

6

Enjoying yourself

Module 6 includes topics such as favourite books and films, art and music.

Lead-in p. 77

With books closed, get students to compare *art* (painting, drawing, sculpture, etc.) and *the arts* (more general). Brainstorm different types of arts, e.g. music (classical, pop, folk, opera), theatre, musicals, dance (ballet, contemporary), cinema, art (modern, different periods/media), literature. Build up a spidergram on the board, then ask students what 'arts' are shown in the photos on page 77. Get them to discuss the lead-in questions. In the first question, *important to you* could be interpreted either as something that you personally spend time on or that you consider to be important in general.

6A Music

Reading pp. 78–79

Photocopiable activity

Activity 6A (p. 103) can be used either as a lead-in to the unit or as follow-up to the Reading section. It is a questionnaire designed to find out how ambitious students are.

Background

The title of the text comes from Nirvana's classic song *Smells Like Teen Spirit*, from their 1991 album *Nevermind*. Nirvana were one of the first grunge bands and the singer, Kurt Cobain, was referred to as 'the spokesman of a generation'. His girlfriend used a deodorant called *Teen Spirit* and the song came about from a reference to that.

- Students talk about the types of music in question 1 and brainstorm more items for the list. Other genres of music could be: pop, soul, punk, indie, house, etc. For question 2, students need not mention every association; the exercise is just to process the new vocabulary.
- Students skim the text to find out what type of music each person is known for. Remind them that skimming should take 60–90 seconds for a text of this length.

Jamie Cullum: jazz Michael Bublé: swing Katie Melua: jazz, blues and folk Marcella Puppini: 1940s music

- Students do the exam task. Do not confirm answers yet, as students will discuss them in Exercise 4.

1 B 2 D 3 A 4 D 5 C 6 A 7 D 8 C 9 A 10 B

- Comparing answers and giving reasons will help students to focus on the links between the text and the questions and help you see how well students have understood it. After the discussion, check/confirm answers with the class.
- The exercise would work well with students working together in groups or as a whole class, sharing and justifying answers.

Language development 1 pp. 80–81

- Ask students if they know any music by the artists in the photos. Then give them time to complete the matching task.

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

- Students could also discuss the origins of each genre as a lead-in to the text in Exercise 2a.
- Ask students to ignore the clauses in italics for now. Students might be interested in the example of Jamaican English in the Bob Marley song, where *no cry* means 'don't cry'. Check answers with the class.

1 reggae and punk: in the 1970s and 80s; hip hop: in the 1990s and 2000s
2 New York

- It would be useful to find one example of each type of clause with the whole class and to highlight their structures before students look for the rest. Check answers with the class.

Defining relative clauses

- The bands which dominated Western popular music
- the one singer who had the most influence
- that first emerged in the 1970s
- the records they made

Non-defining relative clauses

- Elton John, whose piano-based songs were hugely popular,
- Bob Marley, who had a huge hit with '*No woman, no cry*',
- decades in which 'boy bands' and 'girl bands' became popular,
- hip hop, which was an Afro-American musical movement

- 3 Before students do the exercise, review what each relative pronoun is used for (*who* for people, *whose* for possession, etc.). Check answers with the class, then follow up with a discussion about the artists mentioned in the exercise.

1 The singer Katy Perry, **whose** real name is Katheryn Hudson, ... ; Katy, **who** heard very little pop music as a child, ...

2 *The X-Factor* is a British television programme **where** members of the public **who** are ... It is the programme in **which** the popular ...

3 The rock band Snow Patrol was formed in 1994 in Scotland, **where** two of its original members ... ; ... the band (**which/that**) they admire most ...

4 Shakira, **which** means 'grateful' in Arabic, was born in Colombia, **where** she grew up ... ; ... every country in **which** it was sold.

5 ... one of several singers **who/that** were first discovered ... *The Mickey Mouse Club*, **which** first began ... ; Other Club singers **who/that** went on to ...

6 Oasis, **whose** major musical influence was the Beatles, was one of several bands in the 1990s to **which** the media ... Zak Starkey, **whose father**, Ringo Starr ...

- 4–5 These exercises require students to think a little more about both which type of clause to use and how to use it. You could ask students to compare answers in pairs before you check with the class.

4

1 I saw a poster which/that was advertising a gig for a new rock band.

2 I phoned the box office, which was in London.

3 There was an answering machine which/that was telling me to call another number.

4 I spoke to a man on the other number who/that told me there were only expensive seats left.

5 I booked two tickets which/that cost 100 euros each.

6 I paid by credit card, which is a very convenient way to pay.

7 On the day, we went to the theatre, which overlooks the River Thames in London.

8 We couldn't get into the theatre, which had been closed because of technical problems.

9 I went home with my friend, who was very disappointed.

10 Next day I phoned the theatre, which was very helpful and offered replacement tickets.

5

1 Salsa, which means 'sauce' in Spanish, is a mixture of Spanish Caribbean rhythms and styles.

2 The salsa band Sonora Carrusales, whose songs are played in salsa dance clubs everywhere, was formed in Colombia in 1995.

3 The singer Gloria Estefan, who was born in Cuba but now lives in the USA, uses salsa rhythms in many of her songs.

4 The Puerto Rican American Victor Manuelle, whose career began when he was discovered by salsa superstar Gilberto Santa Rosa, is often thought of as a romantic salsa singer.

5 The album *Travesía*, on which Manuelle improvises vocals and lyrics within a salsa tune, was a huge success with fans.

- 6 It can be difficult for students to grasp that a participle clause can be used to refer to different times. Point out that the time reference is usually clear from the second part of the clause, e.g.: *The woman singing that song is ...* . *The car going round the corner was ...* . Give students enough time to study the grammar box before they do the exercise.

1 I saw a poster advertising a gig for a new rock band.

3 There was an answering machine telling me to call another number.

5 I booked two tickets costing 100 euros each.

7 On the day, we went to the theatre overlooking the River Thames in London.

- 7 This exercise will require some planning. It could be done in class or for homework, with students talking about their sentences in the next lesson.

Photocopiable activity

Activity 6B (p.104) can be used here. It is a game in which students use relative clauses to define vocabulary associated with the arts.

Writing pp. 82–83

- 1 Some discussion here on if, where and when students see bands live would be useful, to generate interest in the topic and some relevant vocabulary.
- 2 Students read the task and discuss the questions. They could do this as a whole class or in pairs, followed by class feedback.

1 to inform; to entertain

2 three: the band, their performance at the concert, whether you would recommend it

3 a description and explanation (e.g. facts) with opinion; opinion (recommendation) in the third part

4 a mix of neutral and informal

- 3 Students complete the paragraph plan. You could ask them to compare answers in pairs before you check with the class.

1 attention-grabbing introduction

2 brief description of the person/band and concert

3 what you liked

4 what you didn't like

5 recommendation, conclusion

- 4a–b Point out how a strong opening engages the reader and a strong ending has a positive effect on the reader. During class feedback, ask students to explain why the chosen paragraphs are better.

4a

B

4b

A

- 4c** One way to look at the table would be to go through it first with the whole class, using a band that most students are familiar with as an example. Then students choose some sentences to complete about their favourite artist.
- 5** Review the outline and content of the review before students complete the writing task.

Sample answer:**A gig to remember**

Without doubt, the British rock band Arctic Monkeys have given this year's best live show. As teenagers a few years ago, they made the fastest-selling album ever but seemed shy and awkward on stage. Now they have matured and become an amazing live act. Since the frontman Alex decided to cut his hair and dress like a skinny rock star of the 1950s, he moves confidently around the stage, waving his arms and encouraging us to shake our hips. The crowd were ecstatic!

The set began with their hit, *Do you wanna know*. The guitar playing was tight, as always, and the rhythm supported by Matt's powerful drumming. The band were on top form throughout, winning fans over with a list that combined older with new hits.

My only reservation is that although the songs have clever lyrics and great melodies and sound fresh every time, some lack the emotional and poetic force of their best.

But this is a minor criticism. Overall, it was a performance to remember and all fans should try and catch them while they're on tour.

- 6** Remind students to check their writing thoroughly. Focus their attention on the checklist here and also refer them to the full checklist on page 198 of the Expert writing section.

Expert language: Avoiding repetition

Start by giving students an example of language with a lot of repetition in it, to show them why it is important to avoid it, e.g. *Mike writes stories about a group of teenagers. The teenagers in Mike's stories live in a big city. The teenagers have a lot of problems in the city. Mike writes about the problems the teenagers have in the city and how the teenagers overcome the problems of city life.*

a

1 good musicals **2** the audience **3** *We Will Rock You* **4** the actors' **5** *We Will Rock You* **6** the actors **7** actors **8** the youngest actors' **9** the youngest actors **10** the acting and singing **11** the plot **12** the fact that the plot is unsatisfactory/can't be taken seriously **13** the characters

b

1 They **2** It, there **3** it **4** then **5** ones

6B Art and entertainment

As a lead-in, with books closed, ask students the difference between a gallery (a place where you can see (and sometimes buy) works of art) and a museum (a place where important cultural, historical or scientific objects are kept and shown to the public). In the USA, *museum* is also used for some public galleries, e.g. the Metropolitan Museum of Art.

Speaking pp. 84–85

- 1a** Use the photos and opening questions to gauge students' interest in art.

1 classical: A; modern: B **2** Students' own answers

- 1b** Give students enough time to complete the exercise. You could get them to compare answers in pairs before checking with the class.

1 keen **2** can't see the point **3** fascinating **4** appeal **5** special
6 absolutely **7** into

- 1c** Before students do the exercise, remind them of alternative ways to mark the stress on a word (e.g. *enjoyable*, *enjoyable*, *enJOYable*). Check answers with the class, then let students talk about a work of art they know. They could do this in pairs, small groups or as a whole class.

stress on first syllable: awful, boring, brilliant, dreadful, moving, powerful, shocking

stress on second syllable: amusing, depressing, enjoyable, exciting

- 2a–b** If time allows, you could expand the exercise with examples of each and other people who work in the arts.

2a

1 a painter **2** a sculptor **3** a dancer **4** a producer
5 a reviewer/a critic

2b

1 the person who arranges how dancers should move during a performance
2 someone whose job is to tell jokes or make people laugh

- 3** After checking answers, you could follow up by eliciting other types of TV programme (e.g. sports, drama, magazine, detective series, lifestyle). Ask students which type of programme they most like watching.

1 quiz show **2** soap opera **3** documentary **4** sitcom
5 reality show **6** current affairs **7** chat show

- 4** You could get students to do this in pairs, comparing and discussing their answers.

1 viewers (others relate to theatre) **2** final act (others relate to TV) **3** cartoon (others relate to theatre) **4** box office (others relate to TV) **5** trailer (others are film genres)

- 5** Reassure students that in the exam they won't be required to have any expert knowledge but in Paper 4 they could be asked a question like this about their personal preferences.

- 6a** Elicit the format of Paper 4 Part 2 (individual long turn followed by a short response from the other candidate), then play the recording for students to complete the instructions.

these types of art might be interesting to people

- 6b** Play the recording, then ask for the answers to the two questions.

1 yes 2 yes

- 6c** Tell students that the expressions on the recording may not be heard in the same order as they are on the page. Play the recording, then check answers with the class.

1, 4

- 6d** Students listen again and complete the candidate's response. Check answers with the class.

1 easier to understand than some 2 the painters wanted to say
3 easily learn something about 4 it's strange or funny

- 7** Point out to students that it is important that they are prepared for the interlocutor's question and listen to it carefully. Play the recording for students to complete the instructions and response, then check answers with the class.

1 young people are more interested in 2 definitely 3 more interesting for older people 4 are younger and more fashionable

- 8** Students complete two exam tasks. Point out the strategy box before they begin.
9 Allow enough time for students to discuss their performance in pairs and give each other constructive feedback.

Listening p. 86

- 1** This is the first time students look at Paper 3 Part 1 in detail. Look at the first question and key words with the students, then give them enough time to mark the key words in questions 2–8.
- 2** Go through the strategy box before students do the task. If there is time, after checking answers, students could have a discussion based on the arts. They should each choose one of the following topics and prepare to speak about it by making notes. Then put them in small groups for the discussion.
- *your favourite film of all time*
 - *the type of music you most enjoy listening to*
 - *a play you have enjoyed (at the theatre, on the radio, on TV)*
 - *a novel you have read more than once*
 - *the painting you would most like to have hanging on your bedroom wall*

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

- 3** Let students discuss their answers, then play the recording for them to note down the words that led them to each answer.

Use of English 1 p. 87

- 1** Students could discuss these lead-in questions in pairs, small groups or as a whole class.
2a Students skim the text before they attempt the exam task in Exercise 2b. Check answers with the class.

1 T 2 F 3 T

- 2b** Start by reminding students that structural words (prepositions, auxiliaries, pronouns, determiners, etc.) are often gapped in this type of exercise. Look at the example with the class and point out that the gapped word is part of an adjective + noun collocation (*interested in*). Point out the Help notes that students can use if necessary.

1 there 2 which 3 at/by/about 4 any 5 are/is
6 to/before 7 in 8 at/by/with

- 3** Let students discuss the questions in pairs or small groups first. During class feedback, elicit answers to question 2 from different students.

1 a 3, 8 b (3), 6, 7, (8) c 5 2 Students' own answers

- 4** Remind students of the importance of learning dependent prepositions and find out if they have a particular method. Compare their methods with those given here.

Language development 2 p. 88

- 1a** Go through the grammar summary with the class. Point out that these phrases are followed by nouns, pronouns or *-ing* forms. After checking answers, encourage students to record the prepositional phrases in their vocabulary notebooks.

1 of 2 for 3 for 4 between 5 by 6 in 7 in 8 to
9 with 10 of

- 1b** You could ask students to compare answers in pairs before you check with the class.

1 for 2 for 3 from 4 for 5 of 6 at 7 for 8 in 9 with
10 in 11 by/about/at 12 about

- 2** Students could discuss these personalised questions in pairs or small groups.
3 Go through the grammar box with the class. Highlight the difference between the state, expressed by *be used to*, and the action, expressed by *get used to*. You could ask students to compare answers in pairs before you check with the class.

1 used, live 2 get used, living 3 wasn't used, filming
4 get used, hearing 5 didn't use, print 6 aren't used, watching
7 get used, staring 8 'm not used, going

- 4 Students should do this in pairs or small groups before class feedback. You could ask each group to discuss just one of the points, then report back to the class.

Use of English 2 p. 89

- 1 Discuss the questions in open class. Possible further questions: *Do you and your friends find the same things funny? Is humour different in different countries?*
- 2a Elicit the advice as a means of reminding students of the strategy for this type of exercise.
- 2b Before students do the task, ask if they have heard of Ricky Gervais (see Background below). Also point out the Help notes.

1 embarrassment 2 fantastically 3 employees 4 conclusion
5 attractively 6 underestimate 7 ability 8 similarity

Background

Ricky Gervais was born in Reading in 1961. In his early working life he was in a band, he managed a band and was a radio DJ. He started out in TV comedy with bit parts on various shows before his sudden success in the sitcom *The Office*, which he co-wrote, directed and starred in. He has won numerous awards, including Emmies, Golden Globes and BAFTAs.

- 3 Get students to look at the photo and ask what they know about Penelope Cruz (see Background below). Again, point out the Help notes.

1 recognition 2 glamorous 3 believable 4 unable
5 disappointing 6 performance 7 strength 8 organisations

Help:

prefix: question 4 (*unable*); nouns: questions 1, 6, 7, 8

Background

Penelope Cruz was born in Madrid in 1974. She studied classical ballet at a young age and later moved to California to pursue acting. She has appeared in both Spanish and Hollywood films. In 2009, she won an Oscar, becoming the first Spanish actress to do so, for her performance in *Vicky Cristina Barcelona*.

- 4 Let students discuss the question in pairs or small groups, then elicit answers from different students.
- 5 Students could discuss these in pairs or small groups. Possible further question: *Which actor/actress would you choose to play your life?*

Language development 3 p. 90

- 1a Discuss the questions with the class. Elicit examples of awards ceremonies that students know of.
- 1b Give students enough time to complete the article, then get them to compare answers in pairs before checking with the class. During feedback, highlight the endings used to form nouns (e.g. *-ment*, *-ician*, *-ist*, *-or*).

1 entertainment 2 musicians 3 singers 4 director
5 actor(s) 6 dramatist 7 presenter 8 comedians
9 surprising 10 performers

- 2a Students find examples of adjectives with negative prefixes in the two articles on page 89. Get students to copy the table in their vocabulary notebooks and ask them to make it big enough to add other negative adjectives in the future. Check answers with the class.

unable, incredible, disappointing

- 2b Students add the adjectives in the box to their table from Exercise 2a. You could get them to compare answers in pairs before checking with the class.

un-: unfair, unfit, unsatisfactory, untidy
in-: inexperienced, insecure
dis-: dishonest, disloyal
im-: impatient, impolite, impractical
il-: illiterate, illogical

- 2c Give students enough time to match the adjectives from Exercise 2b with the descriptions. Check answers with the class.

1 untidy 2 impractical 3 dissatisfied/insecure 4 unsatisfactory
5 illiterate 6 inexperienced 7 unfit

- 2d Encourage students to answer honestly! If they know each other well, they could be asked to agree or disagree with what people say about themselves.
- 3a The verbs *say*, *speak*, *tell* and *talk* are often confused. Go through the grammar box with the students and give them enough time to complete the exercise. After feedback, encourage them to record the collocations in their vocabulary notebooks.

1 The teacher **told** us a horror story.
2 I can't stand it when artists **talk** politics.
3 We all **said** a prayer together.
4 My little sister is just learning to **tell** the time.
5 My brother **speaks** three languages.
6 **Say** hello to Rosie for me.
7 Mike **told** the police what he had seen.
8 Don't trust him. He's always **telling** lies.

- 3b Remind students to use the correct form of each verb. If time allows, get them to compare answers in pairs before you check with the class.

1 speak 2 say 3 say 4 talks 5 told 6 telling 7 say
8 speak 9 tell

- 4 After students have written their sentences, get them to discuss them in pairs. Encourage them to ask questions about each other's sentences and explain them further if necessary.