

# 1 ENTERTAINMENT

## SPEAKING

**Aim**  
to set the scene and introduce the theme with a photo; to get students talking about their reading habits and how they spend their free time; to preview students' ability to use present tenses to express habits

**Preparation** If you wish to do the extra activity suggested below, bring in a pile of well-known books from home or the school library.

- 1 Start by telling the class that they're going to be getting to know each other, and that in this unit they're going to be learning how to talk about books, films and music better.
  - Ask students to look at the photo on pages 6–7. Ask, *What can you see?* Organise the class into pairs. Ask students to discuss the questions. Set a time limit of three or four minutes.
  - As students speak, listen for errors, new or difficult language that students try to use, or any interesting ideas or experiences that you could use in feedback.
  - After the activity, give some feedback by either sharing ideas you have heard with the whole class or by asking students to correct or fill in gaps in sentences on the board.

## Culture notes

The photo was taken in the Torres del Paine National Park, Patagonia, Chile, and shows the Cordillera del Paine mountain range across Lake Pehoé. This national park was named the fifth most beautiful place in the world by *National Geographic*.

**Optional extra activity** If your class is new and students don't know each other well, ask students to change partners three or four times to maximise interaction and to enable students to get to know different people in the class.

- 2 Put students in new pairs, or ask each pair to join another pair to make a group of four. This works well in a traditional classroom because one pair of students just needs to turn round to speak to another pair.
  - Set a time limit of five minutes. Tell students in pairs or groups to find five things in common. For example, perhaps they both (or all) like watching detective programmes on TV, or go to the cinema on Fridays.
  - It is a good idea to model the activity before starting, e.g. *I often watch sport on TV, especially football, and I play a lot of tennis at the weekend. What about you?*
  - In feedback, ask a few pairs or groups to tell the class what they have in common. Then provide feedback on language used by students in the speaking activity, or reformulate what they say as necessary, e.g. Student: *We both don't like studying!* Teacher: *OK, right. So neither of you like studying. Well, thanks for being so honest!*

Teacher development:  
feedback on language and errors

After any speaking stage, it is good practice to highlight or teach new language based on what students have tried to say. This is especially important at the start of a new level. As a teacher, you want students to feel that they aren't just chatting away, but that the teacher has listened to them and understood them and given them some new language or useful feedback.

Here are three feedback ideas:

- 1 Write up new or difficult words or phrases students used (or tried to use).
- 2 Write up sentences they said (correctly or incorrectly) with two or three words missing. Students must fill in the words.
- 3 Write up incorrect sentences and ask students to correct them in pairs.

**Alternative** Tell the class to close their eyes and imagine they are in a place they would love to be with a book they would love to read. Give students 30 seconds or so with eyes closed to imagine the scene. Then put them in pairs to tell their partner where they were and what they were reading. In feedback, elicit a few interesting places, books and reasons.
 

- Do this activity before doing Exercise 1, or as an alternative to it.

**Optional extra activities** Bring in a pile of well-known books from home or the school library. Ask students in pairs to choose one they would both like to read. Students have to negotiate with each other as to which book to choose, then tell the class why they have chosen that particular book.
 

- Brainstorm a list of varied book titles or book genres and write them on the board e.g. *War and Peace*, *Bridget Jones' Diary*, *The Hound of the Baskervilles*, or, a classic novel, a modern detective story, a graphic novel, a history book. Ask students in pairs where and when they would choose to read each of these novels or types of novel.

Teacher development:  
using *Outcomes* pictures

*Outcomes* aims to start each unit with a large, interesting picture to stimulate interest in the topic and to get students 'on board' with the theme and topics. You can often use the picture to do the following:
 

- to get students talking and to personalise the topic
- to get students interacting and sharing ideas and opinions
- to introduce key or useful vocabulary
- to preview language structures that will come up in the unit (here, expressing habits), and to find out how well students can already use them.

## A QUESTION OF TASTE

Student's Book pages 8–9

**Communicative outcomes**  
In this two-page spread, students will talk about their leisure activities using structures and lexis to express present and past habits; they will describe films, books and music using adverbs and adjectives, and will learn how to politely disagree with opinions about films, books and music.

## LISTENING

**Aim**  
to give students practice in listening for general understanding; to introduce structures and lexis used to talk about present and past habits

**1** **1** Lead in briefly by asking students a few *Do you ... much?* questions, e.g. *Do you read much? Do you go to the cinema much? Do you go out much? Do you go away much?* Elicit a few responses. Ask students to have a quick guess at what other *Do you ... much?* questions might be answered in the listening.

- Play the recording. Students listen. Tell them to make brief notes about the topic of each response, 1 to 8. After playing the recording, ask students to work in pairs to compare answers, and to complete *Do you ... much?* questions.
- In feedback, elicit answers from the class. Ask students how they reached their decisions. Ask them what they heard on the recording that helped them work out the correct answers.

### Answers

- 1 Do you go out much?
- 2 Do you listen to music much?
- 3 Do you go to the theatre much?
- 4 Do you go swimming much?
- 5 Do you watch TV much?
- 6 Do you do sport / exercise much?
- 7 Do you go to the cinema much?
- 8 Do you play computer games / play games online / go online much?

### 1

- 1 Yeah, at the weekends, of course. I go shopping, go to the cinema, go clubbing sometimes. I don't tend to during the week, though, because I've got to get up early for school and I've got homework, and basically my parents prefer me to stay at home.
- 2 Yeah, all the time. My headphones are glued to my ears! I like all kinds of stuff as well – rock, pop, even some classical.
- 3 Not as much as I'd like to, because I really love it – especially musicals. I mean, I do go now and again, but the seats are so expensive I can't afford to go more than a couple of times a year.
- 4 Very rarely, to be honest. I guess I might in the summer – if it's very hot. I find it a bit boring, just

- going up and down the pool. It's not really my kind of thing – and I'm not very good at it either.
- 5 Probably less than I think I do, if you know what I mean. It's always on in the background, you know, but I don't pay much attention to it most of the time. I will watch a big game if there's one on and the occasional film, but apart from that, most of it's rubbish.
  - 6 Yeah, I guess so. I usually play football on a Wednesday and I go running now and again. I generally cycle to college as well – unless it's raining.
  - 7 No, not as a rule. I tend to watch films on demand through my TV at home. Oh, and I download quite a lot of stuff too.
  - 8 Not as much as I used to. I was addicted to this online game for a while until my parents banned me. I'd sometimes play for five hours a day! I play other games now, but my parents control it a bit more.

## Teacher development: bottom-up listening

Short listening extracts are an opportunity to take a bottom-up rather than a top-down approach to listening. Here are three ways of developing bottom-up skills:

- 1 After playing the recording once, and doing the general task set in the Student's Book, brainstorm as many phrases as students can remember from the extracts. Tell them that you want phrases of at least three words. Write up any phrases students give you on the board. Then play the recording a second time. Ask students to correct or add to the phrases on the board. Ask them if this task helped them understand more the second time they listened.
- 2 Before playing the recording the second time, write a few carefully selected three-word chunks from the recording on the board e.g. *not as much*, *glued to my*, *all kinds of*, *play for five*, etc. Point out how the words are pronounced. Again, play the recording and ask students to see if they can expand the phrases when they hear them.
- 3 Hand out copies of the audio script with short two-, three- or four-word chunks of language blanked out. Ask students to guess (or remember) what words are missing, then listen and fill in the gaps.

## GRAMMAR Habits

**Aim**  
to check and extend students' knowledge of structures and lexis used to talk about present and past habits, and to practise using the language

- 2 **2** Read through the information in the grammar box as a class.
  - Play the recording. Students listen and fill in the gaps. Let students compare their answers in pairs.
  - Elicit the answers, write them on the board and point out any useful phonological features, e.g. linking (*tend to*, *as I'd like to*; *now and again*), and weak stress and contractions (*used to /ju:stə/*). Ask students to listen to and repeat any difficult phrases.

**2 and answers**

- I don't **tend to** during the week, though.
- Yeah **all the time!** My headphones are glued to my ears.
- Not as much **as I'd like to**, because I really love it.
- Very rarely**, to be honest. I guess I might in the summer.
- I don't pay much attention to it most of the time. **I will watch** a big game, if there's one on.
- Yeah, I guess so. I usually play football on a Wednesday and I go running **now and again**.
- No, **not as a rule**. I tend to watch films on demand through my TV at home.
- Not as much as I **used to**. I was addicted to this online game, until my parents banned me. **I'd** sometimes play for five hours a day!

**3** Ask students in pairs to look at the sentences in Exercise 2 again and discuss the questions, then check using the Grammar reference on page 166.

- With some classes you may prefer to elicit answers from the class and clarify any issues, giving further explanations as necessary.

**Answers**

- using *used to* or *would* (sentence 8)
- tend to* (sentence 1 and 7)
- the present simple (*play* and *go* in sentence 6) or *will* + infinitive (*will watch* in sentence 5)
- always: *all the time* (sentence 2)  
normally: *most of the time* (sentence 5), *usually* (sentence 6), *tend to* (sentence 7)  
not normally: *don't tend to* (sentence 1), *not as much as I'd like to* (sentence 3), *not as a rule* (sentence 7), *not as much as I used to* (sentence 8)  
sometimes: *now and again* (sentence 6)  
almost never: *very rarely* (sentence 4)

**G** Students complete Exercise 1 in the Grammar reference on page 166.

**Answers to Exercise 1, Grammar reference**

- hardly ever go to the
- to fight all the time
- don't tend to read on
- again I will go
- be fitter because he would
- as much as I used

### Background language notes for teachers: habits

The use of the present simple to describe habits, and the use of frequency adverbs such as *usually* and *sometimes*, should be very familiar to students at this level. So, concentrate on showing how other uses are similar or different.

- When we use the present simple (*I watch sport on Saturdays*), the sentence merely expresses a habit, but when we use *will* + infinitive (*I will watch sport if there's a big game on*), the sentence expresses a habit that is typical or characteristic of that person.

- The simple past, *used to* + infinitive and *would* + infinitive can all be used to express past habits. In past narratives, we tend to use *used to* when we wish to emphasise that the habit is no longer true now, and we tend to use *would* to avoid repeating *used to*, and to describe a series of past habits, e.g. *I used to get up really early when I was young. I'd be out of bed and halfway to school before my parents woke up. I'd pick fruit from the fields as I walked along and I'd whistle tunes ...*

**Form and pronunciation**

- Note that *used to* conjugates like a regular verb, so *Did you use to ... ?* and *I didn't use to ...*
- When describing habit, *would* often contracts to *'d*.
- Point out the silent /d/ in the pronunciation of *used to*: /ju:stə/.

### Teacher development: using background language notes for teachers

- Outcomes Upper Intermediate* encourages the teaching of grammar through a process of 'guided discovery': instead of presenting a set of rules to students, they are encouraged to draw their own conclusions about meaning and form. Questions in the Student's Book help to focus their attention on the key areas and prompt them to formulate the grammar rules themselves. They can then check their ideas using the Grammar reference at the back of the book.
- Alternatively, teachers can elicit ideas from the class and clarify or explain any issues, before students do the practice exercise in the Grammar reference.
- In *Outcomes Upper Intermediate Teacher's Book*, we have provided notes on difficult language explanations and areas of confusion students sometimes have. Note, however, that there is no need to give such detailed explanations to your class. Keep this information up your sleeve in case of query or errors.

- 4** Elicit a few examples for sentence 1 from the class to get students started. Then ask them to complete the rest of the sentences. Set a time limit of five minutes, and monitor what your students write. Use the monitoring stage to prompt students with ideas or to prompt them to self-correct. Gauge how well students have understood and can apply the rules.
- Ask students to share their ideas with a partner. Have a brief feedback session and find out what students have in common.
  - Write up errors on the board and ask students in pairs to correct them.

**G** For further practice, see Exercise 2 in the Grammar reference on page 166.

**Answers to Exercise 2, Grammar reference**

- I ~~used to~~ **usually / tend to** go and see films when they come out at the cinema because I prefer to see them on the big screen.
- I ~~am~~ **tend to** stay in on Friday nights, as I'm generally too tired to do anything much.
- I don't see her as much ~~how~~ **as** I used to, because we're both so busy.
- My parents never used to go out late at night because we ~~would~~ **lived** in quite a rough area.
- I **used to make** my own comics and films when I was younger.
- By and large I don't ~~use~~ **tend to** watch TV much. There are too many ads, which annoys me.

- 5** Organise the class into pairs. Tell students to work with their partner to think of and write questions under the headings. Elicit one or two examples to get students started. If you feel students need pronunciation practice, do a brief repetition drill or substitution drill to focus on the weak sounds, stress and intonation in these questions (see Teacher development below).
- Ask students to work with a new partner to ask their questions. Monitor, listen and note errors.
  - In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

### Teacher development: using drills

Drills are a good way of getting students to focus on their pronunciation before doing speaking practice. Here are two ways of incorporating a drill:

- Repetition:** Say the sentence clearly and ask students to repeat, chorally (as a class) then individually. Make sure you point out pronunciation features. Here, for example, show the weak /ə/ sounds in *Do you /dəjə/*, and the stress and rising intonation on *much*.
- Substitution:** Say prompts and ask students to make and say questions, e.g. Teacher: *watch TV*. Students: *Do you watch TV much?* Teacher: *go swimming*. Students: *Do you go swimming much?* Continue with other prompts and insist on good pronunciation. Nominate individuals around the class to produce sentences. Don't forget to correct or get students to self-correct. Correct or remodel phrases when students could say it better. However, don't be too strict when correcting. Be positive and full of praise. After a student has had two or three attempts at getting it right, move on.

**Optional extra activity** A class survey is a good way of extending Exercise 5. Divide the class into groups of three or four and give each group a topic. Tell Group A that they want to find out how much sport and what type of sports people in the class do. Group B want to find out how much time they spend online, and what they do there. Group C want to find out about outdoor activities. Group D can find out about holiday destinations and activities.

- Give students five to ten minutes to prepare their survey. Tell them to think of at least five questions, and to think of categories they could use to record the answers (e.g. *never / hardly ever / sometimes / often*).
- When students are ready, tell them to walk round the class and interview three people from different groups, and answer their questions, too. Encourage them to extend each conversation, and not just ask the questions and get short answers.
- Once students have interviewed three people, tell them to sit down in their group and collate their answers, then present their findings to the class.

**Communicative activity worksheet**

The photocopiable worksheet on page 253 can be used at this point or at the end of the unit for further practice.

## VOCABULARY

### Describing films, music and books

**Aim**

**to introduce and check adjectives and adverbs of degree to describe films, music and books**

### Background language notes for teachers: gradable and ungradable adjectives

- We use adverbs of degree such as *quite*, *very* and *extremely* to modify gradable adjectives. We use adverbs of degree such as *absolutely* and *incredibly* to modify non-gradable or extreme adjectives. *So* and *really* can be used with both types of adjectives.
- Sometimes it is easy to tell when an adjective is gradable or extreme (e.g. *big* is gradable, *enormous* is extreme). However, at other times, students find it confusing. Why should *moving* and *uplifting* be gradable when *hilarious* isn't? Students just have to learn them.
- Note that *quite* is generally used with gradable adjectives and means 'a little'. However, it can be used with extreme adjectives with a different meaning. In the sentence, *It was quite awful*, for example, *quite* is stressed and it means 'completely'.

**6** Read the examples and information in the box as a class.

- Tell students they're going to learn how to talk more fluently about films, books and music.
- Ask students to circle any of the words in the box they're not sure of and to then compare what they've circled with a partner. If they know any words their partner doesn't, they should explain them. Alternatively, they could simply look up any new words in the vocabulary builder or in a dictionary.
- Give students a few minutes to complete the exercise. Monitor while they do so in order to get a sense of which words are causing most problems for the class. Prioritise these words when rounding up.
- Put students in pairs to compare answers. Then elicit answers from the whole class and write them on the board. Where you feel it's necessary, explain anything students seem unsure of. Give extra examples of problematic items. Ask extra questions where relevant.

## Answers

- dull (Point out the phrase *it does nothing for me* = I get no feelings from it. Explain *dull* means basically the same as *boring*.)
- catchy (Explain that a *catchy* song is one that sticks in your mind – even if you don't really like it. Ask the class to suggest any songs they think are *catchy*, and ask if this is in a good or a bad way!)
- hilarious (= very, very funny. Point out it's an extreme adjective, so we say *absolutely* or *really hilarious* but NOT *very hilarious*. Ask for any films or anyone on TV they think is *hilarious*.)
- commercial (= made just to make money, not out of any artistic ambitions. It's often negative.)
- weird (= very strange. Ask what else could be *weird*, e.g. people, things that happen, weather.)
- over-the-top (Ask what the problem is if a film is *over-the-top*, or *OTT* as we often say, e.g. there's too much crazy and unbelievable action or the plot is just utterly ridiculous and unbelievable.)
- gripping (Ask how you feel when you watch a *gripping* film – you're gripped, and on the edge of your seat the whole way through.)
- disturbing (A film or book you find *disturbing* might give you nightmares or make you feel anxious and uncomfortable. Ask what kind of things you might find *disturbing*, e.g. horror movies or documentaries about awful things.)
- uplifting (Point out that *uplifting* films *lift* your mood, they make you feel positive and happy. Ask what the opposite is – *disturbing* / *upsetting* / *heavy* / *harrowing* – all possible answers.)
- awful (= really, really bad. Again, point out it's ungradable / extreme, so we say *absolutely* / *really awful*, NOT *very*. Ask what else could be described as *awful*, e.g. weather, places, experiences, people, results, etc.)

## Teacher development: checking words

When you feed back on a vocabulary task, don't assume that students know all the words simply from doing the task. Use or ask for examples, or synonyms and antonyms, to check the words.

Here are suggested ways of checking the words in Exercise 6:

- Which word means 'very bad' (*awful*), 'very funny' (*hilarious*)?
- Which word is the opposite of 'exciting' (*dull*), 'normal' (*weird*)?
- Can you name a gripping book you have read, a catchy song that you know, or a very commercial film you have seen?
- Who is the most hilarious comedian you know? An over-the-top TV presenter? A weird TV programme?

**Optional extra activity** Use the type of questions in the checking words box above to create a competitive task. Ask students in pairs to write down an awful TV programme, a commercial singer, a dull play, a gripping novel, a disturbing film, a catchy song, an over-the-top celebrity, a weird actor, a hilarious comedian, an uplifting

song. Make it a race. The team that completes their list first, shouts 'finished'. Everybody stops and the team reads out their list. They win if the rest of the class thinks they have come up with good examples for each category.

## PRONUNCIATION

## Aim

to practise the stress in adjectives and adverbs of degree

- 7 ●3 Ask students in pairs to find and underline all the adverbs and adjectives in the sentences in Exercise 6.
- Play the recording. Students listen and note which adverbs and adjectives are stressed. Check the answers in feedback. Then ask students to practise saying the sentences in their pairs. Monitor and correct pronunciation.

## ●3 and answers

- It does nothing for me. It's quite **bo**ring, quite **du**ll.
- It's one of those tunes that's **ve**ry easy to remember – **ve**ry **ca**thy.
- It's **hi**larious – just **re**ally, **re**ally **fu**nnny.
- It didn't do much for me. It's typical big-budget Hollywood – **ve**ry **co**mmercial.
- I can't explain it. It's **re**ally **st**ranger – **re**ally **we**ird.
- It's just too much for my liking – **re**ally over-the-**to**p.
- You can't stop reading. It's **so** **ex**citing, **so** **gr**ipping!
- It's good, but it's quite **up**setting – quite **di**sturbing.
- It's a **re**ally **in**spiring story, **re**ally **up**lifting.
- Don't go and see it! It's **dr**eadful, **ab**solutely **aw**ful.

## Background language notes for teachers

Note that we can emphasise adjectives by stressing the adverb (*It's **ve**ry weird*) as well as by repeating it (*It's **ve**ry, **ve**ry weird*). Speakers choose to really emphasise adverbs when they want to *really* make their strong feelings known.

**8 and 9** Read through the example as a class. Then ask students to think of words they associate with adjectives. Give them three or four minutes to think of ideas.

- Divide the class into pairs. Students read out their associations. Their partners guess which words.

## Teacher development: word association

By getting students to associate words with other words or phrases, we are getting them to personalise the words, play with words, and, ultimately to remember and acquire the words.

- You could extend the task in Exercise 8 by getting students to write the words in their vocabulary books along with their associations, or by getting them to write even more personalised associations (e.g. the name of a dull film they saw, a weird moment in their life, a hilarious joke).

## LISTENING

## Aim

to give students practice in listening for general understanding and specific information; to introduce expressions for disagreeing politely

- 10 ●4 Play the recording. Students listen and decide which statement is correct.

- Take brief feedback from the class.

## Answer

3

## ●4

- A: So what kind of things do you do in your free time?  
B: I guess films are the main thing.  
A: Really? Do you go to the cinema much then?  
B: Oh, all the time. I mean, I go at least once a week, but I'll often go two or three times!  
A: Wow! That is a lot!  
B: Yeah. I mean it depends what's on.  
A: Right.  
B: What about you? Do you go much?  
A: Now and again, if there's something I really want to see, but I'm happy just to watch at home.  
B: Really? But if you're watching an action movie with all the special effects, don't you want to see it on the big screen?  
A: Yeah, I guess, but, to be honest, I'm not that keen on action movies.  
B: Really? I mean, what about *X-Men*? Or *The Hunger Games*, stuff like that?  
A: Yeah, *The Hunger Games* was OK, I suppose, but I'd rather see other things.  
B: Actually there was this great Korean film on TV last night – *Oldboy*.  
A: Oh yeah, I started watching it, but I turned over.  
B: You didn't like it?  
A: Not really. It was so over-the-top. That scene where he eats the live octopus! I don't know. It was all a bit too weird for my liking. Didn't you find it strange?  
B: I guess it is a bit, but that's what I like about it. They actually did an American remake of it, but I prefer the original – I've seen it loads of times.  
A: Really? As I say, it's not really my kind of thing. I prefer a good drama. So what other films are you into?  
B: Oh, all sorts. I mean, I'm really into action films and stuff like that, but I'll watch most things really. As I say, I go most weeks, so you know ...  
A: Have you seen *Long Walk To Freedom*?  
B: Yeah. Have you?  
A: No, but I've heard it's good. I was actually thinking of going to see it.  
B: You should, I was in tears by the end.  
A: Really? I thought it was supposed to be a feel-good movie.  
B: No, it is, it is. It's really inspiring, really uplifting – he's just such an incredible character. Honestly, it's brilliant.  
A: I'll check it out then.

- 11 ●4 Ask students in pairs to discuss the questions briefly. Find out, in a brief class feedback session, what students think they already know.

- Play the recording again. Students listen and check their answers. Let them compare their answers in pairs before discussing as a class.
- In feedback, use the opportunity to ask students how they reached their answers and what they heard on the recording. Write up any phrases that students heard but weren't clear about. Point out the use of *stuff* in the audio script. It has a similar meaning to 'things', but it is uncountable.

## Answers

- A no, B yes
- A drama, B action films
- They both started watching a Korean film, *Old Boy*.
- A thought it was too weird and over-the-top and stopped watching it. B enjoyed it and has seen it lots of times.

## DEVELOPING CONVERSATIONS

## Disagreeing politely

## Aim

to consolidate and practise expressions for disagreeing politely

## Background language notes for teachers

Disagreeing politely is all about making sure you do not offend the person you are talking to by expressing an opinion too strongly, or contradicting that person's opinion too forcefully.

- By using phrases to emphasise that it is only your opinion, you avoid saying that someone is wrong. So, *It was too long for my liking* is less strident than *It was too long*.
- Similarly, by using vague, negative phrases such as *I'm not keen on ...* or *I'm not sure about ...*, or by softening strong, negative adjectives with a *bit* or a *little*, we avoid expressing ourselves in a strident, confrontational way.

**12** Read the information in the box as a class.

- Ask students to soften the replies with phrases from the box. Elicit a few examples for the first conversation to get students started. Let students compare their answers in pairs before discussing as a class.
- The recording in Exercise 13 (audio script 5) gives examples of 'softened' replies.

**Optional extra activity** Show the following sentences on the board and ask students to notice the pattern used to give a general opinion with *kind of*. Ask them to translate the sentences into their own language and compare their translations.

*It's not the kind of music you can dance to.*  
*It's not the kind of film you'd take your kids to see.*  
*It's not the kind of thing you'd like.*  
*It's the kind of music my dad listens to.*

## PRONUNCIATION

**Aim**  
to practise the stress and intonation when disagreeing politely

**13** 5 Ask students to listen to the dialogues and notice stress and intonation. Tell them to listen to the first dialogue once and underline the words that are very strongly stressed. In feedback, ask where the speakers' voices went up or down. Do the same for the second and third dialogues.

- Play the recording again. Students listen and repeat. Follow up by putting students in pairs to practise reading the dialogues.

### 5 and answers

- 1 A: I'm **really** into **60s** music. The **Beatles**, The **Stones** stuff like that.  
B: Yeah?, It's not really my kind of **thing**. It's more the kind of stuff my **dad** listens to.
- 2 A: Do you like **Tarantino**? I **love** his films.  
B: He's all right, I **guess**, but I'm not that **keen** on his films. They're a bit over the **top** for my liking.
- 3 A: Have you ever read any **Paulo Coelho**? His books are **fantastic**.  
B: I've read **one**. It was OK, I guess, but it didn't really do **that** much **for** me, to be **honest**.

## Background language notes for teachers

Note the following intonation features:

- 1 In a list, a speaker's intonation goes up on each item in the list, then goes down on the last item:

→ → →  
The **Beatles**, The **Stones**, stuff like that.

- 2 In *yes/no* questions the intonation always rises:

→  
Do you like **Tarantino**?

- 3 The intonation rises sharply to show surprise or to query what's been said:

↗  
Yeah?

**14** Ask students in pairs to prepare responses to the sentences. When they are ready, ask them to practise the dialogues, paying attention to the stress and intonation of the phrases they choose.

- In feedback, correct any errors you heard.

**Optional extra activity** Ask everyone in the class to think of and write a controversial opinion about films, music or books. It should be something that they think is true, but which they think most other people in the class will disagree with. When students are ready, ask them to walk round the class, and share their opinion with as many people as they can in five minutes. Students must agree or disagree politely with their classmates' opinions, and must say why.

- At the end, ask students to say who disagreed most politely with their opinions.

## CONVERSATION PRACTICE

**Aim**  
to practise language from the lesson in a free, communicative, personalised speaking activity

**15** Give students one or two minutes to think of what questions they are going to use in the conversation. Then ask students to practise conversations with their partner, using the prompts.

- Monitor the students and note errors and good uses of language. At the end, ask a couple of students to say what they found out about their partner.
- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** Play *Just a minute*. Write the following list of topics on the board:

*My favourite films; Things I used to do; Programmes I'll watch on TV at the weekend; The most gripping book I've read; My hobby; Why I love / hate reality TV shows*

- Organise the class into groups of four. Tell each group to choose one person to start. That person must try to talk for one minute about the first topic on the list without stopping or repeating information. Say *Start* and make sure you time the students talking. Use the stopwatch on your watch or phone if you can.
- If one of the students talking pauses significantly, or starts repeating information, another student in the group can shout *Stop* or *Repeat*. If the rest of the group agrees, then the person who interrupted must continue talking about the topic.
- After exactly one minute, say *Stop*. The person in each group who is talking at that moment gets one point.
- Move on to the next topic and play the game again. Once students have got the hang of the game, they will be very competitive. It is a good way of developing students' ability to keep talking in English!

1 Refer students to the video and activities on the DVD-ROM.

## Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases or structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise.

## IN THE PICTURE

### Student's Book pages 10–11

**Communicative outcomes**

In this two-page spread, students will talk about their impressions of and feelings about paintings and art using descriptive adjectives and expressions, and adverbs.

**Preparation** Optionally, print out and bring in five or six A4 size prints of well-known paintings to help with additional practice activities.

## SPEAKING

**Aim**  
to introduce students to the topic (art); to give students practice in expressing opinions in a pairwork discussion

**1** Ask students to read through the quotes. Answer any vocabulary queries. Then ask students in pairs to discuss the quotes. Set a time limit of five minutes or this activity may go on for a long time.

- In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

## Background language notes for teachers

You may wish to check the meaning of these words:

- *get away with*: if you *get away with* doing something bad, you are not punished or criticised for it, e.g. *His brother is a policeman, so although he is always getting caught for speeding he gets away with it and doesn't have to pay the fines.*
- *urge* = strong feeling of wanting or needing
- *undergo* = go through; experience

## Culture notes

*Art is the lie that enables us to realise the truth.*

This quote is by Pablo Picasso, the great Spanish artist. He is saying that although a piece of art is not true in itself (it's fabricated by the artist), it conveys a truth about life or humanity (a truth that the artist has found). *Modern art = I could do that + Yeah, but you didn't.* This tongue-in-cheek quote is by artist Craig Damrauer who, since 2002, has been attempting to quantify the world using words and basic maths. This quote is one of his pieces of art.

*Advertising is the greatest art form of the 20th century.* This quote is by Herbert Marshall McLuhan, (21 July, 1911 – 31 December, 1980), who was a Canadian philosopher of communication theory.

*Art is what you can get away with.*

This quote has been attributed to Marshall McLuhan and Andy Warhol. Cynically, one explanation is that it means that if you say something is art, and people accept it, then it is art.

*The urge to destroy is also a creative urge.*

This quote is by nineteenth-century anarchist Mikhail Bakunin. He believed that a new, positive society could only be created by destroying the old one. Picasso appropriated the quote, using it to say that we should get rid of accepted views of art in order to create new art.

*The more minimal the art, the longer the explanation.*

This quote was made by New York art critic Hilton Kramer. Sarcastically, he was saying that minimal art (a cubist painting, for example) needs a long title or explanation because, otherwise, nobody knows what it is supposed to be.

*Art never responds to the wish to make it democratic; it is not for everybody; it is only for those who are willing to undergo the effort needed to understand it.*

This quote was made by Mary Flannery O'Connor, an American writer. She was criticising superficial responses to art, saying that we should try to understand what a piece of art is trying to do, what influences it, and why the artist produced it, rather than just responding to it in a personal, unsophisticated way.

**Optional extra activity** You could use the questions below either as a lead-in to the theme at the start of this section or as a personalised follow-up activity. Ask students to discuss the questions in pairs before sharing any interesting information with the class.

*What do you think of when you hear the word 'art'? Do you have a favourite artist or a favourite piece of art? Who are the most famous artists from your country? What do you think of their work? Do you ever go to art galleries or exhibitions? What was the last one you went to? What was it like?*

## VOCABULARY Talking about pictures

**Aim**  
to introduce adjectives and expressions students can use to describe pictures and paintings

**2** Ask students in pairs to describe the character and the action in the painting to each other.

- Take brief feedback from the class. Ask students to share their speculations with the class, but don't reveal any answers at this stage.

## Culture notes

The painting is called *Wanderer above the sea of fog* and was painted by the German Romantic artist Caspar David Friedrich in 1818. It shows a man standing on a rock high in the mountains, looking down over the foggy scene below. Unusually, he has his back to the viewer, which creates a sense of mystery. He is contemplating the view as if deep in thought.

**3** Ask students to read through the definitions and check any new or difficult words with a partner.

- Briefly drill the words, asking students to listen and repeat, paying attention to the strong stress in each word.