

7

Artists

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7A Vocabulary

Talking about the arts

LESSON SUMMARY

Vocabulary: Art forms; artists; artistic activities

Grammar: Articles

Listening: People talking about cultural events

Speaking: Arts quiz; describing a cultural event you have experienced

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercises 5 and 6 as written tasks for homework.

LEAD-IN: 2–3 MINUTES

- Write *highbrow* and *lowbrow* on the board and elicit their meanings: *highbrow* /'haɪbraʊ/ (interested in or concerned with serious artistic or cultural ideas); *lowbrow* /'ləʊbraʊ/ (having no connection with or interest in serious artistic or cultural ideas).
- Elicit the sort of things a highbrow person would be interested in, e.g. *opera*, *classical literature*.
- Ask: *Do you consider yourself highbrow or lowbrow? What do you like doing in your free time? Discuss your hobbies and interests with a partner and let them decide whether you are highbrow or lowbrow.*
- Students discuss the questions in pairs.
- Elicit some answers.

Exercise 1 page 74

- Go through the instructions and art forms together. With a **weaker class**, elicit verbs that can be used with them, e.g. *dance in a ballet*, *draw a cartoon*.
- In pairs, students look at the photos and match them with the art forms. They then decide which art form requires the most skill and which the least, and use the phrases to give their opinions.
- Check answers as a class.

KEY

A ballet B cartoon C play D musical E sitcom
F drawing G dance H opera Students' own answers

Exercise 2 page 74

- Students put the art forms into the four groups.
- Check answers as a class.

KEY

A novel, play, poem B classical music, musical, opera, pop music C ballet, classical music, dance, mime, musical, opera, play, pop music, sitcom
D cartoon, drawing, painting, sculpture

Exercise 3 page 74

- Ask students to read the artists and the people 1–12. Ask them how many they have heard of.

- Students work in pairs to match the famous people with the types of artists.
- Remind them that, if they don't know the answers, they should match the ones they can do and then guess the rest.
- Check answers as a class.
- Encourage students to read out the artist words and check pronunciation and intonation.

KEY

1 playwright 2 poet 3 novelist 4 painter
5 sculptor 6 singer 7 director 8 composer 9 actor
10 dancer / choreographer 11 opera singer

Culture notes

- Tennessee Williams (1911–1983) was an American playwright, regarded by many as one of the most important American playwrights of the 20th Century. He wrote *The Glass Menagerie* and *Sweet Bird of Youth*. He received the honour of being placed in the American Theater Hall of Fame.
- William Wordsworth (1770–1850) was an English poet who was part of the Romantic Age in English literature. Possibly his most famous poem is *I wandered Lonely as a Cloud*, which is also known as *Daffodils*.
- John Steinbeck (1902–1968) was an American novelist. Her best known works are *Of Mice and Men* and *The Grapes of Wrath*. An important theme in his work is injustice. He won the Pulitzer Prize for Fiction in 1940 and the Nobel Prize in Literature in 1962.
- Pablo Picasso (1881–1973) was a Spanish artist and a co-founder of the art movement known as Cubism. Some of his most famous paintings in the Cubist tradition are *Guernica*, *Les Femmes d'Alger* and *Three Dancers*.
- Auguste Rodin (1840–1917) was a French sculptor who also drew. His most famous works are *The Kiss*, *The Thinker* and *The Burghers of Calais*.
- Adele Laurie Blue Adkins (born 1988) is an award-winning British singer-songwriter. She released her debut album *19* in 2008 to great success. Two of her most famous songs are *Skyfall* and *Someone Like You*.
- George Lucas (born 1944) is an American filmmaker famous for creating the *Star Wars* and *Indiana Jones* films. He has been nominated for four Academy Awards.
- Antonio Lucio Vivaldi (1678–1741) was an Italian composer who is regarded as one of the greatest Baroque composers. He composed more than 40 operas.
- Jennifer Aniston (born 1969) is an American actress best known for her role as Rachel in the TV sitcom *Friends*. She has starred in a number of comedies including *Horrible Bosses* and *The Break-Up*.
- Fred Astaire (1899–1987) was a dancer and choreographer who made 32 musical films. He starred with another dancer Ginger Rogers in many of his works.

- Luciano Pavarotti (1935–2007) was an Italian opera singer. He performed some of his most famous roles in operas by Donizetti (e.g. *La Fille du Régiment*), Verdi (e.g. *Rigoletto*) and Puccini (e.g. *La Bohème*).
- Claudio Abbado (1933–2014) was a conductor who had a long career in music. He was conductor of the London Symphony Orchestra and music director of the Vienna State Opera and European Union Youth Orchestra amongst other achievements.

Exercise 4 page 75

- Students each choose six of the artists from exercise 4 and brainstorm works associated with them.
- Students then use the verbs to make sentences.
- Check that students have chosen the correct verbs for each artist but do not ask which works they have associated each artist with.

KEY

(Possible answers)

John Steinbeck wrote *Of Mice and Men*. Picasso painted *Guernica*. Adele sang *Someone like you*. Vivaldi composed *La Notte*. Jennifer Aniston appeared in *Friends*. Luciano Pavarotti sang *Nessun dorma*.

Exercise 5 page 75

- Students complete the quiz.
- Check answers as a class.

KEY

1 painted 2 composer 3 ballet 4 directed 5 play
6 musical 7 painter 8 pop singer 9 actor
10 novelist 11 appear in 12 sculpture

Exercise 6 page 75

- In pairs, students do the quiz together and write down their answers.
- When they have finished, they can check their answers.

Extra activity: Fast finishers

Ask **fast finishers** to think of more questions and answer options to add to the quiz and swap them with a partner.

Exercise 7 3.02 page 75

- Ask students to read the instructions and the sentences. Make sure that students understand the sentences.
- Play the recording for students to match four of the sentences with the speakers.
- Check answers as a class.

KEY

1 A 2 C 3 B 4 E

Transcript

- 1 Last weekend I went to a gallery in London with my parents. There was a big exhibition of modern art on that they wanted to see. I really wasn't particularly keen to go as I'm not a big fan of modern art, but I like to keep an open mind and was prepared to revise my opinion. So I went along with them. The artist, who's already quite famous, had created some sculptures using everyday objects from around her home. My parents loved it, but although one or two of the sculptures were quite interesting, I didn't really

understand what the artist was trying to say. I'll think of an excuse if my parents ask me again.

- 2 Last summer I went to a music festival with a group of friends. It was the first time I'd been to a festival. I wasn't planning on going but a friend had a spare ticket. Anyway, I was really looking forward to it. Unfortunately it rained most of the time and the field we were camping in turned into a sea of mud! I didn't mind that really, but I thought the music would be better. The bands weren't particularly well known and the one band I was looking forward to seeing cancelled at the last minute. Despite that, we've agreed to go again next year.
- 3 Last month I went to the theatre with my family. We saw a play called *An Inspector Calls* by J. B. Priestly. We're studying the play at school. It's a bit boring and I'd already seen it a couple of times on DVD, but mum convinced me that it would be a good idea to see it again. Anyway, it was as bad as I'd feared. It was a local amateur theatre company and the acting was pretty awful. I suppose it didn't do me any harm though. Seeing a live performance at the theatre has helped me to get to know the play a bit better.
- 4 I hardly ever watch or listen to musicals – maybe about once a year, if that. But last weekend I went to see *Mamma Mia!* in London. I'm a big ABBA fan and I'd been meaning to go and see it for ages. I asked lots of friends to come along, but only two agreed. Anyway, I booked really good seats right at the front. It was an amazing experience! As I expected, the music was fantastic, as were the singers and dancers. I'm going to go again, but I need to find someone else to go with as my friends weren't so impressed by it.

Extra activity

- Write the following questions on the board:
Speaker 1: How much did he want to go to the art gallery? (He wasn't keen to go.)
Speaker 1: What had the artist used to make the sculptures? (everyday objects from around her home)
Speaker 2: Why did she go to the festival? (Her friend had a spare ticket.)
Speaker 3: What did he think of the acting? (He thought it was awful.)
Speaker 4: Why did she want to see 'Mamma Mia!'? (She's a big ABBA fan.)
- Play the recording again for students to answer the questions.

Exercise 8 3.02 page 75

- Go through the *Recycle!* box together.
- Students complete the sentences.
- Check answers as a class.

KEY

1 – 2 the 3 the 4 The; a 5 the
6 a; – 7 –; a 8 the; an

Transcript

See exercise 8.

Exercise 9 page 75

- In pairs, students take turns to ask and answer the questions, giving additional information and details.
- Ask a few students to share their partner's answers with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about the arts using vocabulary for art forms, artists, artistic activities and cultural activities. I can use articles correctly.*

7B Grammar

The passive

LESSON SUMMARY

Reading: An article about the world's most successful art forger

Grammar: The passive

Speaking: Discussing works of art

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercises 7 and 9 for homework and do exercise 8 in the next lesson.

LEAD-IN: 2–3 MINUTES

- Ask students to think of a book, piece of music, painting or sculpture that they like and know well.
- Ask: *How would you describe the style of the writer, musician or artist?* Give an example, e.g. *My favourite painting is The Ambassadors by Hans Holbein. It is a realistic painting, but it has a strange distorted human skull in the foreground. Holbein was a famous portrait painter and his work is typically realistic, but it often includes symbols that refer to the people in his paintings.*
- Students discuss a work of art and the style of its creator.
- Ask a few students to share their ideas with the class.

Exercise 1 page 76

- Pre-teach *forgery* /'fɔːdʒəri/ (the crime of illegally copying a document, painting, etc.). Students then discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 page 76

- Ask students to read the article and discuss the question in pairs, giving reasons for their opinions.
- Ask a few students to share their ideas with the class.

Exercise 3 page 76

- With a **weaker class**, revise the structure of the passive: subject + *be* + past participle. Remind students that we can use different tenses in the passive.
- Students match the highlighted words in the text with the passive forms.
- Check answers as a class.

KEY

1 are not signed 2 are being examined 3 was he finally caught 4 wasn't being used 5 have been identified 6 had been bought 7 will be returned 8 might never be discovered 9 had been bought by a company, are being examined by

Exercise 4 page 76

- Go through the *Learn this!* box together.
- Ask students to complete the rules. **With a stronger class**, ask students to try to complete the rules before looking back at the article.
- Check answers as a class.

KEY

1 the verb *be* 2 infinitive 3 subject 4 action 5 by

For further practice of the passive:

Grammar Builder 7.1 page 138

- 1 1 will be 2 was being 3 will be 4 is
5 is being 6 has been / is being 7 had been
- 2 1 were stolen 2 was being used
3 has (only) been performed 4 had been destroyed
5 are uploaded 6 will be sold 7 is being filmed
- 3 1 might be cancelled 2 must be left 3 should be
cooked 4 must not be taken 5 needn't be worn

Extra activity

- Write the following on the board: *tell, give, find, paint, arrest, steal, copy, write*.
- Ask students to work in pairs and make as many sentences as they can with the verbs and the passive forms in the *Learn this!* box, e.g. *The painting was stolen from a gallery. It may never be found.*

Exercise 5 page 76

- Students rewrite the sentences. With a **weaker class**, ask students to note the tense of the verb in each sentence and to think about how to make it passive.
- Check answers as a class.

KEY

- 2 A ballet is being performed at the concert hall this evening.
3 Are the costumes designed by Lady Gaga?
4 How many Hobbit films have been made?
5 The painting ought to be signed by the artist.
6 The gallery will be visited by thousands of people this year.

Exercise 6 page 76

- Ask students to read the text and work out the tense of the missing verbs. They then decide whether the verbs should be in the active or passive form.
- Students complete the text.
- Check answers as a class.

KEY

- 1 aren't sold 2 are painted 3 is written
4 forged 5 was caught 6 (was) sent
7 has been 8 have been bought 9 is

Extra activity: Fast finishers

Ask **fast finishers** to make the active sentences in exercise 6 passive and the passive sentences active, e.g. ... *but he doesn't sell them as originals.*

Exercise 7 page 76

- Give students two minutes to brainstorm the names of composers, directors, painters, performers, singers and writers, and works of art they have created or performed.
- Students write five questions about the artists and their works.
- Circulate and monitor, helping with grammar and vocabulary where necessary.

KEY

(Possible answers)

Who was the opera *Fidelio* composed by? (Beethoven)
Who was *A Theory of Everything* directed by? (James Marsh)
What year was *Guernica* painted? (1937) Where was *Don Giovanni* performed for the first time? (Prague) Who was the role of Susanna in Mozart's opera *The Marriage of Figaro* first sung by? (Nancy Storace) Who was *Don Quixote* written by? (Miguel De Cervantes)

Exercise 8 page 76

- In pairs, students take turns to ask and answer the questions.
- Elicit some questions and answers.

Exercise 9 page 76

- Students research a work of art they like online.
- They then write a description of it including at least three passive structures. They should not mention the name of the work or the artist.
- Students read their descriptions to the class. The class must listen carefully and guess the work and the artist.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify and use different forms of the passive.*

7C Listening

Poetry in motion

LESSON SUMMARY

Reading: A palindrome poem

Exam Strategy: Listening for implication and subtext

Listening: People implying opinions; people talking about poetry

Speaking: Discussing poetry

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 6 and set exercise 8 as a writing task for homework.

LEAD-IN: 2-3 MINUTES

- Ask: *Who is your favourite author or songwriter? What do you like about the way they write? Give an example, e.g. My favourite songwriter is Adele because she describes feelings of young people very well in a way that shows she is wise beyond her years. She uses alliteration, repeating the same consonant to create hooks in her music. It makes it all the more enjoyable to listen to.*

Exercise 1 page 77

- Ask students: *What is the first song or poem you can remember?*
- Elicit some answers.
- Students ask and answer the questions in pairs. Encourage them to quote some poetry or lyrics they know by heart.

Exercise 2 3.03 page 77

- Focus attention on the title of the poem. Ask: *What do you think it means?* Elicit ideas and write them on the board.
- Play the recording while students read the poem.
- Ask: *How does the poem make you feel?* Elicit answers.
- In pairs, students answer the questions.
- Elicit answers.

KEY

(Possible answer)

pessimistic (it predicts life will get worse unless we make changes); The last line encourages us to think about how to make these changes.

Transcript

See Student's Book, page 77.

Exercise 3 page 77

- Students match the underlined words in the poem with the definitions. They can use their dictionaries if necessary.
- Check answers as a class.

KEY

a era b apathetic c straight d peers e quick fix
f foolish g the norm h lethargic

Extra activity: Fast finishers

Ask **fast finishers** to write a sentence for each of the underlined words and phrases in the poem.

Exercise 4 3.04 page 77

- Play the recording for students to decide how the meaning changes when the lines are read in reverse order. Which version do they agree with more?
- Elicit ideas. Explain that this type of poem is known as a palindrome poem.

KEY

It makes the poem optimistic about the future.

Transcript

See Student's Book, page 77.

Exercise 5 3.05 page 77

- Ask students if the meaning of the poem in exercise 4 is immediately clear or if they have to look for a meaning that is not stated directly. Elicit answers.
- Go through the Listening Strategy together.
- Ask students to read the task and check the meaning of *implication* (something that is suggested or said in a way that is not direct).
- Play the recording for students to choose the correct implication.
- Check answers as a class.

KEY

1 b 2 a 3 b 4 b 5 a

Transcript

Speaker 1 I went to the gym last week. It was the first time in years! I tried lifting some weights and could only manage about 120 kilos. I know that would be a lot for most people, but for me ... well, I was really surprised how little I can lift now.

Speaker 2 I went to see Robbie Williams in concert last weekend ... again! It was in Manchester. He played some of his old songs and some of the songs from his new album. It was OK ... but even I have to admit that he wasn't brilliant. Maybe he wasn't feeling good.

Speaker 3 I went out for a meal with some friends last weekend. We had Thai food because they wanted to try something different – and for once, I agreed! And you know, it wasn't too bad. A bit hot and spicy for me, but very tasty. I actually enjoyed it. I might try Indian some time ... perhaps.

Speaker 4 We stayed three nights in a hotel in Paris. All I can say is that at least the location was very good. As for the hotel itself ... well, I suppose it's just a place to sleep, isn't it? Who needs nice décor? Or polite staff?

Speaker 5 My sister called round and gave me my birthday present. It was a jumper, which was ... a surprise. She doesn't usually buy me clothes. It's quite a colourful jumper – red, blue and orange. Unusual. Well, anyway ... it was very kind of her to buy it for me.

Exercise 6 3.06 page 77

- Ask students to read the instructions and sentences.
- Play the recording for students to match the speakers with the sentences.
- Check answers as a class.

KEY

Speaker 1 D Speaker 2 F Speaker 3 B
Speaker 4 C Speaker 5 A

Transcript

Speaker 1 If you take the time to listen carefully to the words of the best rappers – people like Eminem and Jay Z, and some of the female rappers too, like Lil' Kim and Missy Elliott – then you'll realize how good they are. It isn't just poetry, it's fantastic poetry. In fact, I'd say that some of them are the best poems being written today. Seriously, that's my opinion. Now a lot of people say that young people are no longer interested in great poetry. But that's wrong, isn't it? A lot of teenagers listen to rap music and rap can be great poetry – even though some people don't look at it like that. So I'd say that in some ways, poetry is more popular than ever among young people.

Speaker 2 You know the poems I hate most? They're the ones you get in greetings cards – birthday cards, Mother's Day cards, that kind of thing. I mean, a poem has to be original, doesn't it? To be a good poem, it has to come from the writer's heart and contain some real emotion. It has to be about why the poet loves a particular man or woman – or why the poet is feeling particularly sad. These poems in greetings cards are all the same. 'I hope your birthday is full of fun ... er ... You really are a wonderful son.' That kind of rubbish. I suppose people actually have to spend time writing them. Imagine doing that job! It would be so depressing, wouldn't it? Writing rubbish every day.

Speaker 3 We've been looking at some modern poetry at school, in our English classes. Some of it is OK but to be honest, I'm not keen on most of it. I just don't get it. I mean, half of it doesn't even mean anything! Or at least, I can't work out what it means. It just seems like random words. Poetry didn't use to be like that. In the past, it was always clear what the meaning of the lines was. And usually, it rhymed too. For me, that's what

poetry should be like. That's the skill of the poet, isn't it? If you don't worry about meaning or rhyme, then you can just write anything and call it a poem! A leaf on a tree ... the sun shines ... water flows ... life goes on! There, that's a poem. Huh!

Speaker 4 'Hope is the thing with feathers / That perches in the soul, / And sings the tune without the words, / And never stops at all! er ... 'And something something something heard, and something is the storm'. Hang on ... I can't remember the rest. But it's one of my favourites. It's by Emily Dickinson. I love her poems. In fact, most of the poems I like best are by women. I think women make better poets than men – but that's just my personal opinion, of course! I don't find it very easy to memorize poems. It takes me ages! But I enjoy doing it and I really like having a few poems that I know from memory.

Speaker 5 This is one I wrote last week. Ahem. 'Black clouds fill the sky. A child screams but nobody hears. A white dove sings but cannot fly. I cry, but nobody sees my tears.' Yeah. I know ... it's a bit sad, isn't it? Funny, really, because I wasn't feeling down or anything when I wrote it. It's often like that ... if I write a really sad poem, it doesn't mean I'm feeling sad. You know, it's a work of art, isn't it? It's not the truth. Like a singer can sing a really tragic song without actually feeling those emotions for real. Most of my poems are pretty black – about death, disease, that kind of thing. I'm not sure why. I just like writing about those topics. I think they're more powerful than happy topics. Who wants to read about people feeling great? It's boring.

Exercise 7 3.06 page 77

- Play the recording again for students to choose the correct words.
- Check answers as a class.

KEY

1 are 2 wouldn't 3 has 4 isn't 5 aren't

Transcript

See exercise 6.

Exercise 8 page 77

- Ask students to think about the negative and affirmative versions of the sentences in exercise 7 and decide which ones they agree with.
- In pairs, students discuss each statement.
- Ask a few students to share their ideas with the class.

Extra activity

Ask students to use the underlined words and phrases in the poem *Lost Generation* to write their own poems. Give the following example:

For me, reading books is the norm.

I know I have my priorities straight.

Some of my peers go straight to the movie but

I think that's a quick fix.

In my parents' era, books were more popular.

But today it seems that more and more people are too lethargic to read.

And then they become apathetic because they lack opinions.

It's foolish to let yourself be this way.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a poem about a generation's responsibility for its future. I can understand implications. I can give my opinion on different aspects of poetry.*

7D Grammar

have something done

LESSON SUMMARY

Reading: An article about tattoos

Grammar: *have something done*; reflexive pronouns

Speaking: Discussing getting a tattoo; discussing experiences

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 5 and 8.

LEAD-IN: 2–3 MINUTES

- Ask students: *Do you think children and teenagers should always be allowed to dress and style their hair in any way they want?* Give students your own opinion, e.g. *When I was a child and in my early teens, I was not allowed to choose my own clothes. I remember occasions when I felt very awkward because of the clothes I had to wear.*
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 78

- Focus attention on the photo and ask students to discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 page 78

- Students read the text and answer the question.
- Check the answer as a class.

KEY

Because many employers have a negative attitude towards tattoos.

Exercise 3 page 78

- Go through the *Learn this!* box together. Ask: *Which part of the structure shows us the tense? (the verb have)*
- Students find examples of *have something done* in the article.
- Check answers as a class.

KEY

Amanda recently had a colourful face tattooed on the top of her arm. Brad had the names of his two daughters tattooed on his neck under his hair. His friend Doug had his back decorated with a large tattoo of a shield. Nevertheless, they deliberately had them done in places ...; ... they probably had their hair dyed a bright colour to shock their parents!

Exercise 4 page 78

- Ask students to read the prompts. With a **weaker class**, ask students which words indicate which tense to use.
- Students write sentences. They then match them with rule a or b in the *Learn this!* box.
- Check answers as a class.

KEY

1 Olivia had her hair dyed red for charity. 2 Josh had his bike stolen at the weekend. 3 The house had its roof blown off in the storm. 4 We had the carpets cleaned after the party last weekend. 5 My sister always has her nails done on Fridays. 6 She had her visa application refused last month. a 1, 4, 5 b 2, 3, 6

**For further practice of *have something done*:
Grammar Builder 7.2** page 139

- 1 1 had our car vandalised 2 had her hair dyed
3 'm going to have my laptop repaired
4 Seth had his photo chosen 5 had his nose broken
6 had a new website designed

Extra activity: Fast finishers

Ask **fast finishers** to write five sentences about things they or people they know have had done recently.

Exercise 5 page 78

- Go through the instructions and task together.
- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 6 page 78

- Ask students to read the *Learn this!* box.
- Students find examples of rules a and b in the article.
- Check answers as a class.

KEY

rule a Because they want to give themselves the best possible chance of getting a job, ...; ... do not think that decorating yourself with tattoos is acceptable.

rule b For the people themselves ...; But when these employers were young themselves, ...

Exercise 7 page 78

- Elicit all the reflexive pronouns.
- Students complete the sentences. They then decide which reflexive pronouns add clarity and emphasis.
- Check answers as a class.

KEY

1 yourself / yourselves 2 ourselves 3 myself 4 myself
5 myself 6 yourself / yourselves 7 herself

In 2, 3, 4 and 6 they add clarity and emphasis.

**For further practice of reflexive pronouns:
Grammar Builder 7.3** page 139

- 1 1 herself 2 ourselves 3 yourself 4 itself
5 yourselves 6 himself 7 myself 8 herself
2 1 ourselves 2 myself 3 yourself 4 himself
5 itself 6 yourselves

Exercise 8 page 78

- In pairs, students take turns to ask and answer the questions. Remind them to use the past simple to ask follow-up questions.
- Elicit some questions and answers.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about tattoos. I can understand and use the structure 'have something done' and reflexive pronouns. I can use 'have something done' to talk about experiences.*

7E Word Skills**Indefinite pronouns****LESSON SUMMARY**

Vocabulary: Musical genres; aspects of music

Listening: Listening to examples of different musical genres

Reading: An article about a famous experimental piece of music

Grammar: Indefinite pronouns; indefinite pronouns in offers and requests

Speaking: Discussing tastes in music

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 5 for homework and do exercise 6 in the next lesson.

LEAD-IN: 2-3 MINUTES

- Ask students: *When you are doing your homework or revising for a test, do you listen to music or background sounds, or do you prefer silence? Why?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 3.07 page 79

- Go through the music genres together and check their pronunciation, particularly *folk* /fɒk/ and *techno* /'teknəʊ/.
- Play the recording for students to match the genres with the excerpts.
- Check answers as a class. Ask students which excerpt they like the most.

KEY

2 pop / rock 3 folk 4 jazz 5 blues 6 hip hop / rap
7 techno 8 country and western 9 classical

Exercise 2 page 79

- Focus attention on the title of the article.
- Ask students what they expect experimental music to sound like. Elicit a few ideas, e.g. music with unusual melodies or instruments.
- Students read the article and discuss the question.
- Check the answer as a class. Then ask: *Would you be interested in hearing 4'33"? Why / Why not?*
- Elicit a few answers.

KEY

The performer walks on stage and then nothing happens. The audience just listen to the sounds around them.

Exercise 3 page 79

- Focus attention on the table. Students then complete it with indefinite pronouns from the article.
- Check answers as a class.

KEY

1 no one 2 anyone 3 everyone 4 everybody
5 nowhere 6 somewhere 7 nothing 8 anything
9 something

Exercise 4 page 79

- Ask students to read the *Learn this!* box and complete the rules.
- Check answers as a class.

KEY

1 affirmative 2 negative 3 questions 4 -body
5 affirmative 6 singular 7 plural

Extra activity

- Write the following sentences on the board:
I ate nothing yesterday. (I didn't eat anything yesterday.)
There's nowhere to sit. (There isn't anywhere to sit.)
I didn't know anyone at the party. (I knew no one at the party.)
Tell no one! (Don't tell anyone!)
The police searched for hours but they didn't find anything.
(The police searched for hours but they found nothing.)
- Ask students to rewrite the sentences using *no-* and *any-* indefinite pronouns.

Exercise 5 page 79

- Ask students to read the *Look out!* box and complete the text.
- Check answers as a class.

KEY

1 anything 2 something 3 nothing
4 somewhere 5 anywhere 6 anyone / anybody
7 no one / nobody 8 everything

Extra activity: Fast finishers

- Write the following on the board:
1 *somewhere / no one / anything*
2 *nobody / anyone / nothing*
3 *something / somewhere / anywhere*
4 *nobody / anything / anyone*
- Ask **fast finishers** to write one or two sentences for each group of indefinite pronouns, e.g. *I wanted to go to the beach but no one wanted to go swimming when we got there. In the end we didn't do anything.*

Exercise 6 page 79

- Go through the words for different aspects of music together.
- Give students two minutes to think how they could use the words to describe the genres they like listening to.
- In pairs, students discuss the genres and aspects of music.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about experimental music. I can understand and use indefinite pronouns. I can discuss and describe different genres of music.*

7F Reading

Graffiti's softer side

LESSON SUMMARY

Vocabulary: Things in the street; arguing your point

Reading: An article about yarn bombing

Exam Strategy: Answering multiple choice questions

Speaking: Discussing different forms of street art

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 5 for homework and do exercise 6 in the next lesson.

LEAD-IN: 2-3 MINUTES

- Ask students what they understand by *public art* (art which is in public areas and freely accessible to everybody).
- Elicit forms of public art in the area(s) where students live, e.g. *statues, sculptures, mosaics on the walls of buildings.*
- Ask: *What do you think of them? Do they improve the appearance of your area? Should all art be accessible to the public?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 80

- Focus attention on the photos. Then go through the words together and check their meanings.
- In pairs, students take turns to describe one of the photos. Their partner must guess which photo they are talking about.
- Elicit some descriptions.

KEY

(Possible answers)

Photo 1 shows a tree at the side of a road. Its trunk has been covered with a striped patterned wool cover. Photo 2 shows a bus with a brightly-coloured patterned wool cover. Photo 3 shows the statue of a boxer wearing a pink knitted top. Photo 4 shows a woman kneeling down next to a parking meter and putting a striped wool cover on it.

Exercise 2 3.08 page 80

- Ask students to read the article and match the photos with two of the artists.
- Check answers as a class.

KEY

Jessie Hemmons A, C Magda Sayeg B, D

Exercise 3 page 80

- Go through the instructions and Reading Strategy together.
- Ask students to read the questions and find the one about the main idea or the writer's overall opinion.
- Check the answer as a class.

KEY

Yes, question 6 is about the writer's overall opinion.

Exercise 4 page 80

- Tell students to read each question and find the part of the text that matches it. They should then read that part of the text carefully and compare it to the answer options before choosing the correct option.
- Check answers as a class.

KEY

1 c 2 a 3 d 4 c 5 d 6 b

Extra activity: Fast finishers

- Write the following questions about the article on the board:
 - 1 *What did Jessie Hemmons knit for the statue of Rocky?* (a short pink jacket with the words 'Go see the art' on it)
 - 2 *What is the difference between street art and yarn bombing?* (Street art is male dominated but yarn bombing is more feminine.)
 - 3 *What was the reaction to Magda's knitted cover for the handle on her shop door?* (It was very positive.)
 - 4 *What is Knitta Please?* (a group of people who do yarn bombing)
 - 5 *Where has Agata Oleksiak had her work shown?* (all over the world)
- Ask **fast finishers** to read the article again and answer the questions.

Exercise 5 page 80

- Students scan the paragraphs for things you might find in the street.
- Check answers as a class. Students then brainstorm more things they could find in the street.

KEY

statue, pavement, stop sign, lamp post, parking meter, bus stops, bicycle racks, benches, phone boxes, fountains
Students' own answers

Exercise 6 page 80

- Ask students to read the questions.
- Give them two minutes to make notes about each question.
- Students discuss the questions in pairs and use the phrases for arguing your point.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about street art. I can understand how multiple-choice questions are organised. I can understand and use vocabulary for things in the street.*

7G Speaking

Photo comparison and role-play

LESSON SUMMARY

Vocabulary: Cultural events and shows

Listening: Choosing a show or cultural event

Exam Strategy: Using a variety of expressions; phrases for introducing negative preferences

Speaking: Discussing different types of show; expressing a preference for different types of show; choosing an event and arranging an outing

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and do exercise 8 in the next lesson.

LEAD-IN: 2-3 MINUTES

- Ask students: *What was the last show you went to see? Did you enjoy it?*
- Students discuss the questions in pairs.
- Elicit some answers.

Exercise 1 page 82

- Go through the cultural events and shows together and elicit their meanings.
- In pairs, students match the photos with three of the types of show and take turns to describe the photos.
- Elicit some descriptions.

KEY

A a musical B a magic show C an open-air theatre

For further practice of cultural events and venues, go to: Vocabulary Builder 7G page 124

1 1 museum 2 circus 3 comedy club
4 opera house 5 art gallery 6 theatre
7 concert hall 8 Arena 9 Library

Exercise 2 page 60

- Go through the instructions together.
- One student chooses two photos without telling their partner which ones they have chosen. They then compare and contrast the photos. Can their partner guess which ones they chose?
- The second student chooses two photos and repeats the activity.
- Circulate and monitor helping where necessary.
- Ask a few students to share their ideas with the class.

Exercise 3 3.09 page 82

- Ask students to read the instructions and the task.
- Play the recording for students to note down the type of show each student chooses and the details they mention.

- Check answers as a class. Ask students if they agree with the speakers' choices.

KEY

They choose the musical.

They mention when to go, who will pay for the tickets and travelling to the show.

Transcript

Teacher So which of these shows do you think is most suitable? What about the magic show? My sister loves magic.

Student To be honest, I really can't stand magic shows.

T So, what do you like? There's a play at the open-air theatre and there's also a musical.

S Well, I enjoy musicals very much. And I think they're popular with people of all ages. So for that reason, it's a good choice for a family outing.

T Yes, I agree. I'm really keen on musicals. In fact, everyone in my family likes them. We all like plays too.

S Personally, plays aren't really my thing. I definitely prefer musicals.

T OK. That's fine. So when shall we go?

S Well, how about next Saturday? Can we check that everyone is free that evening?

T OK, we can ask them.

S I want everyone to go, because it's my treat. I'm definitely buying all the tickets.

T Really? That could be expensive.

S That's OK. I haven't spent much of the money I brought with me.

T OK. That's very kind of you! Now, where's the musical on?

S At the theatre in town. So we can go by bus.

T Good idea. That won't be expensive!

Exercise 4 page 82

- Ask students to read Speaking Strategy 1 and choose the strongest expressions.
- Check answers as a class.

KEY

I absolutely love ... I really can't stand ...

Extra activity: Fast finishers

Ask **fast finishers** to use the phrases in exercise 4 to write sentences about different types of cultural events or shows, e.g. *I'm a big fan of musicals. I'm really into magic shows.*

Exercise 5 3.09 page 82

- Go through Speaking Strategy 2 together.
- Play the recording again for students to note down the phrases from exercise 4 and Speaking Strategy 2 that they hear.
- Check answers as a class.

KEY

I'm really keen on ...; I enjoy ... very much.; ... is not really my thing.; I really can't stand ...

Introduced by phrases from the strategy: To be honest, I really can't stand ...; Personally, plays aren't really my thing.

Transcript

See exercise 2.

Extra activity

- Ask students to think of a type of music that they like and a type that they dislike.
- They then think of two positive things to say about the type they like and two negative things to say about the type they dislike.
- In pairs, they discuss their likes and dislikes using the phrases in exercise 3 and the phrases in Speaking Strategy 2, e.g. *I'm a big fan of folk music. I enjoy the harmonies and I absolutely love the instruments they use. I'm afraid I'm not a big fan of jazz. I really can't stand the way each piece seems to last forever and the saxophone doesn't do anything for me.*

Exercise 6 page 82

- In pairs, students take turns to ask and answer the questions.
- Ask a few students to share their ideas with the class.
- Then have a class vote to find the most and least popular type of cultural event or show. Are the results surprising?

Exercise 7 page 82

- Students do the speaking task on page 144

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand students stating their preferences for different types of show. I can compare ideas and justify opinions using phrases for expressing preferences and phrases for introducing negative opinions.*

7H Writing

Article: a book review

LESSON SUMMARY

Reading: A book review of *The Hunger Games*

Exam Strategy: Attracting the reader's attention; structuring your article

Vocabulary: Describing stories

Writing: A book review for a school magazine

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set the writing task for homework.

LEAD-IN: 2-3 MINUTES

- Ask students to brainstorm as many book genres as they can in one minute.
- Ask students to call out book titles. The other students must guess the genre of the book, e.g. *'Twilight – Breaking Dawn.' 'It's a love story / fantasy novel.'*

Exercise 1 page 83

- In pairs, students discuss the last books they read, answering the questions. Encourage them to give detailed answers.

- Elicit some answers.

Exercise 2 page 83

- Ask students to read the instructions, the task and the article. They then work in pairs to answer the questions.
- Elicit some answers. Then ask:
Does the book review make you want to read the book?
If you have already read it, do you think the writer could have said anything different?

KEY

(Possible answer)

The reader enjoyed the book very much. The only criticism is that the games themselves don't begin until chapter 10.

Exercise 3 page 83

- Ask students to read the first point in Writing Strategy 1 and the first paragraph of the article and answer the questions.
- Elicit answers.

KEY

(Possible answer)

Yes. She asks the reader 'Have you ever read a book that you just couldn't put down?'

Exercise 4 page 83

- Ask students to read the second point in Writing Strategy 1 and to read the task in exercise 2 again. Ask:
What style would you use in a school magazine? (informal)
- Elicit the answers to the questions.

KEY

(Possible answers)

Yes. The style is informal and lively.

Exercise 5 page 83

- Students read the third point in Writing Strategy 1 and choose the best title. They should use the words and phrases to justify their choice and explain why they have rejected the other options.
- Elicit some ideas.

KEY

(Possible answer)

1 and 4 are too boring and won't catch the reader's attention. 2 is better than 1, but too long. 3 is too vague and not appropriate. The best title is 5. It catches the reader's attention and includes a play on words ('hungry for a good book') that refers to the book's title (*Hunger Games*).

Exercise 6 page 83

- Ask students to read Writing Strategy 2 and answer the questions.
- Check answers as a class.

KEY

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

Extra activity: Fast finishers

Ask **fast finishers** to think of their own title for the article in exercise 2.

Exercise 7 page 83

- Ask students to read the article again and note down the tense.
- Check the answer as a class. Explain that the present simple is often used in book and film reviews.

KEY

present simple

Exercise 8 page 83

- Students read the article again and complete the phrases.
- Check answers as a class and check the meaning of *twists and turns* (unexpected changes or developments in a story) and *page-turner* (an exciting book).

KEY

1 set 2 tells 3 twists 4 page 5 recommend

For further practice of describing stories:

Vocabulary Builder 7H page 124

2 1 main 2 identify 3 made 4 story 5 What
6 based 7 characters

3 1 *The Hobbit* 2 *Twilight* 3 *Northern Lights*
4 *Lord of the Flies* 5 *The Catcher in the Rye* 6 *To Kill a Mockingbird* 7 *Harry Potter and the Philosopher's Stone*

Exercise 9 page 83

- Give students a few minutes to plan their articles. Tell them to work out their paragraph plan using Writing Strategy 2 for guidance.
- Students write their article.
- When students have finished writing, ask them to edit their work using the *Check your work* box.

Extra activity

Students swap book reviews with a partner and decide whether their partner's review inspires them to read the book.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a book review for a school magazine. I can attract the reader's attention in the first paragraph, use an appropriate style for my target audience, structure my text and choose a good title.*

Exam Skills Trainer 4

LESSON SUMMARY

Exam strategies: Reading: guessing the meaning from context; Listening: using key words in questions and answer options to find the correct answer; Use of English predicting the missing answer by choosing the option that is grammatically correct; Speaking: using expressions for a range of functions in a speaking task; Writing: organising information in a logical order

Reading: An article about temporary art

Listening: A talk by a dance instructor

Use of English: A text about street art

Writing: A book review

LEAD-IN 2-3 MINUTES

- Ask students if they have ever heard of crop circles (crop circles are enormous patterns that appear overnight in fields full of plants). Crop circles first appeared in the UK in the 1970s, and for some time people wondered if they had been made by space aliens. However, in 1991 two men called Doug Bower and Dave Chorley claimed that they had made the patterns. Since then, crop circles have appeared all over the world.
- Ask students: *Have you ever heard of crop circles in your country? Do you consider them a form of art? Would you be interested in seeing them? How can nature be used to create other forms of art?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Reading

Exercise 1 page 84

- Go through the strategy and the task together. Then ask students to read the article in exercise 2.
- Students match the underlined words with the definitions.
- With a **weaker class**, you could do the first one as an example.
- Check answers as a class.

KEY

1 disappear 2 attention 3 exist 4 temporary
5 portrait 6 set out

Exercise 2 page 84

- Ask students to read the text again and decide if the sentences are true or false.
- Check answers as a class.

KEY

1 F 2 F 3 T 4 F 5 F 6 T 7 F 8 T

Extra activity

- Ask students:
*Is temporary art as important as other forms of art?
Does the fact that it disappears over time make it more or less memorable?
Would you have liked to see 'Of the Many, One' or other works by Jorge Rodriguez-Gerada?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Listening

Exercise 3 page 84

- Go through the strategy together.
- Ask students to note the key words in the questions. They then match the questions with the answers.
- Check answers as a class.

KEY

B
I like to work with people who show intelligence, thoughtfulness and creativity.

Exercise 4 3.10 page 84

- Ask students to read the questions and answer options and to note the key words.
- Play the recording for students to answer the questions.
- With a weaker class, play the recording again.
- Check answers as a class.

KEY

1 B 2 A 3 A 4 C 5 B

Transcript

Good morning. First of all, let me introduce myself. My name's Gillian Richardson, and I'm a dance instructor from Gold Performance, which is a Performing Arts Academy based in central London. Today, I've come to talk to you about our academy, and hopefully some of you might find what we do interesting and join our academy from next September!

Well, although I myself am a dance instructor, dance is not the only performing art we teach at our academy. We try to help students to develop their talents and go after their dreams in all of the performing arts, including drama and music. We can offer you specialist classes in dance, singing, drama and fitness. We encourage our students to build on their strengths and we also give our students the opportunity to take part in activities which help them get the confidence to work as part of a group or as solo artists. The lessons are held by qualified teachers and professionals from the performing arts industry, and many of our teachers have worked as choreographers with famous stars, such as Robbie Williams, Justin Bieber or Beyoncé, as well as appearing on TV shows and in theatre performances in the West End. All of our students work on performance techniques in the autumn term, such as dance styles in dance lessons, or mime or voice in the drama lessons. We also teach students how to communicate through their body, focusing on body language and expressing their emotions.

During the summer term our students work on their performance, as all of them perform in the end-of-year show. The show takes place at the Auburn Theatre, where all students are awarded a certificate for completing their course in our Annual Awards Ceremony. In addition to the theatre performance, we also put on another two performances each term, which take place in the hall at our academy.

Anyway, I know this a lot of information for you now, =so if you'd like to find out more, please visit our website. If you would like to arrange to come and see one of the classes before you apply, please do send us an email.

Use of English

Exercise 5 page 85

- Go through the strategy together.
- Ask students to read the text without looking at the answer options and to try to work out what the missing sentence should say. They then complete the task.
- Check answers as a class.

KEY

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

Speaking

Exercise 6 page 85

- Go through the strategy and the task together.
- Students match the functions with the phrases.
- Check answers as a class.
- In pairs, students brainstorm more expressions for each of the functions in exercise 6. Elicit ideas and write them on the board.

KEY

1 E 2 B 3 A 4 C 5 D

Exercise 7 page 85

- Ask students to read the task and make sure they understand all the things they need to discuss.
- Give students a minute to think about how they might include the expressions practised in exercise 6.
- In pairs, students do the activity twice, so that each partner has the chance to start the conversation.
- Circulate and monitor, making a note of any errors and particularly good language.
- Write the errors and good language on the board without saying who wrote them.
- Invite students to correct the errors as a class. Explain why you like the good language.

Writing

Exercise 8 page 85

- Go through the strategy and the instructions together.
- Students match the phrases with the paragraphs.
- Check answers as a class.

KEY

Paragraph 1: D

Paragraph 2: B

Paragraph 3: E, F

Paragraph 4: A, C, E

Exercise 9 page 85

- Ask students to read the task and check that they understand all the points they have to cover.
- Students plan their book review.
- Circulate and monitor while students are planning their reviews, helping with language where necessary.
- Students write their reviews. They should pay attention to the order of the paragraphs.
- They then edit their work, checking grammar, spelling and punctuation.

Extra activity

- Students swap book reviews with a partner.
- Students edit and give feedback on each other's work.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can say if sentences about a text are true or false. I can identify key words in multiple-choice questions and answers that will help me to choose the correct answers in a listening task. I can complete a gapfill text by predicting what types of words are needed. I can use a variety of expressions to express a range of functions in a conversation about a friend's party. I can write a book review and organise the information in a logical order.*