

Art & Culture

Topic

In this module Ss will explore the topics of types of art, types of music, cultural events, art styles and places of cultural interest.

Modular page

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Lesson objectives: Overview of module, to listen for specific information

Vocabulary: Art (*a statue, an oil painting, a historic building, sculpted, painted, built, designed*)

6a Archaeological discoveries

98-99

Lesson objectives: To listen for gist, to read for specific information, to learn the passive, to talk and write about an archaeological discovery

Vocabulary: Materials (*clay, wood terracotta (red clay), stone, marble, metal*); Verbs (*dig, excavate, reveal, guard, bury, model, remain*); Nouns (*battle, tomb, emperor, facial expressions, features, pit, chariot, armoury, splendour, burial site, reign, law, fortress*); Adjectives (*life-sized, elaborate, treasure-filled, unique, untouched*)

6b Special attractions

100-101

Lesson objectives: To listen and read for gist, to read for specific information, to learn the passive; to talk and write about a building/monument in your country

Vocabulary: Verbs (*transform, line, carve, pose*); Nouns (*roadside attraction, element, steel, fibreglass, dinosaur bone, fossil, mural, plantation, wildlife reserve, limestone*); Past Participle (*dazzled*); Phrases (*on display, mighty beast*)

6c Culture Corner

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Lesson objectives: To read for specific information, to talk about a festival, to give a presentation on a cultural festival in your country

Vocabulary: Verbs (*announce, bark, hang, highlight, discuss, invest*); Nouns (*didgeridoo, continent, tribes, settlers, soul, spirit, bond, boomerang, background, holy ground, gatherings, attendance*); Adjectives (*Aboriginal, handmade, constructed*); Phrase (*come together in unity*)

6d Everyday English

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Lesson objectives: Posting a parcel, to learn assimilation

Vocabulary: Posting a parcel (*scales, postbox, registered post, envelope, return address, postmark, stamp, postal address, airmail*); Sentences (*Hello, how can I help you?, I'd like to post this parcel to Poland., Could you put it on the scales, please?, How would you like to send it?, I'll send it by airmail, please., So, that's £2.29 then, please.*)

6e Shopping experiences

104-105

Lesson objectives: To listen and read for gist, to read for specific information, to talk and write about a mall

Vocabulary: Verbs (*shimmer, steer, disturb, inspire, stroll past, serenade, line, pose, glide*); Nouns (*canal, gondolier, charm, inspiration, juggler, living statue, fashion boutique, replica, twilight, carnival mask*); Adjectives (*elegant, authentic, exclusive*); Phrase (*attention to detail*)

6f Music messages

106-107

Lesson objectives: To read for gist/specific information to present reported speech, to write about a musical message

Vocabulary: Verbs (*compose, escape, approach*); Nouns (*percussionist, waterfall, icicles, horn, harp, didgeridoo, glacier, freezer, deep freeze, music critic, Mother Nature*); Adjectives (*frozen, chillout*)

6g Skills

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Lesson objectives: To listen for specific information, to learn question tags, to express preferences

Vocabulary: Places of cultural interest (*palace, science centre, art gallery, castle, fort, temple, archaeological site, ancient theatre, natural history museum*); Expressing preferences: Asking (*Do you fancy ...?, Would you rather ...?, Would you prefer to ... or ...?, Do you want to ...?, I'm thinking of going to ... Do you like ...?*); Responding (*I'd quite like/enjoy ..., Sure. Why not?, Sounds perfect to me., I'd rather not. I don't really ..., I don't like ... much., I'm not very keen on ...*)

6h Writing 109

Lesson objectives: To write an email describing a visit to a place

6i Curricular: Art & Design 110

Lesson objectives: To describe paintings, to listen and read for gist, to read for specific information, to talk and write about an art style

Vocabulary: Verbs (*found, combine, develop, set, outrage, capture, focus, affect, emerge, concentrate, reflect, distort, portray, influence*); Nouns (*reaction, fantasy, academy, brushstroke*); Phrases (*odd ways, strict convention, touches of paint*)

Language Review 6 111

Lesson objectives: To test/consolidate vocabulary and knowledge attained throughout the module, to play a game, to do a quiz, to write a quiz

Skills 6 112-113

Lesson objectives: To read for specific information, to complete a text with grammar structures, to listen for specific information, to give a talk, to write a postcard

Russia 6 114

Lesson objectives: To read for specific information, to personalise a topic, to write a paragraph about a statue

Vocabulary: Verbs (*commemorate, erect, honour*); Nouns (*statue, sword, victory, invasion, site, monument*); Adjectives (*giant, concrete, magnificent, memorial*)

What's in this module?

Read the title of the module *Art & Culture* and ask Ss to suggest what they think this module will be about (*this module is about types of art and music, places of cultural interest, shopping and art styles*). Go through the topic list and stimulate a discussion about what Ss will learn in the module.

Vocabulary

1 **Aim** To introduce new vocabulary

- Direct Ss' attention to the pictures and elicit what each one shows.
- Play the recording. Ss listen and check their answers.

Answer Key

- 1 Picture 1 shows a statue.
- 2 Picture 2 shows a historic building.
- 3 Picture 3 shows a building that looks like a sailing ship.
- 4 Picture 4 shows an oil painting.

2 **Aim** To expand the topic

- Explain the task and read out the example.
- Elicit sentences from Ss around the class.

Answer Key

- 2 Wawel Castle was built by King David I.
- 3 The Sydney Opera House was designed by Jørn Utzon.
- 4 Swans Reflecting Elephants was painted by Salvador Dalí in 1937.

OVER TO YOU!

Aim To personalise the topic

Elicit answers to the questions in the rubric from various Ss around the class and ask them to complete the sentences.

Suggested Answer Key

The Eiffel Tower is located in Paris. It was originally built in the 19th century. It was built for the 1889 Exposition Universelle and was only supposed to last 20 years.

6a Archaeological discoveries

Vocabulary

1 **Aim** To introduce vocabulary for materials

- Direct Ss' attention to the pictures and play the recording. Ss listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation.
- Read out the example and then elicit further examples for the remaining materials from Ss around the class.
- Point out that we use made of to talk about the materials from which sth is constructed.

Suggested Answer Key

- 2 The statues were made of wood.
- 3 The statue was made of terracotta.
- 4 The house was made of stone.
- 5 The columns were made of marble.
- 6 The helmet was made of metal.

Reading & Listening

2 a) **Aim** To introduce the topic and listen and read for gist

- Direct Ss' attention to the picture and the title of the text.
- Elicit where it might be and what might be special about it.
- Play the recording. Ss listen and follow the text in their books to find out.

Answer Key

The Terracotta Army is in China. It is special because it was made to guard the tomb of the First Emperor and it was undisturbed for 2,000 years.

b) **Aim** To read for specific information

- Ask Ss to read the questions 1-5 and give them time to read the text again and choose the correct answers.
- Check Ss' answers around the class.

Answer Key

1 A 2 D 3 B 4 C 5 A

- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

Suggested Answer Key

dig (v): to make a hole in the ground
life-sized (adj): the same size as what it represents
battle (n): an armed fight between soldiers of opposing sides
excavate (v): to carefully remove earth from an area and look for artefacts

reveal (v): to uncover

guard (v): to protect from harm

tomb (n): a large grave

emperor (n): a man who rules an empire

bury (v): to put sth under the ground and cover it with earth

elaborate (adj): detailed

treasure-filled (adj): full of gold, jewels and valuables

unique (adj): one of a kind

facial expressions (n): the way a face shows feelings or emotions

features (n): eyes, nose, mouth, etc

model (v): to be made to look like sth

pit (n): a deep hole in the ground

chariot (n): an old-fashioned open mode of transport that was pulled by horses

armoury (n): weapons & military equipment

splendour (n): magnificence

burial site (n): the place where sb/sth is buried

reign (n): the length of time a monarch/ruler is in power

law (n): one of the rules in a country

fortress (n): a very strong building built to keep enemies out

remain (v): to stay

untouched (adj): not affected by anyone else

3 **Aim** To consolidate information from a text

- Ss work in closed pairs and ask and answer questions based on the text.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

Suggested Answer Key

A: When was the Terracotta Army discovered?

B: In 1974.

A: How was it discovered?

B: Some farmers were digging a well.

A: Why was the Terracotta Army made?

B: It was made to guard the tomb of Emperor Qin Shi Huang. ... etc

4 **Aim** To consolidate information from a text

Ss tell their partner three things they remember from the text. Monitor activity around the class.

Suggested Answer Key

1 In 1974, a whole Army of Terracotta soldiers was discovered in China.

2 In ancient China, people were buried along with their possessions because they believed that they could be taken into the afterlife with them.

3 Qin Shi Huang ordered his men to start making this model army when he was only 13.

5 **Aim** To present the passive

Ss' books closed. Write on the board. The museum **holds** exhibitions. Ask Ss to identify the S (subject), V (verb) and O (object) in the sentence. Write: *exhibitions are held by the museum*. Explain that this is a sentence in the passive. Focus Ss' attention on the verb form *are held*.

Elicit form (the verb to be + past participle). Ask Ss to identify the **S** (subject) in this sentence (*exhibition*) and compare it to the active (*exhibition* was the object in the active sentence). Explain that *by the museum* is the agent in the passive sentence. Point out that this was the subject (*the museum*) in the active sentence. Explain that we use the passive to emphasise the action, not the person who does it. Ss open their books.

- Direct Ss' attention to the table. Elicit the passive forms of verbs in the tenses mentioned.
- Explain that we use the passive to talk about actions when the person who carries out the action is unknown, unimportant or obvious from the context. We also use the passive in formal writing.
- Ask Ss to find examples in the text on p. 98, and identify the tenses.

Answer Key

was excavated (past simple), was revealed (past simple), have been undisturbed (present perfect), were made (past simple), were buried (past simple), could be taken (modal), was modelled (past simple), were also built (past simple), was forgotten (past simple), has been found (present perfect), will be amazed (future), to be missed (infinitive)

6 **Aim** To practise the passive

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 was 2 will be 3 were 4 is 5 have

7 **Aim** To further practise the passive

- Explain the task. Do the first heading with the class. Explain that headings don't include articles or full verb forms but Ss' sentences should contain them. Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 The tomb of the First Emperor was located near Xiang.
- 2 Over 8,000 soldiers are estimated to exist.
- 3 The army was buried over 2,000 years ago.
- 4 Archaeologists were amazed by the discovery in 1974.
- 5 The site will be protected by UNESCO for future generations.

Speaking & Writing

8 **Aim** To talk and write about an archaeological discovery

Explain the task. Give Ss some time to prepare their answers and then ask various Ss to tell the class.

Suggested Answer Key

I was working with some other farmers. We were digging a well in the fields. Suddenly, I struck something hard with my shovel. I was surprised when I saw the head of a

soldier in the ground. It turned out to be a life-sized statue. I was amazed. We stopped digging and informed the authorities. A group of archaeologists came to excavate properly. What we had discovered was the tomb of the First Emperor and there were at least 8,000 more statues and other finds that hadn't been touched for at least 2,000 years. We were astonished.

6b Special attractions

Vocabulary & Reading

1 **Aim** To introduce the topic and related vocabulary through pictures

- Divide the class into pairs.
- Direct Ss' attention to the pictures and explain/ elicit the meanings of the words in the **Check these words** box or ask Ss to look them up in their dictionaries or in the **Word List**.

Suggested Answer Key

roadside attraction (n): an interesting feature for tourists at the side of a road

transform (v): to change

element (n): an important quality/feature that sth has

steel (n): a hard metal

fibreglass (n): a man-made plastic and glass building material

dinosaur bone (n): a bone from a prehistoric creature

fossil (n): the remains of a prehistoric animal/plant found inside a rock

on display (phr): put in a place for everyone to see

line (v): to form rows along the sides of sth

mural (n): a large picture painted on a wall

plantation (n): a large piece of land where a certain crop is grown

wildlife reserve (n): an area where wild animals live in safety

dazzled (pp): amazed

carve (v): to cut out of wood or stone

limestone (n): a type of stone

pose (v): to stand in a position ready for a photo/picture

mighty beast (phr): a huge animal

- Give Ss time to write a short description of each attraction in the pictures A-C and tell their partners.

Suggested Answer Key

A This **roadside attraction** is a huge green and yellow dinosaur. It might be made of **steel** and **fibreglass**. I think there may be **dinosaur bones** and **fossils** **on display** there.

B This **roadside attraction** is a huge pineapple. It may be made of **steel**. It may be at the site of a **pineapple plantation**.

C This **roadside attraction** is a huge lion's head. It may be **carved** from **limestone**. It could mark the entrance to a **wildlife reserve**. It looks like a **mighty beast**.

2 a) **Aim** To read for specific information

- Explain the task.
- Give Ss time to read the text and mark the statements accordingly.
- Check Ss' answers around the class.

Answer Key

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

b) **Aim** To consolidate information in a text.

- Play the recording. Ss follow the text in their books.
- Ss ask and answer questions in pairs.
- Monitor the activity around the class and then ask some pairs to ask and answer questions in front of the rest of the class.

Suggested Answer Key

A: Where is the big dinosaur?

B: It's in Drumheller, Alberta, Canada. How big is it?

A: It's 26 metres tall. How much does it weigh?

B: It weighs 65,770 kg. What can you see there?

A: Dinosaur bones, fossils, beautiful murals and a fantastic view. etc

3 a) **Aim** To consolidate new vocabulary

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Suggested Answer Key

1 roadside	5 local	9 tropical
2 shapes	6 attraction	10 pose
3 humour	7 wildlife	
4 display	8 sweet	

b) **Aim** To consolidate new vocabulary and personalise the topic

Give Ss time to prepare their answers and then ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

Roadside attractions can transform our towns, cities and motorways.

Roadside attractions can come in all shapes and sizes.

Some of them can bring an element of humour to a boring journey.

In Drumheller, Alberta, there is a huge dinosaur where dinosaur bones and fossils have been put on display.

There are also murals painted by a local artist.

Drumheller is a popular tourist attraction.

In Woombye, Australia at the Big Pineapple, people can visit a wildlife reserve.

It's a great place for people who have a sweet tooth because they have a large selection of sweets.

The sweets they serve are made of tropical fruit.

Just outside Baguio City in the Philippines, there is a giant lion's head that many tourists stop at and pose for a photo next to.

I would like to visit the big dinosaur in Drumheller in Canada. I think it would be fun to climb to the top and look out of its mouth. I would like to visit the Big Pineapple in Australia. I think it would be fun to see all the wildlife there and try the sweets made from tropical fruit. I would like to visit the giant lion's head in the Philippines. I think it would be fun to pose for a photo with it.

c) **Aim** To develop creative thinking skills

- Explain the task and divide the class into pairs or small groups.
- Give Ss time to think of a roadside attraction and draw a picture of it.
- Ask various pairs/groups to describe their attraction to the class and give reasons for their choice.

Suggested Answer Key

We chose a huge statue of a dragon. Dragons are a big part of our folklore so we thought it would be a good idea. Our dragon is made of steel and fibreglass like the big dinosaur in Alberta, Canada. Tourists climb up to its mouth to get a fantastic view of the surrounding countryside.

Grammar

4 **Aim** To present the passive

- Read out the table and copy the diagram onto the board. Point out that when changing an active sentence to a passive sentence, the subject in the active sentence becomes the agent in the passive sentence. Explain that the verb changes to a passive form and the object in the active sentence becomes the subject in the passive sentence.
- Elicit examples of passive sentences from the text on p. 100. Ask Ss to identify the verb tense forms.

Answer Key

can be transformed (modal), is made out of (present simple), was first opened (past simple), has been toured (present perfect), are entertained (present simple), have been put (present perfect), have been painted (present perfect), is made out of (present simple), was built (past simple), can be seen (modal), will be dazzled (future), has been carved (present perfect), can be bought (modal), may be found (modal)

5 **Aim** To practise the passive

- Explain the task. Do the first sentence with Ss.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 *Cameras can't be used in the museum.*
- 2 *The gallery has been visited by lots of people today.*
- 3 *Souvenirs can be bought in the gift shop.*
- 4 *The new statue will be sculpted by a local artist.*
- 5 *Dinosaur bones are displayed by the museum.*
- 6 *Emma was invited to the wildlife reserve by Paul.*

6 **Aim** To further practise the passive

- Explain the task and read out the example.
- Give Ss time to complete the task and then check Ss' answers around the class.

Answer Key

- 2 *The art gallery opening was called off yesterday.*
- 3 *A rock concert will be held tonight at Baguio.*
- 4 *The museum renovation has not been completed yet.*
- 5 *The art museum was closed for repairs last Monday.*

Speaking & Writing7 **Aim** To practise the passive

- Explain the task, read out the example and go through the list of verbs. Explain/Elicit their meanings.
- Give Ss time to complete the task and then elicit sentences from Ss' around the class.

Suggested Answer Key

*It was sculpted by Frédéric Auguste Bartholdi.
It was started in 1876 and it was completed in 1884.
It is made of copper.
It was given (to the USA) as a gift from France.
It is visited by 3 million people per year.
It is a sight not to be missed.*

8 **Aim** To write about a monument from your country

- Divide the class into pairs or small groups and ask them to use the Internet, encyclopaedias or other sources of reference to look up information about an interesting building or monument in their country.
- Give Ss time to collect their information and then ask various pairs/groups to present their building/monument to the class. Remind Ss to use the passive.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

(Ss' own answers)

6c **Culture Corner**1 **Aim** To introduce the topic

- Play the recording and direct Ss' attention to the pictures.
- Ask various Ss around the class to describe an imaginary scene based on the music and the pictures and elicit how they may feel.

Suggested Answer Key

I am at a festival. There are people in traditional costumes. I think they are Aboriginal Australians. They are dancing and playing music around me. I feel very honoured to be here to visit and experience their tribal customs.

2 **Aim** To read for specific information

- Give Ss time to read the text and answer the questions, then check Ss' answers.

Suggested Answer Key

- 1 ... the traditional musical instrument of Aboriginals
- 2 ... over 40,000 years
- 3 ... from them by European settlers
- 4 ... a soul or a spirit
- 5 ... handmade boomerangs, decorated didgeridoos, bark paintings and dot paintings
- 6 ... the forest, there are traditional dances and didgeridoo performances
- 7 ... must be invited/can apply through the Garma Festival website

- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up. Elicit what part of speech each is.

Suggested Answer Key

didgeridoo (n): an Aboriginal musical instrument
Aboriginal (adj): relating to the original inhabitants of a country
announce (v): to declare
come together in unity (phr): to meet and cooperate to help people
continent (n): one of the major land masses (e.g. Asia, Africa, Europe)
tribes (n): groups of people who share the same race, language and culture
settlers (n): people who arrive in a new country and make it their home
soul (n): part of a person that consists of a person's character, thoughts and feelings; spirit
spirit (n): soul
bond (n): a strong feeling of love or friendship that exists between people

handmade boomerang (n): an Aboriginal weapon that is flat and curved and comes back when you throw it, made by hand

bark (n): the outer layer of the trunk of a tree

constructed (adj): built

hang (v): to suspend on a wall

background (n): a person's family, culture, education, etc

holy ground (n): a piece of land that is important to a religion

highlight (v): to draw attention to

gatherings (n): get-togethers

discuss (v): to talk about sth

invest (v): to put money into sth to make it better

attendance (n): the number of people present at an event

3 **Aim** To consolidate information in a text

- Play the recording. Ss listen and follow the text in their books and ask and answer questions based on it.
- Monitor the activity around the class.

Suggested Answer Key

A: What is the Garma Festival?

B: It's a celebration of Aboriginal culture. How long have Aboriginals lived in Australia?

A: Over 40,000 years. What do Aboriginals believe?

B: That everything has a soul. What is the Dreaming?

A: When the world began according to Aboriginal beliefs. What sort of art do Aboriginals make?

B: They make bark paintings and carefully constructed dot paintings. Where is the Garma Festival held?

A: It is held on holy ground in the forest. What is the aim of the festival?

B: It is to highlight the past and raise awareness about the future of Aboriginals. How can someone attend?

A: It is by invitation only. You can apply through the website.

4 a) **Aim** To consolidate information in a text and new vocabulary

- Explain the task. Ss work in pairs.
- Give Ss time to complete the task, referring back to the text and using words from the **Check these words** box. Ss tell their partners.
- Check Ss' answers by asking various pairs to share their answers with the class.

Suggested Answer Key

The Garma Festival is an annual celebration of Aboriginal culture. It involves traditional music from didgeridoos, dance and art and allows people from different backgrounds to **come together in unity**. The Aboriginal people believe that everything has a **soul** or a **spirit**. They use the festival to **highlight** the past and **discuss** ways of **investing** in the future.

b) **Aim** To personalise the topic

- Read the rubric aloud and give Ss time to prepare their answers and tell their partners.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

Yes, I would like to go to the festival because I think it would be an interesting cultural experience. I don't know very much about Aboriginal Australians and it would be a great opportunity to learn more.

5 **Aim** To present a cultural festival from your country

- Give Ss time to collect information about a local cultural festival and then ask various Ss to present it to the class. Remind Ss to include the reason for the festival and what happens during the festival.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

Las Fallas is a traditional festival in Valencia, Spain. It takes place in spring and celebrates the end of the dark winter. This celebration comes from the Middle Ages when carpenters used to hang pieces of wood in their workshops to hold their candles. At the end of winter, they would display these pieces of wood outside their shops dressed in human form and call them ninots. These ninots would then be burnt to welcome in spring. Nowadays, people spend months preparing and building their ninots. On the night of 15 March, the people put up their statues in the streets and squares where they stand until, on the 19th, they are all burnt on a massive bonfire on a night of light, music and fireworks.

6d Everyday English

Vocabulary

1 **Aim** To present new vocabulary relating to posting a parcel

- Direct Ss' attention to the pictures.
- Play the recording. Ss listen and repeat chorally or individually.
- Check Ss' intonation and pronunciation.

2 a) **Aim** To present situational language and to identify the speakers

- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation.

- Elicit which speaker would say which sentences.

Answer Key

post office worker: Hello, how can I help you? Could you put it on the scales, please? How would you like to send it? So, that's \$2.29 then, please.

customer: I'd like to post this parcel to Russia. I'll send it by airmail, please.

b) **Aim** To listen for specific information

Play the recording for Ss to listen and check their answers.

3 **Aim** To read for specific information

Give Ss time to read the dialogue and then elicit answers to the questions in the rubric from Ss around the class.

Answer Key

Dina wants to send a boomerang painted with Aboriginal art to Russia.

It weighs 200 grammes.

She will pay \$2.29.

Pronunciation

4 **Aim** To present assimilation

- Read out the theory box and play the recording. Ss repeat chorally and individually.
- Point out how the sounds are assimilated and repeat if necessary.

5 **Aim** To practise role playing

- Explain the situation and ask Ss to work in pairs and act out a dialogue using the diagram as a guide.
- Remind Ss to use phrases from the dialogue to help them complete the task.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: Hello. How can I help you?

B: Good morning. I'd like to post this parcel to Italy.

A: Could you put it on the scales, please?

B: Sure.

A: That's 500 grammes. How would you like to send it?

B: What are the choices?

A: Surface mail is £2.95, airmail is £4.50 and registered post is £7.95.

B: OK. I'll send it registered, please.

A: Can you fill in your name and address and a description of what's in the parcel on this form, please?

B: Shall I just write that it's a gift?

A: Actually, the description has to be more detailed than that.

B: Oh, right. It's a handbag.

A: That's fine if you just write that. So that is £7.95 then, please.

B: Here you are.

A: Thank you very much.

B: You're welcome.

6e Shopping experiences

Vocabulary

1 **Aim** To present vocabulary for shops and products

- Go through the list of products and explain/ elicit the meanings of any unknown words or ask Ss to look them up in their dictionaries.
- Go through the list of shops and elicit what type of shop each one is and what type of products it sells.
- Read out the example and elicit similar sentences for the remaining shops and products from Ss around the class.
- Point out that we only use the plural forms of cheeses and meats in special circumstances when we are referring to a variety of different types of cheese and meat (e.g. cheeses: feta, stilton, cheddar, camembert, etc or cold meats: pastrami, salami, pepperoni, etc.).

Answer Key

You can buy a gold ring at a jeweller's.

You can buy sweets and chocolates at a confectioner's.

You can buy designer clothes and shoes at a boutique.

You can buy high quality cheeses and cold meats at a delicatessen.

You can buy contact lenses and sunglasses at an optician's.

You can buy cakes and bread rolls at a baker's.

You can buy eye drops and aspirin at a chemist's.

2 **Aim** To listen for gist

- Explain the task and play the recording. Ss listen and say in which of the shops in Ex. 1 each conversation takes place.
- Check Ss' answers and elicit which words helped them decide on their answers.

Answer Key

1 confectioner's (box of chocolate truffles)

2 chemist's (sore throat, syrup, lozenges)

3 delicatessen (salami, stilton)

4 jeweller's (silver earrings)

Reading

- 3 **Aim** To introduce the topic and predict the content of the text

Direct Ss' attention to the picture and the title of the article and elicit what, if anything, Ss know about Venice.

Suggested Answer Key

Venice is a city in Italy. It is famous for its canals and bridges and the gondoliers that take people up and down the canals.

- 4 **Aim** To listen and read for specific information

- Ask Ss to read the introduction of the text only and elicit how Venice in Italy is different from Venice in Las Vegas.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

Venice is a city in Italy. Venice in Las Vegas is a representation of the Italian City.

- 5 **Aim** To read for specific information

- Ask Ss to read the five questions and the possible answers.
- Give Ss time to read the text again and complete the task. Ss, in closed pairs, compare their answers.
- Check Ss' answers.

Answer Key

1 C 2 B 3 A 4 A 5 C

- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

Suggested Answer Key

shimmer (v): to shine with a light that moves

canal (n): a long narrow stretch of water

gondolier (n): a man who controls a gondola (a long narrow boat steered with a pole)

steer (v): to control the direction of a vehicle

elegant (adj): beautiful and refined

disturb (v): to interrupt or bother sb/sth

charm (n): the quaint beauty of sth

inspiration (n): a feeling of enthusiasm that gives you new ideas

authentic (adj): relating to the real thing

inspire (v): to stimulate

attention to detail (phr): making sure all the aspects of sth are correct

stroll past (phr): to walk slowly and in a relaxed way past sth

serenade (v): to sing or play music for another person

juggler (n): an entertainer who throws things into the air and catches them again

living statue (n): an entertainer who pretends to be a real statue

line (v): to form rows along the sides of sth

pose (v): to get in a particular position for sb to see or photograph you

exclusive (adj): only accessible to a few people

fashion boutique (n): a small shop that sells trendy clothes (usually designer labels)

replica (n): a copy of sth else

twilight (n): the time of day just before nightfall

carnival mask (n): a face covering that people wear during a festival

glide (v): to move smoothly along

- 6 **Aim** To consolidate new vocabulary/ distinguish between words with similar meanings

- Explain the task. Give Ss time to complete it, using their dictionaries if necessary.
- Check Ss' answers.

Answer Key

1 charm	4 enormous	7 experience
2 steering	5 paid	8 inspire
3 true	6 line	

- 7 **Aim** To practise changing the passive to the active

- Ask Ss to look back through the text and elicit all the passive forms. Check Ss' answers on the board.

Answer Key

a hotel is built ..., It was opened ..., ... you'll be amazed ..., ... you'll be serenaded by ...

- Give Ss time to change the passive forms to active forms. Check Ss' answers.

Suggested Answer Key

People built the hotel to look like an ancient Egyptian Pyramid. The owners opened it in 1999. The attention to detail will amaze you. The sweet violins of street musicians will serenade you.

Speaking & Writing

- 8 a) **Aim** To make notes on a text

- Ask Ss to copy the headings into their notebooks.
- Give Ss time to read the text again and make notes under each heading.
- Check Ss' answers on the board.

Suggested Answer Key

Name: Grand Canal Shops

Place: Venice, Las Vegas

What to see: ceiling art, streetlights, bridges, street musicians, jugglers, an opera trio, living statues, St Mark's Square

What to do: stroll past the shops, stop for a cappuccino, be serenaded, watch performances of singers/actors/musicians, buy souvenirs, ride a gondola

b) **Aim** To personalise the topic

Ss work in pairs to write their phone conversation. Monitor the activity round the class. Ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: Hello!

B: Hi, Ann. This is Ben.

A: Hi, Ben! Where are you?

B: I'm in Venice, Las Vegas.

A: I think Venice is in Italy.

B: It is but there's another one here in Las Vegas. Actually, it's a huge shopping mall built to look like Venice. You can even see St Mark's Square.

A: Wow! It must be amazing.

B: It is. You can see amazing ceiling art, canals and bridges. You can even take a ride on a gondola.

A: Sounds great. What about the shops there?

B: You can find everything, from exclusive fashion boutiques to a marketplace that sells souvenirs of Venice like carnival masks and costumes. Oh, and you can have a cappuccino while you're serenaded by the violins of street musicians. I tell you, it's out of this world.

A: I wish I was there.

B: Don't worry. I've taken lots of pictures to show you when I come back. Have to go now. Talk to you later.

A: See you.

9 **Aim** To express a personal opinion

- Explain the task and give Ss three minutes to prepare their answers.
- Ask various Ss around the class to share their answers with the class.

Suggested Answer Key

I'd like to visit Venice to ride on a gondola and visit St Mark's Square. I think it'd be amazing to stroll alongside the canal and be serenaded by street musicians.

10 **Aim** To develop creative thinking skills

- Divide the class into small groups and give Ss time to prepare their answers.
- Ask Ss to be as creative as possible and think of as many attractions as possible.
- Ask various groups to present their imaginary malls to the class.

Suggested Answer Key

Our mall is an Amazon Rainforest mall. There are lots of beautiful plants and trees and birds such as parrots and macaws that live in the treetops and fly around freely. It is warm and sunny all the time. There are cafés and restaurants and shops in the jungle. There is a huge

adventure playground for children to play on and a rock climbing wall. Some of the money that the shops make goes towards saving the real rainforest.

6f Music messages

Vocabulary

1 a) **Aim** To brainstorm for topic-related vocabulary (music)

- Set a one-minute time limit and ask Ss to write down as many types of music as they can think of.
- Check Ss' answers.
- Elicit Ss' favourite types of music from around the class.

Suggested Answer Key

pop, rock, rap, heavy metal, folk, soul, hip hop, jazz, electronic, classical, blues, house, etc

b) **Aim** To identify musical genres

- Go through the three music genres and then play the recording.
- Ss listen and match the extracts to the genres.
- Check Ss' answers.

Answer Key

1 b 2 c 3 a

2 a) **Aim** To brainstorm for topic-related vocabulary (musical instruments)

- Ask Ss to write the categories into their notebooks and explain/elicite what they are.
- Give Ss some time to think of two more instruments for each category.
- Check Ss' answers on the board.

Suggested Answer Key

String: cello, guitar

Wind: oboe, clarinet

Brass: trombone, French horn

Percussion: xylophone, cymbals

b) **Aim** To personalise the topic

Read the rubric aloud and elicit a variety of answers from Ss around the class.

Suggested Answer Key

Yes, I play the violin./No, I don't, but I would like to play the piano because I like the sound of it a lot.

Reading

3 **Aim** To predict the content of the text

- Direct Ss' attention to the man in the picture and elicit why he is called 'the ice musician'.
- Give Ss time to read the text and find out.

Answer Key

He is called 'the ice musician' because he makes musical instruments out of ice and plays them in ice music concerts.

4 **Aim** To read for cohesion and coherence

- Explain the task. Give Ss time to read the text again and complete it.
- Check Ss' answers. Ask Ss to say which words helped them decide.

Answer Key

- 1 B (he wondered what kind of sounds ... – he experimented, percussion instruments – he soon moved on to making other instruments.)
- 2 E (he played at a concert held behind a frozen waterfall)
- 3 C (... music fans? – they tuned in ... concert tour around Europe)
- 4 D (Is ice music here to stay? – ... the success of his music ..., it looks like it is)

- Refer Ss to the **Check these words** box and explain/elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

Suggested Answer Key

percussionist (n): a person who plays percussion instruments

frozen (adj): solid because of the cold temperature

waterfall (n): a place where water flows off the edge of a steep cliff

icicles (n): long piece of ice hanging from an edge formed by dripping water freezing

horn (n): a brass musical instrument

harp (n): a large string musical instrument

didgeridoo (n): Aboriginal Australian wooden wind instrument

compose (v): to write music

chill-out (adj): relaxing

glacier (n): a large area of ice that moves slowly

freezer (n): an appliance that allows you to freeze and store frozen food

deep freeze (n): a freezer

escape (v): to get away from a place or thing

approach (v): to deal with or think about sth in a certain way

music critic (n): a person who writes his opinion on music in newspapers, magazines, etc

Mother Nature (n): nature

5 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

- Give Ss time to use the phrases in sentences about Isungset.
- Check Ss' answers around the class.

Answer Key

- | | | |
|-----------|-------------|------------|
| 1 take | 4 chill-out | 7 raise |
| 2 frozen | 5 deep | 8 demand |
| 3 compose | 6 affect | 9 talented |

Suggested Answer Key

Isungset was a percussionist whose music took a new direction.

He was playing in a concert behind a frozen waterfall when he became interested in ice music.

Now he **composes music** for ice instruments.

He calls his music **chill-out music**.

He puts the instruments in the **deep freeze** after each performance to prevent them from melting.

He says that the quality of the ice can **affect the quality of the sound**.

He uses his music to **raise people's awareness** of nature.

These days he is **in demand** and has recorded six albums so far.

He is a very **talented musician**.

6 **Aim** To consolidate information in a text

- Play the recording. Give Ss three minutes to prepare their answers.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

The message of his music is about the beauty of nature. I think he tries to show people that nature can provide us with everything we need, even music.

Grammar

7 a) **Aim** To present reported speech

- Direct Ss' attention to the table and explain that we use reported speech to say the meaning of what someone said but not their actual words.
- Explain that the tenses change in reported speech and ask Ss to study these in the table. Point out that we don't use inverted commas in reported speech.
- Refer Ss back to the text and elicit examples of reported speech.

Answer Key

He said that his interest in ice music began when he played at a concert held behind a frozen waterfall.

Terje said that he wanted to raise people's awareness of nature through his instruments and ice music.

He said that the only way he could escape normal music traditions was to change the instruments he used as well as the way he approached music.

Terje also says that the temperature inside the concert hall affects the sound of the music.

b) **Aim** To practise say/tell

- Explain that we use say + that without an object pronoun (*he said that he liked rock*), say + to + object pronoun (*he said to us that he liked rock*) and tell + object pronoun (*he told us he liked rock*).
- Ask Ss to fill in say or tell in the correct form in the sentences.
- Check Ss' answers on the board and elicit the reported sentences from Ss around the class.

Answer Key

1 said 3 told 5 said 7 said
2 said 4 said 6 said 8 told

- 1 He said (to us that) that song was great.
- 2 She said they had been to a concert the night before.
- 3 She told me they were seeing U2 that night.
- 4 She said (to me that) he had played the banjo once.
- 5 He said he would buy me Gaga's new CD.
- 6 She said he could play the piano.
- 7 He said (to me that) she had bought tickets.
- 8 She told me she had been to the opera the day before.

8 a) **Aim** To present reported questions/orders

- Read each direct question and the corresponding reported question and elicit how each one is different.
- Explain/Elicit that with question words, we use the same question word in the reported question and with yes/no questions we use if/whether in the reported questions. Point out that the verb in the reported question is in the affirmative.
- Explain/Elicit that we report orders using (not) + to-infinitive.

Suggested Answer Key

We report direct questions that use question words with the same question word in the reported question. We report Yes/No direct questions with if/whether in the reported question. The verb is always in the affirmative in the reported sentence. We report orders with (not) + to-infinitive.

b) **Aim** To practise reported questions/orders

- Explain the task and give Ss time to complete it.
- Then check Ss' answers.

Answer Key

- 1 He asked how much the ticket had cost.
- 2 They asked if/whether they could come with us.
- 3 He asked if/whether I was going to the concert.
- 4 He told us not to take photographs.
- 5 He told me to show him the way.
- 6 He told us to follow him.
- 7 He told me to turn the radio down.
- 8 He told me not to play music that loud.

9 **Aim** To practise reflexive pronouns

- Write on the board *I made this cake myself*. Elicit that *myself* is a reflexive pronoun. Elicit that we use reflexive pronouns to emphasise the subject of the sentence (*I*). Revise all forms. Refer Ss to the Grammar Reference for more details.
- Read out sentence 1.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

2 ourselves 3 herself 4 yourself 5 myself

Speaking

10 **Aim** To practise reporting information

- Divide the class into small groups and explain the task.
- Give Ss time to talk about what they have heard in the news this week and then ask various Ss from each group to tell the rest of the class.

Suggested Answer Key

I heard that Lady Gaga was about to release a new album.
I heard that the price of petrol was going up.

6g Skills

Vocabulary

1 a) **Aim** To present new vocabulary for places of cultural interest

- Direct Ss' attention to the pictures. Play the recording. Ss listen and repeat chorally or individually.
- Check Ss' intonation and pronunciation.
- Elicit which places are in Ss' town.

Suggested Answer Key

In my town there is an art gallery and a natural history museum.

b) **Aim** To describe a picture

- Ss work in closed pairs and describe one of the pictures to their partner.
- Monitor the activity around the room and ask various Ss to describe their picture to the class.

Suggested Answer Key

- I can see a large palace with blue walls and white columns. There are statues on the roof and gold decorations above every window.
- I can see a man looking at paintings. He is in an art gallery. I think they are oil paintings.

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- I can see a huge temple. It has got several floors. It's white and gold. Behind it there are fields.
- I can see an ancient round stone theatre. There are rows of seats round a stage. It's an open theatre. I think it is in Greece.
- I can see a boy looking at a huge clock. He is in a science museum. The boy has got fair hair and is wearing a red sweater.
- I can see a huge castle. It has got lots of rooms and it's very big. I think it's medieval.
- I can see ancient ruins in an open space. There are some white marble columns. They look like they are from ancient Greece.
- I can see the skeleton of a dinosaur in a natural history museum. The bones are huge.
- I can see an ancient fort. The walls are grey. The fort is by the sea.

Listening

2 a) **Aim** To listen for specific information

- Explain the task and ask Ss to read the sentences A-F and underline the key words in each sentence.
- Play the recording. Ss listen and complete the task.

Answer Key

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

b) **Aim** To compare and analyse your answers

- Ask Ss to compare their answers for Ex. 2a with their partner.
- Play the recording again and ask Ss to say which words helped them decide.

Suggested Answer Key

Speaker 1 – I could image, through history
Speaker 2 – seven days in a row to see
Speaker 3 – 300 steps to the top, panorama
Speaker 4 – engrossed, didn't notice time passing, very late
Speaker 5 – long queues, numbers of visitors

3 a) **Aim** To present and practise question tags

- Write on the board: *He is Spanish, isn't he?* *He doesn't drive, does he?* Explain that the underlined phrases are question tags. Explain/Elicit that we use question tags to confirm information and we use a positive question tag with a negative statement and a negative tag with a positive statement.
- Read out the theory box and elicit further examples from Ss around the class.
- Explain that we use rising intonation when we aren't sure of the answer and falling intonation when we are sure of the answer.

- Give Ss time to complete the question tags for items 1-6.
- Check Ss' answers.

Answer Key

1 isn't it 3 will you 5 didn't he
2 doesn't he 4 has he 6 aren't they

b) **Aim** To listen and mark intonation

- Explain the task.
- Play the recording. Ss listen and mark the intonation.
- Check Ss' answers.

Answer Key

	↗	↘
1	✓	
2		✓
3	✓	
4		✓
5	✓	
6	✓	

Speaking

4 **Aim** To express preferences

- Explain the task and go through the useful language box.
- Read out the example and then ask Ss in pairs to use the places in Ex. 1 and make similar exchanges.
- Monitor the activity around the class and then ask some pairs to express preferences in front of the class.

Suggested Answer Key

- A: Do you fancy visiting the art gallery?
B: Sure – why not?
- A: Would you rather visit the castle or the temple?
B: I'd quite like to go to the castle.
- A: Do you want to go to the fort?
B: Sounds perfect to me.
- A: I'm thinking of going to the palace. Do you like palaces?
B: I don't like palaces much. etc

6h Writing

1 **Aim** To read and identify the contents of an email

- Read the **Writing Tip** aloud and introduce the type of writing.
- Give Ss time to read the email and elicit what each paragraph is about.

Answer Key

- Para 1: opening remarks, reason for writing
 Paras 2-3: description of the museum and what he saw/did there
 Para 4: closing remarks

2 **Aim** To improve writing skills using adjectives

- Explain the task and explain/elicite the meanings of the adjectives in the list.
- Give Ss time to read the sentences (1-5) and replace the adjectives in bold with the ones in the list.
- Check Ss' answers.

Answer Key

- 1 nice – spectacular 4 nice – simple
 2 best – most famous 5 nice – thick, nice – beautiful
 3 good – impressive

3 **Aim** To prepare for a writing task

- Read the rubric aloud and give Ss time to prepare their answers.
- Check Ss' answers around the class.

Suggested Answer Key

- 1 Edinburgh Castle
 2 Edinburgh, Scotland
 3 It was built in 1130.
 4 It is a castle with various exhibitions and museums.
 5 It looks impressive from the outside. It is built on an extinct volcano and its stone walls tower over the city.
 6 You can go on a free guided tour and see the Great Hall and State rooms. You can also see the Scottish crown jewels there.

4 **Aim** To write an email describing a visit to a place

- Read the rubric aloud and underline the key words. Go through the plan and elicit answers for each bullet point.
- Give Ss time to write their email using their answers from Ex. 3, the useful language in the box and the plan.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Dear Simon,
 I hope you're well. Thank you for your letter. It will be great to see you. There are a lot of interesting things to see in Edinburgh, but the best is the castle.
 It was built in 1130 and is the most popular tourist attraction in the city. Visitors can explore museums and exhibitions and go on a free guided tour.
 I went on the guided tour and saw some amazing things. We walked through the Great Hall which was completed

in 1511. It still has its original medieval wooden ceiling. We also saw the Royal Palace. But the highlight was definitely seeing the Scottish crown jewels.
 I had a wonderful time and learnt so much about the history of the Royal Scots. I think you would love it too.
 See you soon,
 Margaret

6i Curricular: Art & Design

1 **Aim** To describe paintings using key vocabulary

- Go through the phrases and the adjectives in the rubric and elicit the meanings of any unknown words.
- Ask various Ss to choose a picture and describe it to the rest of the class using the phrases.
- Elicit how each painting makes them feel or which adjectives they associate with each picture.

Suggested Answer Key

In *Café Terrace at Night* by Van Gogh, I can see a café with chairs and tables outside. There are people sitting outside a café. There is a waiter serving customers at the café. Some people are walking down a cobbled street. It is night-time but the street is well-lit because of the lights from the café. The painting makes me feel excited because the place seems quiet and people look relaxed. I'd love to be there.
 In *Stage Rehearsal* by Degas, I can see ballet dancers rehearsing on stage. The director/composer is directing the dancers. Some of the girls have their hands at the back of their necks. The painting makes me feel anxious because the rehearsal seems to be very tough.
 In *The Persistence of Memory* by Dalí, I can see melting watches. There is a seaside and rocks in the background. It is a barren landscape. The painting makes me feel confused as it is an unusual landscape.

2 **Aim** To listen and read for gist

- Explain the task. Play the recording. Ss listen and follow the text in their books and match the paintings with the art styles.
- Check Ss' answers.

Answer Key

Café Terrace at Night – Expressionism
 Stage Rehearsal – Impressionism
 The Persistence of Memory – Surrealism

3 **Aim** To read for specific information/ To expand vocabulary

- Ask Ss to read the questions 1-8.
- Then give Ss time to read the texts again and answer the questions.
- Check Ss' answers around the class.

Answer Key

- 1 It started as a reaction to the horror of World War I by a group of young European artists.
- 2 They wanted to show people that dreams and thoughts are important.
- 3 Salvadore Dalí, Rene Magritte, Marcel Duchamp.
- 4 In France in the 1890s.
- 5 It is characterised by small touches of paint.
- 6 Edgar Degas, Pierre-Auguste Renoir, Paul Cézanne and Edouard Manet.
- 7 They aim to paint images that reflect their emotions.
- 8 Because the artists use this technique to portray anxiety and horror.

- 4 a) **Aim** To consolidate information in a text
- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

Suggested Answer Key

found (v): to start, set up

reaction (n): an action or behaviour that is a result of sth else

combine (v): to mix two or more things

fantasy (n): a dream or imagined scene

odd ways (phr): unusual ways

develop (v): to grow and change

strict convention (phr): correct way of behaving

set (v): to fix, put sth in place

academy (n): a society that maintains the standard in a certain field

outrage (v): to shock

capture (v): to express what sth or sb is really like

touches of paint (phr): small dots/marks of paint

focus (v): to concentrate on

affect (v): to influence sb to change in some way

emerge (v): to come out from being hidden

concentrate(v): to be all in one area

reflect (v): to mirror

brushstroke (n): the marks made by a painter's brush on a canvas

distort (v): to change sth so it seems unclear

portray (v): to show

influence (v): to use a power to change others' opinions

- Ask Ss to use these words to say four things they have learnt from the text.

Suggested Answer Key

- 1 Surrealism was founded in 1924.
- 2 Surrealism combines fantasy with reality.
- 3 Impressionism was developed in France.
- 4 Expressionist paintings reflect emotions.

- b) **Aim** To express a personal opinion, to develop critical thinking skills

Explain the task and allow Ss time to write their sentences. Then ask various Ss to tell the rest of the class which style of art they like the most and why.

Suggested Answer Key

- I like Surrealism the most because the images make you think and look at things in a new way. I like the way the pictures look like images from a dream.
- I like Impressionism the most because I like the way the paintings capture moments and sensations. My favourite artist is Renoir.
- I like Expressionism the most because I like paintings that have bright colours and that reflect emotions. My favourite artist is Van Gogh.

- 5 **Aim** To give a presentation on a style of art

- Divide the class into small groups.
- Explain the task and direct Ss to the Internet, encyclopaedias or other reference sources to collect information on another style of art.
- Ask various groups of Ss to present their information to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

Style: Realism

When/where started: France 1850s

Famous artists and their works of art: Gustave Courbet: *Bonjour, Monsieur Courbet*, Jules Breton: *The Song of the Lark*

What shows: *Bonjour, Monsieur Courbet* shows an almost photographic image of three men talking on the road, *The Song of the Lark* shows a fieldworker listening to a bird singing.

Realism emerged in France in the 1850s as a reaction against Romanticism. They wanted to portray subjects so that they looked objectively real. Artists of this movement include Gustave Courbet and Jules Breton. *Bonjour, Monsieur Courbet* by Gustave Courbet shows an almost photographic image of three men talking on the road. *The Song of the Lark* by Jules Breton shows a fieldworker stood listening to a birdsong.

Language Review 6

- | | | | | |
|---|-----|-----|-----|-----|
| 1 | 1 B | 3 F | 5 C | 7 D |
| | 2 E | 4 G | 6 A | 8 H |

- | | | | |
|---|--------------|--------------|----------------|
| 2 | 1 compose | 5 elaborate | 9 excavated |
| | 2 armoury | 6 authentic | 10 brushstroke |
| | 3 plantation | 7 Aboriginal | |
| | 4 mural | 8 stroll | |

- | | | | |
|---|-------------------|------------|-------------|
| 3 | 1 living | 5 holy | 9 attention |
| | 2 Mother | 6 statue | 10 odd |
| | 3 natural history | 7 roadside | |
| | 4 wildlife | 8 burial | |

- | | | | | |
|---|-------|------|------|------|
| 4 | 1 in | 3 in | 5 of | 7 by |
| | 2 for | 4 by | 6 on | 8 by |

GAME

Aim To consolidate vocabulary from the module

- Divide the class into two teams. Each team takes turns writing or saying a sentence with one of the words/phrases in the list.
- Each correct sentence earns one point. If the sentence is incorrect, the team misses a turn.
- The team with the most points, after all the words have been used, wins.

Suggested Answer Key

Archaeologists were amazed when they discovered the treasure-filled tomb.

Valuable artefacts remain untouched in the depths of the tomb.

I'd love to see the Terracotta Army.

This is a great museum you really can't miss.

Have you ever seen a dinosaur bone?

The lion's head on Kennon Road in the Philippines looks like a mighty beast.

People come together in unity at the Garma Festival.

A boomerang is an Aboriginal weapon.

At the Grand Canal Shops in Venice, Las Vegas, the designers have paid great attention to detail.

There are lots of shops and fashion boutiques in the mall.

You can buy a souvenir carnival mask in Venice, Las Vegas.

Terje Isungset is a percussionist.

Terje played at a concert behind a frozen waterfall.

Terje calls his ice music chill-out music.

Terje puts his instruments in the deep freeze after the concert to preserve them.

Impressionism went against the strict conventions set by the academies.

Quiz

Answer Key

- | | |
|--------------------|--------------|
| 1 T | 5 T |
| 2 F (Michelangelo) | 6 F (Norway) |
| 3 F (red clay) | 7 T |
| 4 F (copper) | 8 F (2010) |

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 6 and select information to compile their quiz. Ask groups to exchange quizzes, do them, then check their answers.

Suggested Answer Key

Quiz

- 1 The Terracotta Army was found in Japan. (F – China)
- 2 The Big Dinosaur is a roadside attraction in Australia. (F – Canada)
- 3 The Statue of Liberty was completed in 1884. (T)

- 4 The Yolngu tribe is from Australia. (T)
- 5 The Grand Canal Shops is 46,000 m². (T)
- 6 Rene Magritte was an Impressionist painter. (F – Surrealist)
- 7 Wassily Kandinsky was a Surrealist artist. (F – Expressionist)
- 8 The Persistence of Memory was painted in 1931. (T)

Skills 6

Reading

- 1 **Aim** To read for specific information

- Explain the task and ask Ss to read the questions 1-6 and the possible answers.
- Give Ss time to read the text and then choose the correct answer for each question.
- Check Ss' answers.

Answer Key

- | | |
|-----------------|--------------------|
| 1 B (lines 1-2) | 4 A (line 7) |
| 2 D (lines 3-4) | 5 A (lines 15-16) |
| 3 B (lines 4-5) | 6 A (lines 23, 25) |

- 2 **Aim** To complete a text with grammar structures

- Read out the **Study Skills** box and explain that this tip will help Ss to complete the task successfully.
- Read the rubric out and explain the task.
- Give Ss time to do the task and then compare answers with their partner.
- Elicit answers from Ss around the class.

Answer Key

- | | | |
|-------------|------------|------------|
| 1 have been | 4 had made | 7 would go |
| 2 taking | 5 feel | |
| 3 signed up | 6 thinking | |

Listening

- 3 **Aim** To listen for specific information

- Explain the task and ask Ss to read the sentences 1-5.
- Play the recording. Ss listen and choose the correct answers.
- Play the recording again with pauses for Ss to check their answers. Check Ss' answers.

Answer Key

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 F | 2 F | 3 T | 4 F | 5 T |
|-----|-----|-----|-----|-----|

Speaking

- 4 **Aim** To give a talk

- Explain the task. Ask Ss to read the points to be included in their talk and underline the key words. Ask various Ss around the class each of the questions.

- Ss work in pairs. Give Ss time to give their talk while their partner listens, then to exchange roles. Monitor the activity around the class.

Suggested Answer Key

In my city there is a huge number of places of cultural interest. First of all, there's the Bolshoi Theatre, a very famous venue for ballets and other performances. There are also several excellent art galleries such as the Tretyakov Gallery and the Pushkin Museum of Fine Arts which has really interesting works of art – my favourites are from Ancient Egypt and Rome. I do like visiting certain museums such as the Cosmonaut Museum which is really interesting and I always enjoy visiting historic sites because I'm really interested in history. As for art, I love most kinds but I prefer traditional art by, for example, impressionists like Monet, most of all. I like certain kinds of modern art but not all of it.

Writing

5 **Aim** To write a postcard

- Read the rubric aloud and explain the task.
- Give Ss time to write their postcard and remind them to include all the bullet points. Refer them to the Writing Bank for more details.
- Ask various Ss to read their postcard to the class.

Suggested Answer Key

*Dear Peter,
Greetings from Rome! I'm having a wonderful time and the weather is great. I've visited the Vatican, St Peter's Square and the Basilica. I've also seen the Sistine Chapel. It was really beautiful.
Tomorrow, we're going to the Colosseum and the Roman Forum. After that, we're going souvenir shopping.
See you when I get back.
Brian*

Russia 6

Reading & Listening

1 **Aim** To introduce the topic of the text

- Ask Ss to describe the statue and answer the question.
- Play the recording. Ss listen and follow the text in their books and check their answers.

Suggested Answer Key

The statue is of a woman wearing long robes and holding a large sword high up in the air.

2 **Aim** To read for specific information

- Give Ss time to read the text again and complete the sentences.
- Elicit answers from various Ss around the class.
- Check Ss' answers.

Suggested Answer Key

1 on the hill of Mamayev Kurgan in Volgograd, Russia.

- 2 concrete
 - 3 a woman holding a large sword in her right hand
 - 4 85 metres
 - 5 honour the millions of Russians who died for their country.
- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

giant (adj): huge
concrete (adj): made of a substance made of cement, sand, small stones and water
statue (n): large sculpture of a person or animal
magnificent (adj): beautiful and impressive
sword (n): a weapon with a long sharp blade
commemorate (v): remember by a ceremony or special action
victory (n): success in a war or competition
invasion (n): attack of a country by an army
erect (v): to build or to create
memorial (adj): in honour of someone who has died so that they are remembered
site (n): ground used for a particular purpose
honour (v): to give praise to for doing something good
monument (n): a large structure built to remind people of a famous person or a historical event

Speaking & Writing

3 **Aim** To consolidate information in a text

- Ask Ss to tell their partner three things they remember from the text. Monitor the activity around the class.

Suggested Answer Key

- 1 The Motherland calls is a giant concrete statue.
- 2 It commemorates Russia's victory over the Nazi invasion during World War II.
- 3 It weighs almost 8,000 tons.

4 **Aim** To personalise the topic

Ss imagine they are standing in front of the statue and tell their partner how they feel. Monitor the activity around the class.

5 **Aim** To write a paragraph about another statue

- Ask Ss to work in small groups and collect information from the Internet.
- Allow Ss time to collect their information and write their paragraph.
- Allow Ss time to present their information in class.

Suggested Answer Key

The Bronze Horseman is a magnificent statue built to honour the founder of St Petersburg, Peter the Great. The statue stands on Senatskai Square and it faces the Neva River. The statue is Peter the Great on a horse. The pedestal that the statue stands on is made of a single piece of red granite which looks like a cliff. From the top of this 'cliff', Peter is leading Russia forward while his horse steps on a snake, which represents Peter's enemies.