

11

The Arts



Unit plan

Reading:

missing paragraphs, rereading the text to ensure cohesion

Vocabulary:

words related to the arts, prepositions, collocations & expressions, word formation

Grammar:

articles, nouns

Listening:

independent multiple-choice statements, managing your time effectively

Speaking:

discussion and decision making, talking about music, literature and works of art, encouraging, interrupting and summarising

Writing:

essay, pointing out weaknesses in an opposing viewpoint, balancing your argument

Unit Opener (SB page 135)

- Ask students what comes to mind when they think of the arts.
- Ask students if they consider themselves to be 'arty' and to say why or why not.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the words in the table, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Time permitting, have a class discussion about the different creative activities. Ask students which of the activities they have tried or would like to try.

Answers

visual arts: ceramics, illustration, photography
performing arts: dance, music, theatre
culinary arts: baking, chocolatiering, nutrition
literary arts: novels, poetry, short stories

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the points and explain anything they don't understand.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do. Explain/Elicit what an art installation is (*a three-dimensional work that is often site-specific and designed to transform the perception of a space*).
- Students discuss the questions in pairs before discussing as a class.

- Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers, but the building in the picture is the Tower of London. The red things are 888,246 ceramic poppies. The poppy was adopted in Britain as a symbol of remembrance after the First World War. Each of the 888,246 poppies in the art installation represents one British military fatality during the war.

Background information

The art installation titled 'Blood Swept Lands and Seas of Red' at the Tower of London, marked the 100-year anniversary of the first day when Britain became involved in WWI. Paul Cummins and Tom Piper were its creators. Between 17 July and 11 November 2014, ceramic poppies were added to the installation until they filled the Tower's moat. Each of the 888,246 ceramic flowers represented the death of a member of the British military during the years of the war. The poppies were not only a spectacular sight to see, but also a site for people to think about life, death and war. All of the poppies that made up the installation were sold and their sale raised millions of pounds for charities. This genre of the arts is known as *installation art*, and each 'piece' is an *art installation*.



TOP TIP

Relate the subject matter of the Opener to students' own history where possible. In this unit, ask students about important events in their country's history and how they are commemorated in public holidays, ceremonies, monuments and architecture.

Let's talk about it!

- Do you think modern art is less important or impressive than art from past eras? Why?/Why not?
- Can anyone be an artist or does art require a special talent?

DVD 11

Summary of DVD 11: The video is titled 'Haunting Underwater Sculptures Combine Art & Conservation' and it is about an underwater museum. It is Europe's first subaquatic museum, located off the coast of Lanzarote, and is the work of British sculptor Jason deCaires Taylor. Accessible only to snorkelers, divers and sea life, the museum uses human sculptures as a way to generate awareness about the loss of ecosystems and the risks the ocean is currently facing. It is an art installation that will create a large-scale artificial reef. It is submerged approximately 14 metres under the Atlantic Ocean in the Las Coloradas Bay in Lanzarote. One of the artist's main aims is for the sculptures to increase the marine biomass by acting as a breeding site for local species in the area.

DVD link: <https://www.youtube.com/watch?v=6VSWrnB4xsg>

Answers

It's located off the coast of Lanzarote. It will be a large artificial reef benefitting marine life.



Reading (SB pages 136-137)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the items and explain anything they don't understand.
- Students work in pairs to complete the task.
- They then check their answers as a class.

Answers

1b 2c 3d 4e 5a

2

- Ask students to read the instructions and check that they understand what they have to do.
- Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later. Tell them to check paragraphs A-G as well.
- Students work individually to complete the task.
- Ask students if they matched them correctly in 1.

Answers

- 1 paragraph after gap 2
- 2 paragraph after gap 2, paragraph after gap 3
- 3 paragraph after gap 3
- 4 B
- 5 paragraph after gap 3, F
Students' own answers

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Go through the tips for dealing with a gapped text with students. Stress that they should always leave enough time to reread the text in its entirety to ensure that it is cohesive and makes sense. Explain that they need to time their reading tasks and improve their

3

- Ask students to read the instructions and check that they understand what they have to do.
- Encourage students to use the tips from the *Download* box when doing the task and to improve their reading speed and reread the whole text at the end.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1E The words *this success* in the question at the beginning of paragraph E refers to what is described in the first paragraph of this text: the fact that James Bond films are *the longest-running franchise in the history of film* and that *James Bond is unique in the film industry*. Paragraph E also fits logically with the following paragraph because E mentions that *James Bond is ... predictable* and that *There is an expected formula...*. The following paragraph gives us an example of *features that are characteristic of Bond films*.
- 2D The word *too* at the beginning of paragraph D, tells us that this paragraph is adding to something else that is *familiar to audiences*. The previous paragraph was about certain aspects of Bond films that are characteristic and this paragraph tells us about *The Bond character*. Paragraph D finishes with reference to when James Bond *first hit the screens over fifty years ago* and the following paragraph echoes this with the words *Originally, the hero was created ...*.
- 3F The words *in the same year* in paragraph F refer back to 1962 at the end of the paragraph before the gap. Paragraph F also tells us that *since then [1962] there have been twenty-four films in total*, which is referred back to at the beginning of the following paragraph by the words *During this time*.
- 4A Paragraph A tells us that *Bond is not restricted to one part of the world or even one period of time*. This fits with the following paragraph that reiterates this idea: *Bond reflects the world as it is when each film is made, each one firmly set in its own time to feature the particular fashions and preoccupations of that era*.
- 5G Paragraph G continues the idea of James Bond not being set in one part of the world by telling us about *the countries that Bond visits*. It ends with mention of the *incredible stunts* and this idea is expanded on in the following paragraph: *sheer entertainment value of the stunts; unbelievable chase sequences; speedboats, parachutes and helicopters ... have thrilled the public again and again*.
- 6C The words *All this* at the beginning of paragraph C refers to the stunts described in the sentence before this gap. The paragraph goes on to tell us why *Bond films are a big deal*. This is echoed at the beginning of the paragraph after this gap in the words *Such a great film-making phenomenon ...*.

▶▶ EXTENSION ACTIVITY

Ask students if they are fans of the James Bond

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand. Elicit that all the words in the orange box are compound adjectives, and explain that they are all from the text and that they can check their meanings in context.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|--------------------------|-----------------------|
| 1 film-making | 5 code-named |
| 2 breathtaking | 6 much-hyped |
| 3 much-loved | 7 jaw-dropping |
| 4 longest-running | |

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to tell you the names of some film heroes and villains, and write them on the board (eg *Superman, Batman, Jason Bourne, Indiana Jones, Han Solo, Harry Potter / The Joker, Darth Vader, Hannibal Lecter, Voldemort, Cruella de Vil, Freddy Krueger, Blofeld*).
- Students discuss in pairs.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- When they are ready, ask individual students to tell you what they and their partner discussed.

Answers

Students' own answers

a-z Vocabulary 1 (SB page 138)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand. Elicit that there are two parts to the task.
- Students work individually to complete the first part of the task, completing the compound nouns in the sentences.
- Students check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the compound nouns to the students and asking them to repeat after you. Correct where necessary.
- Discuss the meaning of the compound nouns as a class.

Answers

- | | |
|------------------------|-----------------------|
| 1 oil | 6 subject |
| 2 Product | 7 production |
| 3 entertainment | 8 film |
| 4 theme | 9 installation |
| 5 dress | |

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use the same word in each group of three sentences, and that the same word will have different meanings.
- Remind them to write the words in the correct form.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Ask students to work in pairs before checking answers as a class.

Answers

- 1a** feature
(*feature film meaning main film with a story, not a documentary*)
- 1b** features (meaning *sth important, interesting, typical, etc of an object, place, etc*)
- 1c** features (meaning *part of sb's face, eg nose, eyes, etc*)
Other: *a/the natural/special/key/main feature of sth, a feature writer for a magazine/newspaper, a feature on safari holidays/camping in this month's magazine*
- 2a** scene (meaning *an argument, especially one that happens in front of other people*)
- 2b** Scene (meaning *a part of a film/play/novel where sth happens in one place*)
- 2c** scene (meaning *the place where sth happened*)
Other: *a country scene, set the scene, scenes of violence, behind the scenes, sth is not my scene, the pop/modelling/music scene*
- 3a** plot (meaning *events that form the storyline of a novel/film/play/etc*)
- 3b** plot (meaning *a secret plan among a group of people to do sth wrong or illegal*)
- 3c** plot (meaning *a piece of land that is used or will be used in a certain way*)
Other: *a twist in the plot, the plot thickens, lose the plot, to plot things on a graph*
- 4a** act (meaning *a particular thing that sb does*)
- 4b** act (meaning *behaviour that is meant to deceive sb*)
- 4c** acts (meaning *one of the parts a play is divided into*)
Other: *an act of terrorism/violence/bravery/desperation, part of his/her/the act, an exciting act, a live act, an act of Parliament, the Data Protection Act, be a hard act to follow, be in on the act, get your act together*

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there may be one, two or three possible answers for each item.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to circle the correct words. Make sure you check these answers before students complete the second part of the task – writing their own sentences.
- Students check their answers in pairs before checking as a class.
- Once students have written their sentences, they may read some of them out to the rest of the class.

Answers

- 1 iconic, powerful, jaw-dropping
- 2 compelling, memorable
- 3 poignant, moving
- 4 demanding
- 5 overrated, much-hyped
- 6 breathtaking, captivating
- 7 melodramatic, contrived, unconvincing
- 8 complex, enigmatic

Example sentences:

- 2 I thought the plot in the science-fiction film was too **far-fetched** – nobody would believe it!
- 3 The **witty** dialogue was amusing and meant that listening to the characters was a joy.
- 4 **Action-packed** films are popular worldwide because they don't depend so much on language to make them enjoyable. / The documentary gave a rather **clichéd** image of life in Africa and failed to examine the *subject in depth*.
- 5 The comedy was **hilarious** from start to finish – I've never laughed so much.
- 6 I found the **outrageous** behaviour of the protagonist a bit too much to believe.
- 8 Each episode became more **gripping** as the plot of the thriller developed.

▶ EXTENSION ACTIVITY

Students work in pairs. Ask them to write their own sets of sentences, as in 2. They may use a dictionary. Monitor and help with vocabulary and grammar if necessary. Make a note of any mistakes to go over with the class afterwards. When they are ready, they swap with another pair and complete each other's sentences.

Extra Task (for early finishers)

See photocopiable material on page 165.

⚙️ Grammar 1 (SB page 139)

Before you read the Grammar box

- Revise articles. Remind students that there are definite and indefinite articles in English. Elicit that *the* is the definite article, and that *a* and *an* are indefinite. Remind students that not all nouns and not all situations require the use of an article.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and the questions, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, ask students to explain the use of *an* and *the* in the sentences (*an gives a general meaning; the makes a noun specific*).

Answers

- 1b 2a

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and the questions, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- a Do you like comedies?
b The education I got at art college was amazing.
c A film should be moving and thought-provoking.
d The guides in this gallery are very informative.
e Fame can make some artists unhappy.
f A much-hyped play is opening tonight. The play is about Macbeth.
1b 2a 3f 4d 5e 6c

Read 11.1-11.3 of the Grammar Reference on pages 179-180 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the text and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | | |
|-------|--------|--------|
| 1 - | 7 the | 13 - |
| 2 - | 8 - | 14 the |
| 3 an | 9 - | 15 - |
| 4 the | 10 an | 16 - |
| 5 a | 11 the | 17 a |
| 6 a | 12 the | 18 the |

▶ EXTENSION ACTIVITY

Ask students to write a short text about an interesting cultural activity that visitors to their country could do. Tell them to pay attention to the use of articles. When they have finished, they may swap with a partner and check each other's work. Once the texts have been checked, students may read them out to the class.

Extra Task (for early finishers)

See photocopiable material on page 165.

Ⓐ-Z Vocabulary 2 (SB page 140)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the text and explain anything they don't understand. Tell students to pay attention to the words before and after the gaps in order to work out which preposition to use.
- Students work individually to complete the task.

Answers

- | | |
|-----------|------------|
| 1 beyond | 10 with |
| 2 within | 11 from |
| 3 From | 12 with |
| 4 around | 13 without |
| 5 besides | 14 for |
| 6 behind | 15 along |
| 7 with | 16 to |
| 8 below | 17 on |
| 9 down | 18 Above |

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|--------------|---------------|
| 1 struck | 6 made |
| 2 runs | 7 success |
| 3 collection | 8 totally |
| 4 absolutely | 9 wildly |
| 5 roaring | 10 impeccable |

3

- Ask students to read the instructions and check that they understand what they have to do (*form nouns from the words given*). Elicit that there are two parts to the task and that they will need to think of other nouns that are formed with the same suffixes.
- Ask students to read the words in the orange box and explain anything they don't understand. Remind them that they have to make certain changes to form some of the nouns.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the nouns to the students and asking them to repeat after you. Correct where necessary.
- Ask students for other nouns that are formed with the same suffixes.

Answers

accomplishment, acknowledgement, childhood, complexity, emptiness, fearlessness, freedom, neighbourhood, popularity, stardom
 Others:
 wisdom, kingdom
 adulthood, brotherhood
 vanity, scarcity, anonymity
 commitment, enlightenment, establishment
 greatness, weariness, blindness

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before

Answers

- | |
|------------------|
| 1 neighbourhood |
| 2 emptiness |
| 3 stardom |
| 4 accomplishment |
| 5 complexity |

EXTENSION ACTIVITY

Individually, students write five gapped sentences for the words they didn't use in 3. They then swap with a partner who must write the correct words in the gaps.

Extra Task (for early finishers)

See photocopiable material on page 165.

Grammar 2 (SB page 141)**Before you read the Grammar box**

- Revise countable and uncountable nouns, and plural nouns. Ask students for examples and write them on the board. Remind students that uncountable nouns take a verb in the singular. Remind them, too, that some nouns have irregular plural forms. Ask for examples and write them on the board.
- Revise compound nouns. Explain to students that a compound noun can take the form of a single word, a hyphenated word, or separate words, and that they can be formed using a noun and various parts of speech.
- Revise/Introduce collective nouns. Explain to students that a collective noun denotes a group of people, animals or things. Ask for examples (*eg an army of soldiers, a pack of dogs, a bunch of keys*).

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and the table headings, and explain anything they don't understand.
- Tell students to look at the words in bold in the sentences carefully to determine what kind of nouns they are.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Countable nouns		Uncountable nouns	Countable and uncountable nouns with a change in meaning	Plural nouns
Singular	Plural			
art class	children	milk	tea	jeans
art critic	paintings	information	paper	glasses
gallery		stardom		
carton				

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit what a part of speech is and ask for examples (*eg*

- Ask students to read the compound nouns and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 verb, noun
- 2 preposition, noun
- 3 noun, verb
- 4 noun, preposition
- 5 adjective, verb/noun
- 6 preposition, verb
- 7 noun, noun
- 8 adjective, noun

- 3**
- Ask students to read the instructions and check that they understand what they have to do.
 - Ask students to read the collective nouns and explain anything they don't understand.
 - Students work individually to complete the task.
 - They then check their answers in pairs before checking as a class.

Answers

1P 2T 3A

Read 11.4-11.7 of the Grammar Reference on pages 180-181 with your students.

- 4**
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write the incorrect sentences correctly.
 - Ask students to read the sentences and explain anything they don't understand.
 - Encourage students to look back at the examples in the grammar theory to help them.
 - Students work individually to complete the task.
 - They then check their answers in pairs before checking as a class.

Answers

Students should tick: 1, 3, 8, 9, 10

- 2 Can you get a tube of toothpaste/a litre of milk at the shop, please?
- 4 I never seem to have enough time to rehearse my lines.
- 5 Oh, no. These trousers are too short!
- 6 Weariness is often suffered by hard workers.
- 7 The art teacher drew a diagram on the whiteboard.

▶ EXTENSION ACTIVITY

Ask students to find and underline compound nouns in the Reading text on pages 136-137 of the Student's Book (eg *soap opera*, *feature film*, *theme tune*, *secret agent*, *speedboat*, *box office*).

Extra Task (for early finishers)

See photocopiable material on page 165.

Listening (SB page 142)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Explain to students that they can guess the meaning of colloquial or idiomatic expressions by considering the context, the speaker's tone of voice, and their own instinct.
- Ask students to read the dialogues and explain anything they don't understand.
- Play the dialogues, one by one, and pause afterwards to give time for discussion. Do not confirm students' suggestions at this stage.

Answers

Students' own answers, but the meanings are given in 2 below.

See the recording script on page 153.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will match the expressions in 1 to their meanings.
- Ask students to read the meanings and explain anything they don't understand. Tell them to use the context of each dialogue as their guide.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

Answers

1i 2c 3f 4a 5g 6d 7b 8e 9h

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Stress the importance of good time management. Tell students not to spend too much time trying to work out the answer to difficult questions. Tell them it is best to move on to the next question and return to any unanswered questions at the end. Explain that any answer is better than no answer at all, and that they should make an informed guess if all else fails.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Remind them that the short conversations they will hear are not connected to each other.
- Remind students to manage their time, and to move on quickly to each question.
- Play the recording and ask students to choose their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

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

Speaking (SB page 143)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do.
- Go through the *Language Bank* with the students and make sure they understand how to use the phrases that will help them to respond by encouraging, interrupting and summarising.
- Ask students to read the prompts and explain anything they don't understand.
- Students work in pairs and take turns to comment on the prompts.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to comment on a prompt and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers



TOP TIP

Encourage discussion by asking students to comment on prompts like those in 2. For a livelier debate, have students comment on controversial issues. This can also be developed into a formal debate with the class divided into two teams.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that in a discussion, they need to be active listeners and that they can demonstrate this by encouraging their partner to continue, interjecting with a short comment or summarising what they have said. Stress that though they need to listen actively, they should avoid interrupting the speaker's flow or monopolising the discussion.

3

- Ask students to read the instructions and check

making a film a box-office success?). Elicit that there is a second part to the task which requires them to reach a decision about the two things that are the most important when choosing a film to see. Point out that there are no right or wrong answers, and that they only need to justify what they say.

- Students work in pairs to do the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

4

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers



Writing (SB pages 144-145)

Essay: Pointing out weaknesses in an opposing viewpoint

- Ask students to read the information on essays and pointing out weaknesses in an opposing viewpoint. Tell them that when writing a discursive essay, they need to do more than simply express their own opinion. Explain that they need to deal with opposing opinions as well, and counter them by pointing out their weaknesses. Explain that by doing this they can strengthen their own argument. Tell them this is why they should consider differing points of view.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to counter the opposing viewpoint in each case.
- Ask students to read the notes and explain anything they don't understand.
- As a class, students discuss each view, but then students work individually to complete the notes with their own ideas.
- They then compare their answers in pairs before discussing as a class.

Possible answers

- 1 There are many types of jobs that require arts training, such as graphic design, advertising, architecture, interior design, photography and art administrator.
- 2 Not every child is interested in/good at sport. Arts subjects offer another way of developing

2

- Ask students to read the instructions and check that they understand what they have to do.
- Explain to students that they will complete the table with their own ideas.
- Students work individually to complete the task.
- They then compare their answers in pairs before discussing as a class.

Possible answers

My opinion: The arts give people pleasure/entertainment/a new way of looking at the world.
Opposing viewpoint: Councils should be spending money on important services like roads and schools.

My answer: A society without imagination and creativity will not progress.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must identify and underline the topic of the essay and then match the opinions expressed with the three facilities.
- Ask students to read the task and explain anything they don't understand.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

Answers

Students should underline: *which facilities for the arts should receive money from local authorities*
Students should match: *arts in schools* to 'We were encouraged ...', *theatres* to 'More money means ...' and *museums* to 'Museums do not ...'.

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are four parts to the task.
- Ask students to read the essay that was written in answer to the task in 3 and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

The writer discusses the arts in schools and theatres.

The writer's opinion about the arts in schools is that it encourages and develops self-expression and as a result, young people's self-confidence grows. The writer's opinion about theatres is that if they can only afford to put on classical productions and pantomimes, the performing arts will cease to develop.

Students should underline: *Nonetheless, some parents believe that pupils should concentrate on work-related subjects such as maths or science and Some people say that theatres should fund themselves with income from their ticket sales.*

Students' own answers, but the answers given in reply to the opposing views do strengthen the writer's own arguments.

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the writing task and the essay again in order to answer the questions.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 The writer has not explained which facility is more important.
- 2 The writer states that the two facilities are of equal importance. Students should circle: *young people who have learnt to value the arts will demand a lively, interesting programme of theatre performances. Consequently, the arts will progress and develop.*

6

- Ask students to read the instructions and check that they understand what they have to do. Explain that they can deviate from the instructions in a writing task if they can explain why their chosen points are of equal importance.
- Ask students to read the notes and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Time permitting, have students read their paragraphs to the class.

Possible answer

Although sport and arts teach similar skills, sport focuses on physical health while the arts exercise and develop mental skills, such as creative thinking. They are equally important to support physical and mental health.

7

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must underline the topic of the task as they did in 3, and then they need to copy the plan into their notebooks and complete it with notes for their essay. Check the answers to the first part of the task before continuing.
- Go over the *Plan* with the students.
- Students work individually to complete the task.

Answers

Students should underline: *how more young people can be encouraged to go to the theatre.*
Students own ideas for completing their essay plans

▶▶ EXTENSION ACTIVITY

Time permitting, have a class discussion about the theatre and the reasons why young people tend not to go to the theatre. Ask students what they think the benefits of going to the theatre are.

LANGUAGE BANK

• Draw students' attention to the *Language Bank*. Go through the language and explain anything students don't understand. Remind students to use a broad range of vocabulary in their writing, including topic vocabulary. Point out that they can use the items in the 'In context' section in their essays as well.

8

- Read the task out to students again.
- Remind them to identify the topic, choose the points they wish to discuss, offer differing views, and come up with arguments to counter those views.
- Go over the *Plan* with the students again.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Remind students to present and counter differing points of view in order to strengthen their own arguments.

Reload 11 (SB page 146)

Objectives

- To revise vocabulary and grammar from Unit 11.

Revision

- Tell students that Reload 11 revises the material they saw in Unit 11.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 15 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1: Revise the compound nouns. Write the first letter of the first word with dashes for the remaining letters, and the second word on the board (eg *d _ _ _ _ rehearsal*; *dress rehearsal*). Ask individual students to complete them. (*dress rehearsal, entertainment value, film industry, art installation, oil painting, product placement, production costs, subject matter, theme tune*)

- 2: Write the words *act, feature, plot, scene* on the board. Ask them which word can be used with the following.

1 *make a* _____ / *the* _____ *of the crime* / *Act 1,* _____
2 (*scene*)

3 _____ *of kindness* / *it's just an* _____ / *three* _____ *of a play* (*act*)

4 _____ *of a book* / *a* _____ *to kill someone* / *a* _____ *of land* (*plot*)

- 3: Write all of the adjectives on the board and ask individual students to give you examples of people, places or things that the adjectives can describe. (*iconic, powerful, jaw-dropping, far-fetched, compelling, memorable, poignant, moving, witty, demanding, action-packed, clichéd, hilarious, overrated, much-hyped, breathtaking, outrageous, captivating, melodramatic, contrived, unconvincing, complex, enigmatic, gripping*)

Vocabulary 2

- 1: Practise prepositions. Write the words and gapped phrases on the board in one column and the prepositions in another, and ask students which prepositions the words/phrases go with. Once they have been matched, ask students to use the phrases in sentences.

(*beyond my abilities, within reach, from the beginning, organise sth around sth else, other things to consider besides sth, behind the scenes, deal with, below the normal price, keep costs down, have a word with sb, recoup money from sth, in line with, without direct funding, in exchange for, as you go along, dedicate your time to sth, on the night, above all*)

- 2: Practise collocations and expressions. Write part of each collocation on the board in one column (*absolutely, accumulation, achievement, collection, do, extremely, go, hit, impeccable, make, mildly, roaring, runs, screaming, strike, success, totally, untarnished, very, wildly*), and the words that complete the expressions in another column. Ask individual students to match them and use them in sentences.

- 1 *strike a chord*
- 2 *the show runs for two weeks*
- 3 *a collection of short stories:*
- 4 *absolutely amazed*
- 5 *a roaring success*
- 6 *make your debut*
- 7 *the secret of your success*
- 8 *totally incapable of*
- 9 *applaud wildly*
- 10 *have impeccable taste*

- 3 and 4: Practise word formation. Write the suffixes on the board in five columns (*-dom, -hood, -ity, -ment, -ness*). Read out the words, one by one, and ask individual students to write the noun form in the correct column. (*accomplishment, acknowledgement, childhood, complexity, emptiness, fearlessness, freedom, neighbourhood, popularity, stardom*). Then ask students for other nouns formed with the same suffixes.

Grammar Revision

Grammar 1

Practise articles.

- Write the following text on the board and ask students to complete it with *a, an, the* or *-* (no article).
I went to _____ (the) cinema _____ (-) last night. I wanted to watch _____ (a) new film. _____ (The) film had received _____ (-) great reviews, which could explain why _____ (the) queue outside was very long. I'm not _____ (an) expert on films, but I thought _____ (a) different actor in _____ (the) lead role would have been better.

indefinite article (eg a hundred, a couple of, 10 euros a kilo, 30 kilometres an hour, twice a day, etc).

- Ask students when we have to use *the* and to give examples (when talking about sb/sth for the second time; the names of unique phenomena – the moon/sun; oceans – the Pacific; rivers – the Danube; seas – the Aegean; deserts – the Kalahari; mountain ranges – the Dolomites; some countries – the USA, the UK, the Netherlands; hotels – the Ritz; cinemas; theatres; museums – the National Archaeological Museum; newspapers – the Guardian; buildings or monuments – the Parthenon; ships – the Titanic; adjectives with a plural meaning – the rich/poor; musical instruments – I play the piano.).

- Ask students which nouns do not take an article (the names of people – Barack Obama; continents – Oceania; some countries – Spain; cities and towns – Leeds; languages – German; areas of study – economics; illnesses – heart disease; nationalities – Australian; mountains – Mount Everest; street names – Oxford Street; parks – Central Park; sports – basketball; games – chess; school subjects – history; meals – lunch).

Grammar 2

Practise nouns.

- Write **NOUNS** on the board. Below this, draw five columns. Write the following headings in the columns: *countable, uncountable, plural, compound, collective*. Choose a noun and ask individual students to give you an example of it. Write it in the column and continue around the class until everyone has had at least two turns.

- Students are now ready to do Reload 11.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

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

Grammar

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

HAMILTON HOUSE

المملكة الاردنية الهاشمية
وزارة التربية والتعليم



السلام عليكم ورحمة الله وبركاته

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ملفات نجعلها من كل مكان ونضعها لكم في مكان واحد

ليسهل تحميلها

علما ان جميع ما ننشر مجاني 100%

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نحن نسعى دائما الى تقديم كل ما هو أفضل لكم و هذا وعد منا ان شاء الله

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