







# TEACHER'S BOOK

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## IN THE PICTURE Art

Talk about different types of art

Pages 50-51

STAGE	TIME	FOCUS
<b>GET STARTED</b>		Play a word game to recycle colours, materials and buildings.
<b>RECALL AND READ</b>		Review vocabulary related to art.
<b>WORK WITH WORDS</b>		Learn a set of words for different types of art.
<b>EXTEND</b>		Use words for art materials. Watch a video about the types of art different people like.
<b>SPEAK</b>		Compare and contrast different pictures.

### Get started

Write these headings on the board at the top of three columns: *Colours, Materials, and Buildings or parts of buildings*. Explain that the word *material* can be used here to refer to anything that something is made of. The aim of the activity is to provide a word in each category beginning with a particular letter. Do one example with the class to demonstrate, eg 'p' – *purple, plastic, palace*. Divide the class into teams of three or four students. Explain that when the team has a word in each column, all the team members should call out 'Stop!' If all three words are correct, their team gets a point. If there is a mistake, continue until another team has all three words. Start the game with 'w' (eg *white, wood, wall*). Continue with several more letters.

### RECALL AND READ

1

- Refer students to the art word network. Divide the class into pairs to add words to the different categories. Set a time limit of three minutes for this.
- Draw the network on the board while students are working. When the three minutes is up, invite students to come to the board and add words to the network. Check that words are spelled correctly and in the correct category in the network, eg *gallery* in *Places where you can see art*.
- Make sure students write the word network in their notebooks as they will need to add to it in the Go Beyond task in the reading lesson on page 52.

#### SUGGESTED ANSWERS

**Works of art:** painting, performance, photography, film, music, fashion design, graphic design

**Artists:** artist, dancer, actor, designer, photographer

**Places where you can see art:** gallery, theatre, cinema, festival, venue, stage

2

- Write *Art is ...* on the board.
- Divide the class into pairs to complete the definition in their own words.
- Elicit and discuss their ideas in open class. Decide which definition is the best one and write it on the board, leaving it there for the next exercise.

#### Alternative procedure: less confident classes

Write these four possible definitions for art on the board: *1 Art is a representation of life; 2 Art is an alternative way of taking a photo; 3 Art is an expression of the human imagination; 4 Art is anything made by people that is beautiful*. Divide the class into pairs to rank them from 1 (the best definition) to 4 (the worst definition). Discuss their ideas in open class and ask them to give reasons for their choice.

3

- Ask students to read Natasha's essay to find her definition of art. Have them compare it to the one on the board.
- Discuss in open class whether her definition is the same and, if not, how it is different.

#### ANSWER

She thinks that art can be anything that is made or performed with imagination and can be anywhere.

#### WORDS & BEYOND

For extra practice at finding out if a noun is countable or uncountable in a dictionary, refer students to page 134 and ask them to complete the Work with your Dictionary task.

## WORK WITH WORDS

4a

- Refer students back to the essay in Exercise 3 to underline words for different types of art. Point out that 10 types of art are mentioned.
- Ask students to work individually to match the words to pictures 1–10. Let them compare their answers in pairs but don't confirm answers at this point.

4b  2.15

- Play the track for students to check their answers. Then check them in open class.
- Play the track again for students to listen and repeat chorally and individually. Highlight the pronunciation of *collage* /'kɒləʒ/ and the stress in *graffiti*.

ANSWERS / AUDIO SCRIPT  2.15

1 sketch 2 installation 3 landscape 4 graffiti  
5 portrait 6 still life 7 mural 8 pavement art  
9 performance art 10 collage

GO BEYOND FOR TEACHERS 

The Mona Lisa

Picture 5 is the *Mona Lisa*, the portrait of Lisa Gherardini, wife of Francesco del Giocondo. It is also known as the *Jocande* in French and *Gioconda* in Italian. It was painted by Leonardo da Vinci between 1503 and 1506. It is one of the most famous paintings in the world and is certainly the most viewed. It has been the property of the French republic since 1797 and has been displayed in the Louvre gallery in Paris since then. Perhaps the most famous feature of the *Mona Lisa* is the woman's enigmatic smile.

## Extra activity

Use the information in the Go Beyond for Teachers box to prepare a short quiz for the class. Write these answers on the board: 1 *Between 1503 and 1506*; 2 *Leonardo da Vinci*; 3 *La Gioconda*; 4 *The Louvre*; 5 *Paris*; 6 *Her enigmatic smile*.

Divide the class into pairs to think of the questions that would produce these answers. Invite individual students to suggest possible questions and write them on the board.

## SUGGESTED ANSWERS

- When was it painted?
- Who painted it?
- What is the Italian name for the portrait?
- Where is the picture?
- Where is the Louvre?
- What is the most interesting thing in the picture? / What is the most famous feature of the picture?

5a

- Make sure students understand the task. Encourage them to read the captions carefully before matching them with the works of art.
- Ask students to complete the task individually.
- Let students compare their answers in pairs before you check them in open class.

## ANSWERS

a landscape b performance art c portrait d mural  
e installation f sketch

5b

- Ask students to work individually to write captions for the remaining works of art in the pictures.
- Encourage them to compare their captions in pairs and choose the ones that they prefer.
- Elicit their ideas in open class. Ask students to choose the best caption for each work of art.

## SUGGESTED ANSWERS

graffiti: sometimes they are beautiful pictures that make the street colourful  
still life: even simple objects can make interesting art  
pavement art: incredibly complex and realistic art  
collage: a great way to use different pictures to make an image

## EXTEND

6

- Read out the example sentence to the class, showing how words from the box have been used to describe how the work of art was made.
- Ask students to work individually to write more sentences. Point out they can use a dictionary if they like.
- Elicit and check answers in open class. Then encourage students to add the words to their word network from Exercise 1.

## SUGGESTED ANSWERS

In picture 8, the artist has used chalk on a pavement.  
In picture 1, the artist has used ink on paper.  
In picture 7, the artist has used paint on a plaster wall.  
In picture 4, the artist has used spray paint on a wall.

## Fast finishers

Ask fast finishers to suggest what materials have been used in the remaining pictures (with the exception of picture 9!). Ask them to discuss how the man in the performance art picture managed to do his trick. (Answer: his 'arm' is not actually his real arm but a supporting bar for his body. The bar is solid and fixed to the wall. The trick is an illusion.)

7  THE MOVING PICTURE

- Tell students they are going to watch a video of some people talking about the art they like. Ask students to listen and watch and make notes on the type of art each student in the video likes.
- Check answers in open class.

## ANSWERS / VIDEO SCRIPT

Speaker 1: modern art, sculptures

Speaker 2: naturalistic art

Speaker 3: graffiti

**Speaker 1:** Well, I like sort of big modern art. Like there's an artist called, um, Damien Hirst, and he makes these massive sculptures and he makes things out of lots of different objects. And I think that his art is really interesting because it's usually very colourful and, um, quite unique.

**Speaker 2:** When I think of art I tend to think of paintings and drawings and sculptures, and things you see in galleries, but I think for me art is a form of expression because with art there are no rules and no boundaries and you can do whatever you like. So you can use any materials you want, like pencils or paint, and you can really just express what you think yourself.

Personally, I think my favourite kind of art is naturalistic art because I think it's really impressive when you see a painting or a drawing that's really lifelike and really natural, and looks exactly like what it has been based on, so it looks almost like a photograph. I think that's really impressive.

**Speaker 3:** I've never really had an opinion of art, I've always found it quite boring. Um, I was never very good at it at school either, so it doesn't really interest me that much. Er, the only art I do like though is, um, art by Banksy, which is, um, he's an English film director and artist, and he does a lot of graffiti art, which I find quite interesting and it's, er, different.

## SPEAK

### 8a and 8b

- Draw the students' attention to the phrases in the **PHRASE BYTES** box. Check that they understand *foreground* (the front part of a scene or picture) and *background* (the back part of a scene or picture). If necessary, ask them to look at picture 5 again (the *Mona Lisa*) and elicit that the woman is in the foreground and there is a road in the background. Encourage them to use these phrases when comparing and contrasting their pictures.

- Divide the class into pairs. Ask them to decide who is Student A and who is Student B. Student A looks at pictures 9 and 5. Student B looks at pictures 4 and 8. Encourage them to think about how their two pictures are different. Student A also thinks about how the people in the pictures felt. Student B also thinks about which one they like best.
- In pairs, ask students to compare and contrast their pictures.

### GO BEYOND

Ask students to do the Words & Beyond exercise on page 134.




### Homework

Ask students to choose one of the works of art from this lesson and write a short paragraph describing it. Encourage them to give their opinion of the work of art and say why they like or dislike it. At the beginning of the next lesson, divide the class into groups of four to read each other's descriptions. Ask each group to choose one description to read out loud to the class. Collect in the paragraphs for marking.

## READING On the wall

Transfer information to a different text

Page 52

STAGE	TIME	FOCUS
GET STARTED		Recycle vocabulary from the previous lesson.
SPEAK AND READ		Discuss pictures of wall art. Read an article about wall art and transfer information to a different text.
REACT		Discuss wall art and graffiti.

### Get started

Play a game of *Snowman* to recycle some of the words from the previous lesson, eg *graffiti*, *portrait*, *installation*. (See Games, page 33.) Tell the students that all of the words in the game are words related to types of art.

### SPEAK AND READ

#### 1

- Refer students to the pictures of wall art on the page. Divide the class into pairs to discuss them and to say where and when they think each one was created.
- Elicit their ideas in open class but do not confirm them at this stage as they will read the text in Exercise 2a and see if their answers were correct.

#### 2a 2.16

- Explain that each part of the article describes the piece of wall art that is next to it. Ask students to read the four texts and check their answers to Exercise 1. Don't play the audio at this point. It is an extra feature and a suggestion for using it in class is included at the end of the lesson.
- Check answers in open class.

### ANSWERS

**Early self-expression:** In a cave in France (Chauvet Cave) 37,000 years ago

**A new technique:** In a palace in India in the 16th or 17th century

**Wall art as politics:** On a public building in Mexico in 1947 / in the 20th century

**An art form with many faces:** On a wall in a city in the 21st century

#### 2b

### Exam-type task

- Ask students to read through the sentences carefully first and check that they understand all the vocabulary, eg *long-lasting* (continuing or existing for a long time). Make sure they understand there is one extra sentence.
- Ask students to work individually to put the sentences in the correct gaps.
- Let students compare their answers in pairs before you check them in open class.

### ANSWERS

1 c 2 e 3 a 4 d

**Extra activity**

Divide the class into groups of four and ask each one to choose one of the four reading texts. Ask them to write some questions about their text to test the others in their group, eg for *Early self-expression*:

- 1 What colour paint did he put in his mouth?
- 2 What things were early scenes of?
- 3 How many rock art sites are there in Africa?
- 4 How far do these date back?

**3a**

- Refer students to the tips in the **HOW TO** box and ask them to read them carefully.
- Ask students to list the differences between formal and informal style by, if necessary, looking at page 40 again.

**3b**

- Tell students they are going to write captions for each picture to be included in a blog. Monitor while they are working and give help as necessary.
- Encourage them to compare their captions in pairs or small groups, discussing any differences.
- Invite students to share their ideas in open class.

**SUGGESTED ANSWERS**

French cave graffiti from nearly 40,000 years ago!  
 I ♥ this 16th century Indian fresco  
 This cool mural shows Mexican history  
 A 21st century wall signature!

**4**

- Encourage students to reflect and to tick the tips in the **HOW TO** box that helped them to complete Exercise 3b.

**REACT****5**

- Invite a volunteer to read out the questions to the class. Then give students a few minutes to think about their answers and make notes.

- Divide the class into pairs to ask and answer the questions.
- Discuss their ideas in open class.

**GO BEYOND FOR TEACHERS****Banksy**

One of the best-known wall artists in the world is Banksy. He is a British graffiti artist, political activist, film director and painter. No-one knows his real name. His pictures combine black humour with graffiti done using a distinctive stencilling technique. His artistic works of political and social commentary have been featured on streets, walls and bridges of cities throughout the world. Type *Banksy* into a search engine for further information.

**Recorded reading text**  2.16

The audio can be used to check the answers to Exercise 2b. Play the whole audio after students have completed the article with the correct sentences for them to check their answers.

**GO BEYOND**






Ask students to work individually and add any new words from this lesson to their art network from Exercise 1 on page 50.

**Homework**

Ask students to look online and find out about another piece of wall art. It can be modern or old. Have them write a short paragraph describing it, saying how old it is, who created it, where it is, etc. Ask them to bring their description to the next lesson to share in groups before handing in for marking.

**GRAMMAR -ing forms****Use gerunds and participle clauses**

Page 53

STAGE	TIME	FOCUS
<b>GET STARTED</b>		Describe a picture.
<b>READ</b>		Read a description of a photo.
<b>STUDY</b>		Learn how to use gerunds and participle clauses.
<b>PRACTISE</b>		Complete and write sentences using gerunds, main verbs and participle clauses.
<b>WRITE</b>		Describe what is happening in a picture.

**Get started** 

Divide the class into pairs. Each student should have a blank sheet of paper and a pen. Ask them to decide who is Student A and who is Student B. Student A chooses one of the pictures in Exercise 4 on pages 50–51. Student A describes it to Student B without showing them the picture or saying what it is. You may need to revise words like *horizontal* and *vertical* to help students here. Student B draws the picture. Point out that it doesn't matter if they aren't good at drawing! Then they swap roles and repeat the activity with a different picture. They compare their pictures with the originals.

**READ****1**

- Refer students to the picture of pavement art at the bottom of the page and ask them to describe it. Then ask them to read the text to find out what is important when looking at this type of art.
- Check the answer in open class. Make sure students understand the word *angle* in this context (the direction from which you look at something).

### ANSWER

You have to look at it from the correct angle otherwise it looks flat.

### STUDY

2

- Refer students to the grammar explanations. Check that they remember the concept of *subject* and *object*. Write *The boy threw the ball* on the board and elicit the subject (the boy) and the object (the ball).
- Ask students to work individually to complete the examples from Exercise 1.
- Check answers in open class. Highlight the use of the gerund as an object by asking the question *What does Julian Beever love?* and elicit the response *Being in his own pictures*.

### ANSWERS

being; Looking

3

- Ask students to work individually again to complete the explanations using examples from the text in Exercise 1.
- When they have finished, ask them to underline the main clause and circle the *-ing* form.
- Check answers in open class. Point out that the participle clause can sometimes come before the main clause, eg *Using chalk and paint, artists create pictures*. Highlight the use of a comma with this order of clauses.

### ANSWERS

They plan how to do this before starting the picture.  
Artists used it in the 15th century when painting church ceilings.

### PRACTISE

4a

- Explain that students need to complete each sentence with a gerund from the box. If necessary, do the first one in open class (*Going*).
- Ask students to work individually to complete the exercise.
- Check answers in open class by nominating different students to read a sentence each.

### ANSWERS

1 Going 2 Watching 3 Making 4 Playing  
5 Listening 6 Doing

### Fast finishers

Ask fast finishers to write three more sentences using some of the gerunds in the box.

4b

- Nominate two students to read out the model conversation. Ask students to change the sentences to make them true for themselves.
- Divide the class into pairs to compare their sentences. Encourage them to agree or disagree with their partner's statements, eg *I disagree. Playing video games is really cool.*

5a

- Go through the example in open class, showing how the prompts are extended to form the complete sentence.
- Ask students to work individually to complete the exercise.
- Check answers in open class. Point out that in some cases there is more than one correct version, eg number 3 could also be *The man on the left leaning on the shelf is holding something in his right hand*.

### SUGGESTED ANSWERS

- Between the two men is a shelf containing different objects.
- The man on the left is leaning on a shelf, holding something in his right hand.
- A long flat object is lying on the floor, filling the bottom part of the picture.
- Every year, thousands of visitors stand in front of the picture trying to work out what the object is.

5b

- Check students remember the word *foreground*.
- Refer students to the long object on the floor in the foreground of the picture. Ask if they can see what it is. If they can't see that it's a skull, ask them to look at the picture from a different angle. If they still can't see what it is, ask them to turn to page 142.

### GO BEYOND FOR TEACHERS

The Ambassadors

The painting in Exercise 5a is *The Ambassadors* by the German-born painter Hans Holbein the Younger. It was painted in 1533. It is on display at the National Gallery in London. The distorted skull in the foreground represents mortality.

### WRITE

6

- Ask students to turn to page 141. Ask them to work individually to describe what is happening in the picture using the present continuous and participle clauses.
- Monitor while they are writing and give help as necessary.
- Check answers in open class.

### SUGGESTED ANSWERS

A teenage girl is standing looking at an installation.  
Two teenage boys are leaning against a wall talking.  
Another teenager is lying on the floor drawing a modern sculpture.  
A guard is sitting on a chair sleeping.  
A man is scratching his head looking confused.






### Homework

Ask students to write five sentences in total about the pictures in Lesson 1 on pages 50–51 of this unit. They should use participle clauses where possible, eg *In picture 2 a woman is standing looking at an installation*. At the beginning of the next lesson, ask students to work in pairs and compare their sentences. Each pair chooses one sentence to read to the class. Correct any errors in the use of participle clauses.

## LISTENING AND VOCABULARY Sand sculptures

Recognise general statements and exceptions

Page 54

STAGE	TIME	FOCUS
GET STARTED		Discuss different materials from which sculptures can be made.
SPEAK AND LISTEN		Listen and put drawings in the correct order.
REACT		Discuss whether art should be both beautiful and functional.
WORK WITH WORDS		Learn a set of adjectives used to describe works of art.
SPEAK		Give your opinion about different works of art.

### Get started

Write the word *sculpture* on the board and elicit the meaning from the class (*a solid object that is made as a work of art by shaping a substance or material*). Divide the class into pairs to make a list of materials from which sculptures can be made. Discuss their ideas in open class and make a list of materials on the board (eg *stone, metal, wood, ice, mud*).

### SPEAK AND LISTEN

1

- Refer students to the photos. Read out the question to the class and elicit possible answers (eg *by mixing sand and water*).

2  2.17

- Tell students that they are going to listen to a sand sculptor and that they need to put the drawings in the correct order as well as checking their answer to Exercise 1.
- Before you play the track, draw students' attention to the drawings and elicit what students can see in each one.
- Play the track for students to listen and do the task. Check progress and, if necessary, play the track again.
- Check answers in open class.

### ANSWERS / AUDIO SCRIPT 2.17

The correct order is 5, 6, 1, 4, 2, 3.

**Journalist:** Tim, you're one of about 200 professional sand sculptors in the world, aren't you?

**Tim:** Uh-huh ... yes.

**Journalist:** How did you get started?

**Tim:** Well, after school, I headed off with my rucksack in search of adventure and I started doing quite elaborate sand sculptures on the beaches in Spain. I'd been doing it for about a year when a Dutch couple saw my sculptures and put me in touch with a group of professionals in Holland. Then I started doing sculptures all round the world.

**Journalist:** You use quite a lot of equipment to make the sculptures, don't you?

**Tim:** Well, we have wooden boxes which we put together, they're about 50cm high ... but when I say 'box', it doesn't have a top or bottom. We put a pile of sand on the ground and put the box on top of the sand. The sand's wetted and then compacted with a machine used to make roads called a whacker - it whacks or hits the sand and makes a hard layer. Each box has three layers of sand. When the box is full, we put another on top, smaller than the one before ... lots of boxes on top of each other.

Then you take the top box away and start sculpting. You start at the top and work your way down. Then you put a solution of white glue and water on the finished sculpture. By and large, it lasts a month or two unless there's heavy rain - then water builds up inside and the sculpture falls down.

**Journalist:** So, it's physically quite a hard job, isn't it?

**Tim:** On the whole, it's really hard work ... except when a technical team compacts the sand before we arrive - then it's easier.

**Journalist:** Do you do other types of work?

**Tim:** My main job at the moment is ... er ... a bit quirky, a bit different. I work in zoos or bioparks recreating natural environments for animals. I carve concrete to make it look like rock or antique architecture.

**Journalist:** Wow, that's very impressive. ... But it's not easy being an artist these days, is it? What advice do you have for young artists?

**Tim:** It's very hard work and you really need to be very dedicated. If you aren't, you should do something else. With the exception of a few really talented artists, most people need to apply their art to some sort of practical use. Design is very fashionable at the moment, people want objects for their house ... and, obviously, computer-related art, that's a pretty safe bet for a career. As a rule, I'd say you need to find an application for your skills.

### Extra activity

Divide the class into pairs and ask them to take it in turns to describe the drawings in order to explain the process of sand sculpting. Put each pair with another pair to compare and refine their descriptions. Invite pairs to describe the process to the rest of the class.

3a

- Refer students to the **HOW TO** box. Ask them to read the tips carefully. If necessary, explain that *as a rule*, *by and large*, *generally*, *in general* and *on the whole* are all different ways of saying the same thing - *normally* or *usually*. *By and large* is a little less widely used than the others.

3b  2.18

- Refer students to the sentences. Point out that each of the three sentences has two parts: one is a general statement and one is an exception to the rule. The sentences could start with a general rule or with an exception.
- Play the track for students to listen and identify which part is the general statement and which is the exception.
- Check answers in open class.

### ANSWERS / AUDIO SCRIPT 2.18

- By and large, it lasts a month or two = G; unless there's heavy rain. = E
  - On the whole, it's really hard work = G; except when a technical team compacts the sand before we arrive - then it's easier. = E
  - With the exception of a few really talented artists, = E; most people need to apply their art to some sort of practical use. = G
- See audio script in Exercise 2. The extract starts from when Tim says 'Then you take the top box away ...' and continues to the end.

4

- Encourage students to reflect and underline the words in the **HOW TO** box that helped them to complete Exercise 3b.
- Ask for feedback in open class.

### REACT

5

- Read out the questions to the class. Give students a few minutes to think about their answers and make a few notes.
- Divide the class into pairs to discuss the answers to the questions.
- Discuss their ideas in open class. Make sure they give reasons for their opinions.

### WORK WITH WORDS

6

- Make sure students understand what they have to do. If necessary, ask them to underline the adjective in each sentence first.
- Ask students to work individually to match the words with their approximate synonyms.
- Check answers in open class.

#### ANSWERS

1 B 2 A 3 C

7

- Give students time to read through the words and their definitions. Check that they understand all the words. Point out the pronunciation of *unique* /ju:'ni:k/, and that *subtle* has a silent 'b' and is pronounced /'sʌt(ə)l/.
- Divide the class into pairs to use adjectives 1–9 to describe items a–e in the box.
- Discuss their ideas in open class. Ask them to give reasons for their choices.

#### SUGGESTED ANSWERS

a 5, 8 b 1, 4 c 2, 5 d 7, 9 e 3, 6

#### Alternative procedure: less confident classes

With less confident classes, give students a choice of three possible adjectives to describe each item in the box, two of which are the suggested answers and a third which is clearly inappropriate. For example, for b give adjectives 1, 4, 9. A plastic bag is unlikely to be stunning, so this will guide less confident students to the correct answers. Suggested extra adjectives for the items are a *controversial*, b *stunning*, c *moving*, d *dramatic*, e *powerful*.

### SPEAK

8

- Refer students to the pictures on pages 50–51 again. Divide the class into pairs or small groups to use the adjectives in Exercises 6 and 7 to describe each work of art.
- Discuss their ideas in open class.

#### GO BEYOND

Ask students to do the Words & Beyond exercise on page 134.






#### Homework

Ask students to use the words in the box in Exercise 7 to write sentences about a book, a film or a video game that they like. Ask them to give reasons, eg *The film is controversial because ...* and to contrast the book, film or video game with one they do not like so much. At the beginning of the next lesson, divide the class into pairs to compare what they wrote about. Nominate some students to read out their ideas.

## GRAMMAR Question tags

Ask questions and confirm ideas using question tags

Page 55

STAGE	TIME	FOCUS
GET STARTED		Talk about pictures and make a list of vocabulary seen in the pictures.
READ AND LISTEN		Read and listen to a comic strip.
STUDY		Learn the rules for using and forming question tags.
PRACTISE		Use the correct question tags to complete sentences.
SPEAK		Talk about your partner using question tags.

### Get started

Ask students to list the vocabulary items they can see in the pictures. Ask them not to read the text at this stage. Elicit suggestions and make a list on the board (eg *a group of students, a teacher, a ladder, a workman, some light bulbs*).

### READ AND LISTEN

1  2.19

- Read the question out loud to the class.
- Play the track for students to listen and follow the text in their books.
- Check the answer in open class.

#### ANSWERS / AUDIO SCRIPT

 2.19

It isn't an installation. It's just a workman's ladder.  
See Student's Book, page 55, for audio script.

### STUDY

2

- Refer students to the grammar explanations. Ask them to work individually to choose the correct options to complete the explanations. Point out that they can look back at Exercise 1 to help them.



- Let students compare their answers in pairs before you check them in open class. Highlight that question tags can be used with auxiliary verbs like *be* and *have* (eg *isn't it, hasn't she*) and also with all modal auxiliary verbs (eg *can you, will he*). Ordinary verbs (eg *work, play, run*) are not used in question tags and in those cases we have to use *do/does/did* or *don't/doesn't/didn't*. All question tags are preceded by a comma.

**ANSWERS**

negative; positive

**3** **2.19** **PRONOUNCE**

- Explain that you are going to play the conversation in Exercise 1 again. Ask students to focus on the question tags and listen out for whether the speaker's voice goes up or down. Ask them to mark them with an upward or downward arrow.
- Play the track and check progress. If necessary play it again.
- Ask students to look at the two explanations and complete them.
- Check answers in open class. (See Teaching Tips, *Question tags*, page 29.)

**ANSWERS**It could be about energy waste, *couldn't it?*Yes, it looks like that, *doesn't it?*It's a very powerful piece of art, *isn't it?*Excuse me, you couldn't tell me what the title of this is, *could you?*And you don't know who the artist is, *do you?*

- ↗
- ↘

**PRACTISE****4**

- Explain the task. If necessary, do the first one with the whole class as an example (*isn't it?*).
- Ask students to work individually to complete the sentences.
- Check answers in open class.

**ANSWERS**

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

**5a** **2.20**

- Encourage students to read the conversations carefully before they start the task.
- Ask students to work individually to complete the conversations using question tags. Remind them to refer back to the rules in Exercise 2 if necessary.
- Let students compare their answers in pairs. Then play the track so students can check their answers.

**ANSWERS / AUDIO SCRIPT**1 aren't you 2 doesn't it 3 do you 4 don't you  
5 could you 6 didn't I

See Student's Book, page 55, for audio script.

**Fast finishers**

Write these sentence beginnings on the board:

- People shouldn't smoke in public buildings,*
- We have to come to school on time,*
- You won't be late tomorrow,*
- They aren't English,*
- We don't have to go to school on Saturday,*

Divide the class into pairs to write the question tag to add to each one.

**ANSWERS**

- should they?
- don't we?
- will you?
- are they?
- do we?

**Extra activity**Play a game of *Three in a Row* (see Games, page 33) to practise question tags. Draw a 3X3 grid on the board and write different question tags in each one:

don't you?	can't you?	is he?
isn't she?	haven't we?	are they?
am I?	isn't it?	do they?

Divide the class into pairs and ask them to copy the grid onto a piece of paper. Have them take it in turns to choose a question tag and form a correct question using it, eg *You like eggs, don't you?* If they form it correctly, they put a cross or circle in the square. The aim is to get three in a row horizontally, vertically or diagonally.**5b**

- Divide the class into pairs to practise reading the conversation. Encourage them to focus on correct pronunciation and intonation of question tags.
- Monitor and make sure students are pronouncing the question tags correctly. Correct any errors of pronunciation at the end. (See Teaching Tips, *Correct errors effectively*, page 28.)






**SPEAK****6a**

- Check students understand the task. Divide the class into pairs, but ask them to work individually to write five things they think they know about their partner.
- Monitor – and make sure that the things they write about their partner are complimentary.

**6b**

- Nominate two students to read out the model conversation. Remind students that the intonation goes down when we are asking for confirmation and that the pronoun is never stressed.
- Have students work in the same pairs, taking it in turns to say something about their partner and to respond appropriately.
- When they have finished, listen to a few examples in open class, again ensuring that students remain polite about their partner.

**Homework**Ask students to write five statements with question tags asking for confirmation using these auxiliary verbs in the positive or negative: *will, can, should, have* and *be*. Do one or two examples with the class so that they know what to do, eg *It won't rain tomorrow, will it? She's got a dog, hasn't she?* Ask students to bring their statements to the next lesson to hand in for marking.

STAGE	TIME	FOCUS
GET STARTED		Review the names of countries in English.
SPEAK AND READ		Explain the meaning of a caption on a postcard. Read and listen to a conversation.
DO		Ask and answer the questions in a questionnaire.
REFLECT		Discuss the meaning of <i>comfort zone</i> and answer questions related to meeting people from different cultures.
EXTEND		Role-play a situation about a visitor from a different culture.

**LIFE SKILLS**

**RESPECT OTHERS: VALUING THE ART AND CULTURE OF DIFFERENT SOCIETIES**

Learning about other countries and cultures can open students' eyes to a whole world of different experiences. The culture of other countries may be completely different from their own in terms of meal times, diet and clothes, and complex issues such as religion, politics and social structure. An appreciation of different cultures can also help to bring the world together and may, in the long run, be a contributory factor to peace and reconciliation in the world. Studying a foreign language is actually more difficult if learned out of the context of the target culture, so there are many aspects of the English-speaking world that are culturally significant for students of English. It is important to remember that English is the official language in a wide variety of places with widely differing cultures, from Australia and the UK to Jamaica, South Africa and Nigeria.

**Get started** 

Play the Alphabet Game to review the names of countries in English. There is a country of the world for every letter of the alphabet except X (Q is Qatar, Y is Yemen), so it should be possible for students to go from A to Z only missing out X. Start with A. Elicit a country (eg *Austria, Angola, Australia*) and write it on the board. Continue with the other letters until you reach Z. The game can also be played as a team game with the first team to call out a correct answer for the letter getting a point. Allow at least 10 minutes for this activity.

**SPEAK AND READ**

1

- Ask students to look at the postcard and read the caption. Ask them to guess what that caption refers to.
- Discuss their ideas in open class. Note that there is no single correct answer.

**SUGGESTED ANSWER**

It means you should be curious about life. You should look at everything around you and listen to people. You should be open to things that you haven't experienced before and try them. You shouldn't say anything negative before really thinking about it.

2  2.21

- Ask students to read the three questions carefully first.
- Play the track for students to listen and follow the conversation in their books. Ask them to note down the answers.
- Check answers in open class. Make sure that students understand *subtitles* (the words of a film or programme in another language that appear at the bottom of the screen).

**ANSWERS / AUDIO SCRIPT**

 2.21

- She's excited about watching a Bollywood/Indian film.
- As a rule she doesn't like watching films with subtitles and she generally hates musicals.
- Her aunt wanted to watch a Bollywood film with her and Lulu didn't want to be rude.

See Student's Book, page 56, for audio script.

**GO BEYOND FOR TEACHERS** 

Bollywood

Bollywood is the informal name given to Indian films produced in Mumbai (formerly called Bombay, which is how the name originated – a blend of *Bombay* and *Hollywood*). Bollywood is one of the largest film genres in the world, with over 800 films produced in a typical year. Bollywood films are a specific genre due to their typical mix of love stories and Indian songs. This topic can easily be extended with material from the internet (short clips of Bollywood films) or from DVDs.

**DO**

3

- Refer students to the questionnaire at the top of the page.
- Divide the class into pairs to ask and answer the questions.
- Elicit their ideas in open class, making sure students give reasons or more information and don't simply answer Yes and No.

**REFLECT**

4

- Draw students' attention to the **REFLECTION POINT**. Elicit the meaning of *comfort zone* (a situation or place that you feel relaxed in). Nominate a student to read the three questions out loud to the class.
- Give students a couple of minutes to think about their answers and make a few notes.
- Discuss their ideas in open class.

## EXTEND

5

- Read the instructions to the class and make sure they understand the task.
- Divide the class into pairs to take it in turns to play the role of the host and the visitor. Suggest that the visitor is from an English-speaking country. Monitor as they are working and give help if needed.
- Invite pairs to perform their role-plays to the rest of the class.





## Homework

Ask students to write a short presentation about a country they would like to visit. They should research their chosen country, include some facts about it and also mention any cultural differences they expect to find there. At the beginning of the next lesson, divide the class into groups of four for students to present their countries to the rest of the group. Collect in their presentations for marking.

## SPEAKING So do I

## Agree or disagree with an opinion

Page 57

STAGE	TIME	FOCUS
GET STARTED		Review vocabulary relating to art from this unit by doing a gap-fill activity.
SPEAK		Discuss differences and similarities in tastes.
WATCH OR LISTEN		Watch or listen to two people discussing a song and a book.
ACT		Agree or disagree with an opinion.

Get started 

Review some of the vocabulary from this unit. Prepare a list of 8–10 words from previous lessons (eg *sculpture, graffiti, landscape, sketch, mural, collage, dramatic, controversial, moving, stunning*). Point out that these words are either types of art or words used to describe art. Write the first and last letters of each word on the board with dashes to represent the other letters, eg *graffiti* = g \_ \_ \_ \_ \_ i. Invite students to come to the board and complete the words. If there are spelling mistakes, invite other students to come to the board and correct them.

## SPEAK

1

- Nominate a student to read out the questions. Elicit the meaning of the phrase *in common* (if you have something *in common* with another person, you are the same in some way in your tastes, opinions or behaviour).
- Divide the class into pairs to discuss similarities and differences they and their family and friends have in these areas.
- Discuss their ideas in open class.

## WATCH OR LISTEN

2   2.22

- Refer the students to the photos. Play the video or audio track for them to watch or listen and find out what the two friends agree and disagree on.
- Check the answers in open class. Make sure students understand the words *lyrics* (the words of a song), *overrated* (not as good as some people believe) and *original* (new, interesting and different from anything else).

## ANSWERS / VIDEO/AUDIO SCRIPT

  2.22

They agree on the song that they listen to. They both like it.  
They agree on the song by The Roberts. They both think it's overrated.  
They disagree on the book that Sasha lent Ava. Sasha thought the book was great, but Ava didn't like it.

**Ava:** Listen to this! I think it's one of the best songs I've heard for a long time. The lyrics are really moving.

**Sasha:** OK, let me listen ... um ... um ... um ... wow, I totally agree. I just love her voice.

**Ava:** So do I, it makes me cry every time I hear it. ... I don't like that new song by The Roberts, though, do you? As far as I'm concerned, it's totally overrated.

**Sasha:** I think so too. I don't understand why it's so popular.

**Ava:** Neither do I. It's not very original, is it? ... Talking about original ... that book that you lent me ...

**Sasha:** Yeah, I know. Isn't it great? The characters are so realistic, aren't they?

**Ava:** Well, actually, I thought they were pretty average. To be honest, I didn't like the book that much. I'm not into science fiction.

**Sasha:** Neither am I, but I liked this book.

**Ava:** Look, I'm sorry. Let's just agree to disagree this once. OK?

3

- Ask students to read the conversation in Exercise 2 and underline the phrases where the speakers express opinions.
- Let students compare their answers in pairs before you check them in open class.

## ANSWERS

See underlined answers in video/audio script in Exercise 2.

4a   2.22

- Play the scene again for students to watch or listen and write the exact words to complete the conversation. Check progress. If necessary, play the track again.
- Check answers in open class.

## ANSWERS / VIDEO/AUDIO SCRIPT

  2.22

1 agree 2 do 3 so 4 Neither 5 actually  
6 honest 7 am

See Exercise 2 above for audio script.

4b 2.23

- Tell students they are going to practise the pronunciation and intonation of some of the phrases from the conversation from Exercise 2. Play the track, pausing after each phrase for students to repeat chorally and individually. (See Teaching Tips, *Vary drilling techniques*, page 31.)
- Make sure they put the stress in the correct places, especially in these phrases: *So do I, Neither do I, I think so too.*

**AUDIO SCRIPT**



1 I totally agree.    2 So do I.    3 I think so too.    4 Neither do I.  
 5 Well, actually, ...    6 To be honest, ...    7 Neither am I.

**ACT**

5a 2.24

- Refer the students to the list of expressions in the **PHRASEBOOK** and play the track if you wish. Encourage students to use these phrases in this activity.
- Divide the class into pairs. Give them a bit of time to think of a song and a film that are currently popular. Alternatively, elicit some ideas from the whole class before the students work in pairs.
- Have them act out a conversation similar to the one in Exercise 2, agreeing and disagreeing with their partner's opinions.
- Invite one or two pairs to act out their conversation for the whole class.

5b

- Ask students to work in the same pairs. Refer them to the list of topics in the box, and explain that they should choose one individually and give their opinion on it. Point out they may also choose a topic that is not in the box.
- Encourage students to discuss the chosen topic, agreeing and disagreeing with their partner's opinions. Monitor and give help if needed.
- Invite one or two pairs to act out their conversation for the whole class.

**Extra activity**

To give students practice in stress, rhythm and intonation, divide the class into pairs to read the conversation in Exercise 2 out loud. Play the audio again if necessary, so they can hear the stress, rhythm and intonation. When they have finished, they should swap roles and read the conversation again.

**Homework**

Invite students to choose one of the topics in the box in Exercise 5b that they didn't talk about. Ask them to write a short paragraph giving their opinion on this topic. At the beginning of the next lesson, ask them to work in pairs and tell their partner their opinion on the topic. Their partner should agree or disagree using the phrases in the **PHRASEBOOK**.

**WRITING I recommend it**

Use linking words

STAGE	TIME	FOCUS
GET STARTED		Discuss famous music festivals.
SPEAK AND READ		Discuss concerts and read a review of a music festival.
STUDY		Label the different parts of the review and look at linking words for joining sentences and ideas.
PRACTISE		Join ideas using linking words.
PLAN, WRITE AND CHECK		Write a review of a cultural event.
SHARE AND REVIEW		Read a partner's review and check it.

**Get started**

Write the phrase *music festival* on the board. Elicit the names of any famous music festivals in their country or in other countries around Europe. Make a list on the board. Point out that in the phrase *music festival*, the first word carries more stress because the phrase is noun + noun – *music festival*.

**GO BEYOND FOR TEACHERS**

European music festivals

Perhaps the best-known music festival in Europe is Glastonbury (UK) with around 135,000 people attending the festival in 2013. All 135,000 tickets were sold out in 1 hour 40 minutes! Other major festivals in Europe are Roskilde (Denmark), Exit (Serbia), Sziget (Hungary) and Benicàssim (Spain) but the biggest music festival in terms of the number of visitors is the Donauinselfest in Vienna, Austria. In 2013, 3.2 million people attended over three days.

**SPEAK AND READ**

1

- Ask students to read the first question and then the questions below it.
- Divide the class into pairs to discuss their answers.
- Invite students to share their answers in open class.

2

- Explain that students should read the review and answer the two questions. Check that students understand *highlights* (the best or most interesting parts of something).
- Ask students to work individually to complete the task.
- Check answers in open class.

**ANSWERS**

He went to Roskilde Festival in Denmark. The highlights for him were the rap band The Roots and the singer Criolo from Brazil.

**Extra activity**

Write these words from the text in a list on one side of the board: 1 *mud*, 2 *charity*, 3 *donate*, 4 *thoroughly*.

On the other side of the board, write these definitions: *a an organisation that collects money from people so that it can give money to good causes – for example, helping poor people; b to give money to a school, hospital, political organisation or charity; c very much; d very soft, wet earth mixed with water.*

Divide the class into pairs to match the words to the definitions. Encourage them to find the words in the review to help them work out the meaning.

Invite individual students to come to the board and draw a line between each word and its definition.

**ANSWERS**

1 d 2 a 3 b 4 c

**STUDY****3**

- Nominate a student to read out the four descriptions first.
- Encourage students to read the review again and write the descriptions next to the paragraphs.
- Let students compare their answers in pairs before you check them in open class.

**ANSWERS**

- 1 Basic facts: what, when, where
- 2 What happened, who took part
- 3 What you liked or couldn't stand
- 4 A good experience or a big mistake?

**4a**

- Ask students to read the tips in the **HOW TO** box carefully. Highlight the difference between a *cause* (something that makes something happen) and a *result* (something that happens because of something else).
- Refer them to the **Get it right** box. Point out that *despite* (and the phrase *in spite of*, which has exactly the same meaning) is followed by a noun or a noun phrase or a gerund (eg *Despite having no money ...*) but *although* (and *even though*) are followed by subject + verb.

**4b**

- Refer students back to the text in Exercise 2 and ask them to find and underline eight of the linking words that appear in the **HOW TO** box. They should also note down the position of each linking word in the sentence.
- Let students compare their answers in pairs before you check them in open class. Point out that *too* is the only word that comes at the end of a clause.

**ANSWERS**

Roskilde Festival isn't only ... but it also ... (middle)  
 my dad was there because of him (middle)  
 There were also 200 other music acts (middle)  
However, the festival wasn't just about music (beginning)  
 There were food events, ... and art installations too (end)  
Although Springsteen gave a powerful performance ... (beginning)  
as a result, the festival was a peaceful event (middle)  
Despite the mud ... (beginning)

**4c**

- Divide the class into pairs and ask them to use the other words in the **HOW TO** box (the ones that do not appear in the text in Exercise 2) to write example sentences, eg *Even though it was raining, we went to the beach.*
- Monitor while they are writing and give help as necessary.
- Invite different pairs to read out an example of each linking word in a sentence.

**PRACTISE****5**

- Ask students to work individually to use words from the **HOW TO** box to link the ideas in the sentences. Point out that there are several possibilities in some of the sentences.
- Let students compare their answers in pairs before you check them in open class.

**ANSWERS**

1 although/even though/but 2 Despite 3 therefore  
 4 As/Because 5 but/although/even though 6 so

**PLAN, WRITE AND CHECK****6a****Exam-type task**

- Explain that students are going to write a review of a cultural event using the plan in Exercise 3 as the basis of their review.
- Make sure each student is able to select an appropriate cultural event. If they are unable to use any of the five events listed because they have not been to such an event, suggest that they can also write a review of a film they have seen at the cinema or on TV.
- Set a time limit of five minutes for them to write notes for each section of the review.

**6b**

- Ask students to use their notes to write their review. Encourage them to use the linking words in the **HOW TO** box.
- Monitor while they are writing and give help as necessary.

**Alternative procedure**

Set the task in Exercise 6b as a homework task. Students plan and draft the review in class but write the actual review at home. If you choose this option, do Exercise 7 at the beginning of the next lesson.

**SHARE AND REVIEW****7**

- Divide the class into pairs to read each other's reviews and check them using the tips in the **HOW TO** box.

**Homework**

You can either set the task in Exercise 6b as a homework task or, if they have already written one review in class, ask them to write a review of a different cultural event or of a book, film or TV show. If students were fairly positive in their review in 6b, ask them to write a more negative review for their homework, and vice versa. In the next lesson, ask students to read their review to their partner, without saying the name of the event, book, film or TV show, for their partner to guess it.

**VOCABULARY Art**

- 1**
- Point out that a process of elimination may be the best way to approach this exercise. Students should read all the words in the box and fill in the ones they are sure of first.
  - Let students compare their answers in pairs before you check them in open class, nominating different students to say the answers.

**ANSWERS**

1 installation 2 landscape 3 performance art  
4 collage 5 pavement art 6 portrait 7 sketch  
8 still life 9 mural 10 graffiti

**Words to describe art**

- 2**
- Ask students to complete the words to describe art. Point out that the first two letters are given in each case to help them.
  - Invite students to come to the board and write up their answers, asking the rest of the class if they agree with the spelling and making any necessary corrections.

**ANSWERS**

1 quirky 2 Subtle 3 Impressive 4 dramatic  
5 Controversial 6 elaborate 7 unique 8 moving  
9 dull 10 Stunning 11 Average 12 powerful

**GRAMMAR -ing forms**

- 3**
- Encourage students to read the whole text carefully before they choose the words.
  - Ask them to complete the text using the words in the box. Point out that they need to change the form of the words.
  - Let students compare their answers in pairs before you check them in open class.

**ANSWERS**

1 getting 2 lying 3 Thinking 4 Collecting 5 asking  
6 Putting 7 making

**Question tags**

- 4**
- Make sure students understand the task.
  - Let students compare their answers in pairs before you check them in open class by nominating different students to read out each sentence.

**ANSWERS**

1 aren't they 2 do they 3 can you 4 isn't it  
5 hasn't he 6 didn't you 7 do you

**Extra Resources**

Go to the Teacher's Resource Centre at [www.macmillanbeyond.com](http://www.macmillanbeyond.com) for:

- downloadable audio and audio scripts for the Student's Book and Workbook
- videos, video script and video worksheets
- extra vocabulary at two levels of difficulty
- extra grammar at two levels of difficulty
- culture lessons, with full teacher's notes
- life skills lessons, with full teacher's notes
- extra speaking materials
- the *Beyond B1+* wordlist
- testing materials: test generator, unit test for Unit 5 and midterm test
- extra reading materials
- and more!

Go to the Workbook, pages 52–63, for further practice material.