

6 THAT'S ENTERTAINMENT

Students will practise...

- the passive voice
- *have something done*
- noun-building suffixes

and they will learn how to...

- talk about films & remakes
- talk about unusual hobbies & cultural heritage
- discuss computer games

KEY VOCABULARY PAGES 58–59

LEAD-IN

With books closed, ask: *What do you like doing in your free time?* Elicit a few ideas, then ask: *What types of entertainment do you enjoy?* Give a few examples, e.g. the cinema, comedy shows. Elicit students' ideas.

- 1 Focus on the title of the unit and explain that it comes from the title of a song. Ask students if they are familiar with the song. Students focus on the images and discuss the questions in pairs. Ask pairs to report back to the class, and see which forms of entertainment are most popular.
- 2 Students work in pairs to complete A in the Key vocabulary panel. Encourage students to use a dictionary to check the meaning of words they don't know. Check answers and model pronunciation of *audience*, *circus performer*, *magician*, *mime artist* and *puppet*.

ANSWERS

image a: make-up artist image b: circus performer
image c: audience image d: mime artist, busker
image e: stand-up comedian image f: puppet, puppeteer

- 1 busker, circus performer, magician, mime artist, puppeteer, stand-up comedian
- 2 make-up artist, scriptwriter, sound engineer
- 3 audience

- 3 **a** Tell students they are going to hear six people talking about entertainment. Play the audio for students to listen and number the images in the order they hear them.

ANSWERS

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



6.1

Fiona

I really like street performers. You know, musicians, mime artists and even those artists who draw pictures on the pavement. I like listening to buskers as well, especially on the subway – some of them are really good. It's really uplifting to hear live music on the way to work!

Kinuko

I like all sorts of entertainment, but I really don't like circuses. They're really depressing. I think it's cruel to keep wild animals in those conditions and it's humiliating for them to do all those tricks! I guess circus performers are very talented, though.

Shane

When I went to Thailand last year, I saw a traditional puppet play called the *Hun Lakhon Lek*. It was amazing. The puppets are all about a metre tall and each one has three puppeteers to move it. The puppeteers are also classical dancers, so the way the puppets move is really elegant and realistic.

Vishal

I love the cinema! My favourite director is probably Quentin Tarantino. His films are always action-packed and the special effects are usually amazing! His latest script is for a western and I can't wait to see that! I also quite like Indian films. I mean, the plots can be a bit predictable but they always have a big cast so they are really visually interesting.

Julie

I really like stand-up comedy. I love how comedians think about everyday things in such random and unusual ways – they're hilarious! But if you go to a live show, don't sit next to the stage – the comedians always make you the focus of their jokes and that can be pretty embarrassing!

Helmut

There's nothing like the atmosphere in a theatre when the curtain goes up and you see the stage and scenery for the first time. It's like being transported to a different world! And I find a really good performance much more moving and emotional than watching a film. I love the energy between the performers and the audience.

- b** Allow students time to read the questions, then play the audio again for students to listen and answer the questions. Students compare answers in pairs before you do a class check.

ANSWERS

- 1 musicians, mime artists, pavement artists, buskers
- 2 She thinks it's cruel to keep wild animals in those conditions and it's humiliating for them to perform tricks.
- 3 The puppeteers are also classical dancers.
- 4 They are action-packed and the special effects are amazing.
- 5 Don't sit next to the stage because the comedians will make you the focus of their jokes.
- 6 It's more moving and emotional than watching a film.

- 4 Students work in pairs to complete B in the Key vocabulary panel. Check answers and model pronunciation of difficult words.

Students then complete C in the Key vocabulary panel. Check answers and model pronunciation of any difficult words. Ask students to use their dictionaries to check the meaning of the adjectives the speakers don't use.

ANSWERS

- B** 1 script 2 plot 3 performance 4 soundtrack 5 scene
6 special effects 7 stage 8 part 9 cast 10 scenery
a) film: soundtrack, special effects
b) theatre: scenery, stage
c) both: cast, part, performance, plot, scene, script
C ticked adjectives: action-packed (films), depressing (circuses), hilarious (comedians), moving (the theatre), predictable (plots), realistic (puppets), uplifting (music)
positive (+) adjectives: action-packed, gripping, hilarious, intriguing, memorable, moving, realistic, uplifting
negative (-) adjectives: depressing, predictable, unrealistic

- 5** Read through the task with the class. Explain *atmosphere* if necessary. Give students time to prepare their ideas individually before you put them into groups to compare their ideas. Ask groups to report back.

Extra activity

Refer students back to the images. Put them into pairs and ask them to imagine they are watching one of the performances in the images. Ask them to prepare a short conversation in which they discuss what they are watching, but without saying what it is. Monitor and help. Students can perform their conversations for the class, and the class can guess which image they are talking about.

6.1 REMAKES PAGE 60

SPEAKING & READING

Lead-in

Ask: *What's your favourite film? Why?* Elicit a range of answers, and encourage students to agree and disagree with each other. Encourage students to use some of the Key vocabulary from page 59.

Background notes

Akira Kurosawa (1910–1998) was a Japanese director who made over 30 films and is considered to be one of the most influential film directors of all time. Clint Eastwood is an American actor and film director, known especially for his roles in westerns and as the tough, no-nonsense cop Harry Callahan in the *Dirty Harry* movies.

- 1** Students look at the images and discuss the images in pairs. Ask pairs to report back and see if there is a class consensus.
- 2** **a** Students read the article to answer the questions. Set a time limit to encourage students to read quickly.

ANSWERS

- 1** *A Fistful of Dollars* and *Yojimbo*
2 A new version of an existing film.

b Read through the chart with the class and make sure that students understand everything. Pre-teach *spaghetti western*, *a classic*, *satire* and *to sue*. Students read the article again and complete the chart. Allow students time to compare their answers in pairs before you do a class check.

ANSWERS

	<i>Yojimbo</i>	<i>A Fistful of Dollars</i>
1 Director	Akiro Kurosawa	Sergio Leone
2 Main actor	Toshiro Mifune	Clint Eastwood
3 Release date	1961	1964
4 Setting (date/place)	1860s Japan	19th-century Mexico

- 3** Students read the article again and answer the questions. Students can compare their answers in pairs before you check with the class.

ANSWERS

- 1** They are safe options because they are easier to sell to the public as the original version is already known.
2 In both, the hero is a loner who fights bandits but who is a man of honour as he spares innocent lives. However, *Yojimbo* is a comedy/satire set in 1860s Japan while *A Fistful of Dollars* is more serious and is set in nineteenth-century Mexico.
3 The critics acclaimed the director's cinematography, but criticised the acting.
4 He sued because Sergio Leone did not have permission to remake the film.

- 4** Ask the questions to the whole class and elicit a range of answers. If students have not seen any remakes, ask them if they know any old films that they think could be successfully remade now.

GRAMMAR

- 1** **a&b** Students work individually to complete the sentences with the verbs in the box. Students can compare their answers in pairs before they check in the article. Check as a class and elicit that the verbs are all in the passive.

ANSWERS

- 1** believed **2** remade **3** set **4** filmed **5** chosen

- 2** **a** Work through the questions with the class, eliciting answers and explaining anything that students do not understand.

ANSWERS

- 1** sentence **2** (... by Sergio Leone)
2 because it is obvious or we don't know who is responsible
4 believed – it is the opinion of people in general

b Read through the information in the Grammar panel with the class, then ask students to complete the gaps with examples from 1a. Check answers.

ANSWERS

- 1 *Yojimbo* was remade by Sergio Leone as *A Fistful of Dollars*.
- 2 It is set in the Old West.../... it was filmed in Spain./Clint Eastwood was chosen for the lead role.
- 3 It is widely believed that a remake is a safe option for a film-maker.

THE PASSIVE VOICE

This grammar presentation focuses on the use of the passive. The exercises include examples of the present simple, past simple, present continuous and present perfect passive. With weaker classes, you might like to revise the basic form of the passive: *be* + past participle. Students may still make mistakes with it, e.g. *The film was make in 1979*.

Mixed ability

With weaker classes, give students more recognition practice by referring them back to the article on page 60 and asking them to find more examples of the passive. Ask them to identify the tense in each case, and to identify who is responsible for the action in each case. Ask them to say which are examples of reporting verbs.

- 3 **a** Read through the sentences with the class and do the first sentence as an example. Students work individually to report the opinions. Allow students time to check their answers in pairs before you check as a class.

ANSWERS

- 1 It is said that cinema is the highest form of art.
- 2 It is (widely) believed that computer games will have an enormous influence on films in the future.
- 3 It is claimed (by many cinema fans) that modern film-makers are obsessed with computer-generated effects.

b Students discuss in pairs whether they agree with the opinions or not. Ask pairs to report back to the class.

- 4 **a** Students read the review and rewrite the phrases. Students compare answers in pairs before you check with the class.

ANSWERS

- 1 It is believed that
- 2 which was adapted from a little known French film
- 3 who is being chased by a mysterious woman (Angelina Jolie)
- 4 The script was filled with surprises and action.
- 5 It was directed by German film-maker Florian Henckel von Donnersmarck.
- 6 It was nominated for three Golden Globes.
- 7 It is thought that it failed
- 8 It has also been said

Mixed ability

With weaker classes, go through the film review as a class and elicit the tense of each verb that needs to be rewritten before students complete the task.

b Students discuss the questions in pairs. Ask pairs to report back on their discussions. Read the information in the *Notice* box with the class, and tell students to remember this because they will need to use the passive in a writing task at the end of this unit.

SPEAKING

- 1 Put students into groups to discuss the questions. Monitor while students are talking and note down any common errors, but don't interrupt them to correct errors. Ask groups to report back on their discussions and see if there is a class consensus. Correct any errors you noted in a short feedback session at the end.

6.2 CULTURAL HERITAGE PAGE 62

Lead-in

Ask: *What are the traditional forms of entertainment in your country?* Elicit a range of ideas, including types of music, dance, sports, etc. Focus on the title of the lesson and elicit or teach *cultural heritage* (the traditional cultural activities of a place). Ask: *Do you think it is important to preserve your cultural heritage? Why?* Elicit a range of answers.

SPEAKING & LISTENING

- 1 Students work in groups to discuss the questions. Ask groups to report back.
- 2 **a** Students look at the images and discuss the questions in pairs. Ask pairs to report back, but don't confirm or reject their ideas at this stage.
b Play the audio for students to check their ideas and identify the two images that are talked about. Check answers and elicit any other information students picked up from the audio.

ANSWERS

- a** a *castell*, from Catalonia in northern Spain
- c** a didgeridoo, from Australia
(Photo a shows tango dancers in Argentina and photo d shows people practising *kendo*, a Japanese martial art.)



Part 1

P = Presenter M = Miquela

P: Welcome to our weekly spotlight programme. Today the spotlight is on unusual hobbies and cultural heritage. Our first caller is Miquela from Barcelona. Hi, Miquela! Can you tell us about your hobby?

M: Hi, Kevin. I'm a *casteller*. A *castell* in Catalan is a human tower! So castellers are people who construct human towers – it's a, um, a popular tradition at festivals all over Catalonia. My father's a casteller and all through my childhood I wanted to be one too. I was about... 16 when I started training with my local group. We had our photo taken last week and appeared in the local newspaper.

P: So how high are these towers, Miquela?

M: They usually have four or five layers of people – but some have eight or nine! Surprisingly, accidents aren't very common, but there are always ambulances nearby, just in case. There's only been one fatality in the last 30 years.

P: Well, it sounds amazing. And difficult!

M: Yes, it takes years of training and practice. You need to be really strong, with great balance and loads of courage! You can't show any weakness!

P: And how old is the tradition?

M: Er, it originated towards the end of the 18th century in Valls, near the city of Tarragona.

P: So how are the towers constructed exactly?

M: They're built in two stages. The bottom layer is built first. It's called the *pinya* and it's made up of men because they need to be really strong, you know, to support the rest of the tower.

P: Of course!

M: Once the castellers in the *pinya* think the base is strong enough, they give a signal. A band starts playing traditional music and the crowd goes completely silent – you can really feel the tension and excitement. The upper layers of the tower are built as quickly as possible so the, uh, the strain on the bottom layer isn't too much.

P: And who climbs to the top?

M: Usually very young children because they're the lightest and most agile. The *enxaneta* is the person who climbs to the very top. The tower is complete when he or she raises four fingers. This is said to represent the four stripes on the Catalan flag.

P: So what do you think the future of this tradition is, Miquela?

M: Well, I think it has a very important future. The tradition is very strongly linked to Catalan identity. And it um, it brings local communities together as well – family, friends and neighbours.

P: Well, thank you for coming on the show, Miquela, and telling us about this fascinating tradition.

Part 2

P = Presenter, D = Daniel

P: Now, on to our next guest, Daniel from Australia. So Daniel, tell us about your unusual hobby.

D: Hi, Kevin. Well, I play a traditional Australian aboriginal instrument – the didgeridoo.

P: Right. Can you tell us a bit more about it?

D: It's believed to be the world's oldest wind instrument. It originated in the north of Australia. The oldest records of Aboriginals playing the didgeridoo date back 2,000 years.

P: That's incredible. So when did you start playing it, Daniel?

D: Well, when I was a kid we lived in the... uh, in the Northern Territories of Australia and I was always fascinated by the sound of this instrument. So I started playing when I was 13.

P: And is it difficult to play?

D: No, not at all. You can learn to play a basic note in like, two minutes!

P: And what's the instrument made of?

D: It's made of the trunk or branches of the eucalyptus tree, which is native to Australia.

P: And is the instrument made by Australian Aboriginals?

D: Well, actually, 99.9% of didgeridoos on the market are *not* made by Aboriginals. But I got mine made especially for me

by an Australian Aboriginal. It's believed that if an instrument is made by an Aboriginal then it has a, er, it has a spirit that lives inside it. But not by any Aboriginal, only one who has the didgeridoo as part of their cultural heritage.

P: That's fascinating! So how do you play this instrument? You must need a lot of breath!

D: Yeah, definitely! You blow into it to produce a vibration that echoes down the tube and comes out as a very low, rich buzz. A common mistake learners make is to use all the air in their lungs to play one note. You need to learn to keep plenty of air in your lungs at all times.

P: What other sounds can you make with the instrument?

D: Umm, well, players can also tap out rhythms on the side of the didgeridoo using their fingers or sticks, that kind of thing.

P: But Daniel, in this digital era with so many electronic instruments, does the didgeridoo have a future?

D: Yes I think so, definitely. It has a very rich cultural heritage – despite all the damage that has been done to the Aboriginal culture, we must do everything in our power to protect it.

P: Thank you so much for being on the programme, Daniel.

- 3 a Pre-teach *layer*, *fatality*, *balance* (n), *eucalyptus tree*, *spirit* and *tube*. Allow students time to read the questions and write down information they can remember from the audio. Play the audio again, pausing at times to allow students to make notes. Allow students time to compare their answers in pairs before you check with the class.

ANSWERS

Miquela: She took it up when she was 16. She had always wanted to do it because her father was a casteller. The tradition started at the end of the 18th century in Valls.

Daniel: He started playing when he was 13. He had always been fascinated by the sound of the instrument. The tradition started in the north of Australia around 2,000 years ago.

- b Students discuss the question in pairs. Elicit a range of ideas from the class.

ANSWERS

They are both traditional, and part of an area's cultural heritage. They both give a sense of identity to a community.

- 4 Students work individually to complete the sentences. Put students into pairs to compare their sentences and make changes if they want before you play the audio again for them to check and complete their answers.

ANSWERS

- 1 someone who constructs human towers
- 2 Accidents; there are always ambulances close by just in case
- 3 men; they need to be strong to support the rest of the tower
- 4 the strain on the bottom layer isn't too much
- 5 young children; they are the lightest and most agile
- 6 a traditional Australian aboriginal instrument
- 7 are not made by Aboriginals
- 8 an Aboriginal; a spirit inside it
- 9 blowing into it
- 10 to use all the air in their lungs to play one note

- 5 Students discuss the questions in pairs. Ask pairs to report back on what they learnt from their partner.

GRAMMAR

- 1 a Students read the sentences and discuss the difference between them in pairs. Check the answer with the class.

ANSWERS

In sentence 1 we took the photo, in sentence 2 someone else took it for us.

- b Read the sentences with the class and elicit the answer.

ANSWER

sentence 1

- 2 Students read the Grammar panel and complete it with the words in the box. Check answers and check that students understand the form and use of *have something done*.

ANSWERS

1 past participle 2 ask 3 get

HAVE SOMETHING DONE

Students do not usually have problems with understanding this expression, but they may struggle to use it spontaneously in their speech, often preferring to use an active form, e.g. *I need to cut my hair* instead of *I need to have my hair cut*. It is worth pointing out to students that the object must come before the past participle: *I had my hair cut* NOT *I had cut my hair*.

- 3 a Students rewrite the sentences individually or in pairs. Monitor and help, especially with weaker classes. Check answers with the class.

ANSWERS

2 I've never had my eyes checked.
3 We've been having our house painted this week.
4 I'm taking my car to the garage to have it serviced tomorrow.

- b Ask students to change the sentences in 3a so that they are true for them. Elicit answers from the class.

- 4 Focus on the first prompt and ask: *Do you cut your hair yourself, or do you have it cut by someone else?* Elicit a few answers from individual students. Students then ask and answer the questions in pairs. Monitor and help as necessary. Ask students to report back on similarities and differences between them and their partner.

Mixed ability

With weaker classes, brainstorm all the questions for part 1 of 4 and write them on the board before students ask and answer the questions in pairs.

Extra activity

Say: *If I won ten million euros, I would have my clothes washed and ironed every week, and I would have my house cleaned.*

Ask: *What things would you have done for you if you won ten million euros?* Put students into pairs to think of as many ideas as they can. Ask pairs to report back, and see which ideas are the most popular and the most imaginative.

VOCABULARY

- 1 a Read the sentences with the class and elicit the root word in each case. Point out that the words are all nouns, and they are all made up of a root word plus a suffix.

ANSWERS

1 child 2 fatal 3 weak 4 tense 5 excite

- b Read through the chart with the class, pointing out the different suffixes. Students add the words from 1a.

ANSWERS

1 tension 2 childhood 3 fatality 4 excitement 5 weakness

- 2 Students work individually to make nouns from the words in the box and then add them to the chart. Do the first one with the whole class as an example. Check answers and point out the spelling changes in *curiosity* and *loneliness*.

ANSWERS

1 confusion 2 motherhood 3 curiosity
4 entertainment 5 loneliness

Extra activity

Put students into pairs and give them two minutes to add as many nouns as they can to the chart in 1b. When time is up, elicit answers and write them on the board, pointing out any spelling changes in individual words.

- 3 Focus on the example and point out that students are creating an exercise for a partner to complete. Students write their sentences individually. Monitor and help as necessary. Students then swap sentences with a partner and complete them. Students can check their answers with their partner.

PRONUNCIATION

- 1 a Focus on the stress patterns and clap them if necessary, demonstrating each one. Focus on the example word and answer, and show how the pattern matches the word. Elicit the answer to number 2 from the whole class. Students then work individually or in pairs to match the remaining words to the stress patterns.

b Play the audio, pausing after each word to check the answer and demonstrate the stress pattern in the word. Play the audio again for students to listen and repeat.

ANSWERS

2 ooOoo 3 oOo 4 oOo 5 Ooo 6 Ooo

- 2 Put students into pairs to match the words to the stress patterns. Play the audio for students to listen and check, then play it again for them to listen and repeat. Point out that there are no rules governing where the main stress

falls in words in English, so students must learn the stress patterns for individual words.

ANSWERS

flexibility ooOoo government Ooo happiness Ooo
parenthood Ooo revision oOo

SPEAKING

- Put students into groups. Get them to choose their hobbies first, making sure that within the groups each student chooses a different hobby. Students prepare their ideas, then present their ideas to their group.
 - Revise expressions for agreeing and disagreeing, e.g. *Yes, I agree with...; I'm not sure about that; I'm not sure I agree with you there*, etc. Also revise expressions for making suggestions, e.g. *I think we should...; Why don't we...; Let's...*, etc. Students discuss the hobbies in their groups and decide which one to do. Ask groups to report back to the class, and see which hobbies are most popular overall.

6.3 GAME ON! PAGE 64

Lead-in

Ask: *Do you play computer games? Which games do you play? How much time do you spend playing each week?* Elicit a range of answers from individual students.

SPEAKING

- Focus on the images and ask students if they recognise the games. Put students into groups to ask and answer the questions. Ask each group to report back on their discussions, and to say if they were surprised by anything their group members said.

VOCABULARY

- Divide the class into A and B students. Students complete their text, then describe the game they have read about to their partner. Elicit some descriptions from the class and ask questions to check that students understand all the vocabulary in the texts, e.g. *What other first person games do you know? Is Wii Sports a shoot 'em up game? What can you see on a split screen?*

ANSWERS

Text A 1 first person 2 graphics 3 shoot 'em up
4 go up a level 5 platform 6 stages
Text B 1 console 2 controller 3 split screen
4 motion sensor 5 'read' 6 gameplay

Extra activity

Ask students to work in pairs and write definitions for three of the new words or expressions from 1. Monitor and help as necessary. Put pairs together into groups of four for

students to read their definitions to each other and guess the words and expressions.

- Allow students time to prepare their descriptions individually. Monitor and help as necessary. Put students into pairs to describe their games to each other.

Extra activity

You could find more images of computer games online. A search for 'computer game stills' will provide plenty of images of different kinds of games. Students could discuss the images in pairs or small groups, saying whether they recognise the game, what kind of game they think it is, what they think you have to do in the game, who they think it would appeal to, and whether they would like to play it.

READING

- Put students into small groups to read the introduction to the article and predict three things that will be discussed in the article. Ask groups to report back, but don't confirm or reject their ideas at this stage.
 - Students read the article to check their ideas. Ask individual students which of their ideas were mentioned.
- Read through the topic sentences with the class and explain *stereotype* and *obesity* if necessary. Students match the sentences to the paragraphs. Students compare answers in pairs before you check with the class.

ANSWERS

1 d 2 a 3 c 4 b

- Students read the text again and decide if the sentences are true or false. Remind them to correct the false sentences.

ANSWERS

- F Computer games can help young people to develop social skills.
- F You can play most computer games with another player.
- F Female characters in games are often powerful and independent.
- T
- T
- F Computer games often have a strong narrative, so they teach us about storytelling and character.
- F Many children are overweight because their parents don't let them go out and play.

- Students find the words in the article.

ANSWERS

1 solitary 2 portrayed 3 tough 4 accomplish
5 up 6 obesity

- Allow students time to prepare their ideas individually, then put them into groups to answer the questions. Ask groups to report back on their discussions.

SPEAKING

- 1 Read the task with the class and explain that *argument* in this context means an idea that either supports or opposes a topic. Elicit a few arguments from the whole class, then put students into groups to prepare their ideas. Monitor and help as necessary.
- 2 Ask each group in turn to present their arguments to the class. Encourage other class members to agree or disagree with the arguments, and discuss as a class which are the strongest and weakest arguments. You could end with a class vote on whether computer games are good or bad for children.

6.4 FUNCTIONAL LANGUAGE PAGE 66

TUNE IN

- 1 **a** Lead in by asking: *Where can you hear music?* Elicit a few ideas, and try to elicit places such as shopping centres and public buildings. Students then look at the images and discuss the question in pairs.
b Students match the images to the definitions. Check answers and model pronunciation of *muzak*.

ANSWERS

a busker **b** muzak

- 2 **a** Check or pre-teach *background music* and *subway*. Play the audio for students to listen and answer the question.

ANSWERS

They are generally positive about buskers, but generally negative about background music.



6.5

G = George C = Camilla

G: Oh...

C: Hey, what's wrong, George? I was enjoying that.

G: I'm fed up. I spend all day practising, but I don't think I'll ever make money from playing the guitar. People don't want to pay for music anymore. They just download everything for free.

C: But surely real music is about doing what you love, not making money from it! In most cases, people just play music for themselves, it's so difficult to make a career out of it.

G: I know, it's often the case that musicians have two jobs – like me! And more often than not, they make more money from their other job.

C: But you play the guitar beautifully. I can't believe you find it tough to get work.

G: Well, I do. What often happens is I end up busking – on the street or the subway!

C: Really? I didn't know that!

G: Yeah... obviously I don't make much money from it but, you know, it has its benefits. I can reach a big audience for free whenever I want. And you get a good feel for whether people like your music. Plus, you never know when a producer might walk past!

- C: Sounds like that's a great way to get your music heard. I know some people hate buskers, but I think they add so much colour and culture to the city. And they're better than that awful muzak you hear everywhere – in stores, restaurants, offices, the elevator! It's everywhere!
- G: I know! I mean how can you possibly concentrate at work with that constant background noise?
- C: Well, I've read that, generally speaking, people get more work done and feel happier if music's played in the workplace. It makes the job feel less boring.
- G: Really? I think it would drive me mad.
- C: Yeah, and in places like banks and stores it supposedly makes people feel calmer. Apparently, if slow music is played in a grocery store, people tend to move around it more slowly. As a rule, the more time they spend in a shop, the more they buy. Or in a restaurant, they spend more time there and eat and drink more!
- G: Ah, so it's more of a science than an art?
- C: Exactly! Anyway, George, don't give up, you're really talented and you never know when you might get a break.

- b** Allow students time to read the questions, then play the audio again for them to listen and answer. Students compare answers in pairs before you check with the class.

ANSWERS

- 1 Because they can download everything for free.
- 2 He can reach a big audience, he can get a feel for whether people like his music and a producer might walk past one day.
- 3 They add colour and culture to the city.
- 4 People get more work done and feel happier, and it makes their job feel less boring.
- 5 People move around more slowly.
- 6 If people spend more time in a shop or restaurant, they spend more money.

FOCUS ON LANGUAGE

- 3 **a&b** Focus on the title of the lesson and explain *generalising* (saying that something is generally true). Students complete the sentences. Play the audio for students to check their answers.

ANSWERS

- 1 most cases 2 the case 3 More often 4 happens is
- 5 speaking 6 a rule

- 4 Elicit one or two possible sentences for number 1 from the class. Students rewrite the sentences individually. Put students into pairs to compare their statements and discuss which ones they agree with.

Read the information on 'Making generalisations'. Play the audio again, pausing after each phrase and eliciting which words are stressed. Get students to repeat the phrases, encouraging them to use the correct stress patterns.

OVER TO YOU

- 5 **a** Put students into groups to choose a statement and discuss it. Monitor and help, encouraging students to make general comments, using the phrases from 3a.
- b** Put students into pairs, making sure all students are paired with someone from a different group. They tell their partner about the discussion they had in their group.

Extra activity

Ask students to write a short essay on one of the statements in 5a. Encourage them to use phrases for generalising from 3a. Students can read each other's essays in the next class and discuss whether they agree.

6.5 WRITING TASK PAGE 67

TUNE IN

- 1 **a** Read the questions with the class and give your own answers. Put students into pairs to discuss the questions. Ask some pairs to report back.
- b** Focus on the image and elicit the answer from the class.

ANSWER

It is a wildlife documentary.

- 2 **a** Students read the review. Elicit that the writer is positive, and ask students if they would like to watch it.
- b** Students underline two positive and two negative comments. Check answers with the class.

ANSWERS

Positive:

This is a stunning collection of some of the finest nature documentaries ever produced.

The filming is spectacular – each scene is stunningly shot, edited and produced.

... you'll find it completely absorbing.

The commentary by David Attenborough is very informative, too.

... the menu is easy to use and there are plenty of extras.

Negative:

If there is a downside, it's the music.

... the DVD box isn't very solid and 'popping' the discs out from the centre is a little difficult!

PREPARE FOR TASK

- 3 Students read the review again and match the functions to the paragraphs.

ANSWERS

a 2 b 1 c 3 d 4 e 1 f 2 g 3

- 4 Students answer the questions in pairs. Discuss the answers with the whole class. Elicit that the writer uses contractions (*I don't*, *I'd recommend*) and exclamation marks for emphasis (*You won't be disappointed!*), which are

features of informal writing, as well as some features of formal writing, e.g. phrases such as *In my opinion* and *For this reason*.

ANSWERS

1 online 2 b

- 5 **a&b** Students match the sentence halves, then check their answers in the review. Point out that these are all useful phrases for using in a review.

ANSWERS

1 d 2 e 3 a 4 c 5 b

TASK

- 6 **a&b** Students choose the subject of their review and make notes for each function in 3. Monitor and help with ideas and vocabulary. Students write their reviews.

REPORT BACK

- 7 Students swap reviews and discuss their answers to the questions in pairs. Alternatively, pin the reviews around the class and allow students to move around and read them. They can then report back on their favourites.

Alternative task

If you think your students might struggle to write a review on their own, do 6a as a class, choosing two or three different films, TV series, etc. and brainstorming ideas for the functions in 3. Students can then use these ideas to write their reviews.