them on the board.
- Say, “Now listen again and complete the chart. You don’t have to write full sentences, just write key words.” To make the task easier, have each S listen for and write the answer to only one column – *For men* or *For women*.

- **Play the recording again** Ss listen and complete the chart. Pause after each topic is discussed for Ss to write.
- **Play the recording again** Ss listen and review their answers. Have Ss compare their answers in pairs. Then check answers with the class.

Answers

For men

1. casual, but stylish
2. dress pants, no jackets; sweaters in bright colors
3. purses – like small briefcases
4. very short hair; orange and red highlights

For women

1. a very expensive “look” – all designer style
2. pants and tops – in soft colors; high-heel shoes
3. lots of jewelry; designer watches
4. short hair; dark hair

- Have Ss discuss which ideas they like in pairs.

3 Writing and speaking

- **Set the scene** Say, “According to the article ‘Hairstyles Through the Decades,’ celebrities, like musicians and singers, started some of the fashions in the last 50 years. What celebrities do people try to look like now? What fashions do people try to copy?” Get ideas from Ss.

A


- **Preview and do the task** Read the instructions aloud. Ask different Ss to each read a discussion question aloud. Have Ss take turns asking and answering the questions in groups. Tell them to make notes of the answers.
- **Follow-up** Groups report to the class about the things they agreed on.

B

- **Present Help Note** Books closed. Write on the board: *fashionable, “in,” in style, “in” thing, “out,” out of style, popular, trendy*. Say, “These words describe new trends and styles.” Ask Ss which are less formal, and circle them.
- Books open. Call on a S to read the information in the Help Note aloud. Have Ss check their guesses on the board.
- **Preview and do the task** Read the instructions aloud. Call on a S to read the example paragraph aloud. Have Ss write their articles using their notes from Part A.
- **Follow-up** Ss work in groups and read each other’s articles. Groups decide on the most interesting article.

4 Free talk

- Tell Ss to turn to Free Talk 11 at the back of their Student’s Books. Have Ss do the task. (See the teaching notes on p. T-116A.)

 Assign Workbook pp. 88 and 89. (The answer key begins on p. T-248.)

Vocabulary notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present Learning Tip** Read the information aloud. Say, "The vocabulary for describing people will be easier to remember if you connect it to your own life. Think about how to describe yourself and people you know."

↻ These tasks recycle expressions for describing people and their features.

1

- **Preview and do the task** Read the instructions aloud. Tell Ss that they need to use some letters more than once. Have Ss complete the task and then compare their answers in pairs. Check answers with the class: ask individual Ss to each read a sentence and the correct letter.

Answers		
1. d	5. e	9. d
2. b	6. a	10. c
3. a	7. e	
4. b	8. c	

2

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Check answers with the class: for each person listed, ask a few Ss to read their sentences to the class.

On your own

- **Present On Your Own** Read the information aloud.
- **Follow-up** At the start of the next class, Ss form pairs and read their descriptions. When Ss finish, ask a few Ss to read their descriptions to the class.

Vocabulary notebook

What do they look like?

Learning tip *Writing true sentences*

Use your new vocabulary in true sentences about yourself or people you know.

1 What do these people look like? Match the sentences and the people.

1. He has short hair and green eyes. <u>a</u>	6. He's short and a little heavy. _____
2. She has short hair. _____	7. She has freckles. _____
3. He's bald and he wears glasses. _____	8. She has long hair and big brown eyes. _____
4. She's wearing earrings. _____	9. He's tall and thin with blond hair. _____
5. She wears her hair in braids. _____	10. She has curly hair. _____

a


b


c


d


e


2 Write three sentences about each of these people. What do they look like?

1. a family member _____

2. a classmate _____

3. a close friend _____

4. yourself _____

5. another person _____

On your own

Look at three different people this week. You can be at home, in a store, on the bus, at a restaurant – anywhere. What do they look like? Think of how to describe them. Then write sentences.



Free talk 11

- Tell Ss to turn to the back of their Student's Books and look at Free Talk 11. Divide the class into two groups: A and B. Tell the Ss in group A to look at Free Talk 11A and the Ss in group B to look at Free Talk 11B.
- **Preview the task** Read the instructions for Free Talk 11A and Free Talk 11B aloud. Have two different pairs of Ss – two A's and two B's – read the example conversations in Free Talk 11A and 11B.
- Tell Ss to find partners with a letter different from theirs: A or B.
- **Do the task** Have Ss take turns asking each other about the pictures. Have pairs make a list of the things they find out that are different. Go around the class, and help as needed.
- Check answers with the class: have individual Ss each read one of the differences. After each answer, ask, "Where did he / she go?"

Answers

Picture 11A	Picture 11B
1. The woman in the green dress has long dark hair in a ponytail.	1. The woman in the green dress has short hair.
2. The woman with blond hair and glasses is wearing a black skirt.	2. The woman with blond hair and glasses is wearing jeans.
3. The guy in the baseball cap is wearing a yellow long-sleeved shirt.	3. The guy in the baseball cap is wearing a red / orange T-shirt.
4. The guy in a black T-shirt and jeans has a mustache and goatee.	4. The guy in a black T-shirt and jeans doesn't have a mustache or a goatee. (He's clean-shaven.)
5. The short heavy guy in a red / brown sweater has blond hair.	5. The short heavy guy in a red / brown sweater is bald.
6. The tall skinny woman with red hair is wearing sandals / thongs.	6. The tall skinny woman with red hair is wearing high heels.

Where did they go?

1. She went to a hairdresser.
2. She went to a clothes store.
3. He went to a clothes store.
4. He went to a barber shop.
5. He went to a barber shop.
6. She went to a shoe store.

Free talk 11A What's different?

Pair work Student A: These people are at the mall on Saturday morning. Your partner has a picture of the same people on Saturday afternoon. In that picture, each person is different in one way. Ask questions to find out what's different. Where did each person go?



- A Do you see the woman with the dark hair?
 B No, she doesn't. Her hair is short. So that's the difference.
 B Yes. Is she wearing a green dress?
 A Yes. So that's the same. Does she have a ponytail?
 A I guess she went to the hairdresser.

Free talk 9B What was happening?

1 Pair work How much can you remember from the picture in Free talk 9A? Discuss the questions below. Do you agree on the answers?

1. What was Bob doing when he crashed into the lamppost?
2. What else was he doing?
3. Was he wearing a helmet?
4. Was he wearing red sneakers?
5. What else was he wearing?
6. How many other people were in the picture?
7. What was the young boy holding?
8. What did the woman on the sidewalk shout?
9. Was she listening to music?
10. What color was the car?
11. Was the driver wearing sunglasses?
12. Can you remember any other details?

2 Now look at the picture in Free talk 9A again to check your answers. How many did you get right?

Free talk 11B What's different?

Pair work Student B: These people are at the mall on Saturday afternoon. Your partner has a picture of the same people on Saturday morning. In that picture, each person is different in one way. Ask questions to find out what's different. Where did each person go?



- A Do you see the woman with the dark hair?
 B No, she doesn't. Her hair is short. So that's the difference.
 B Yes. Is she wearing a green dress?
 A Yes. So that's the same. Does she have a ponytail?
 A I guess she went to the hairdresser.