

17 Art is fun!

Unit profile

Vocabulary: Adjectives describing art

Reading: An article about modern art

Grammar: Modals of deduction: present

Vocabulary: Verbs often used in the passive

Writing: An essay


Warmer

- 1 Put students into small groups. Tell them to write the letters A–Z down one side of a piece of paper.
- 2 Tell students they have two minutes to think of an adjective for each letter of the alphabet, e.g. *amazing, bad, cold*, etc.
- 3 After two minutes, find out how many items students have, and get the pair with the most to read theirs out. Ask other groups if they have any items for any letters this group didn't have.
- 4 Find out which group has the longest adjective.

Your profile

Ask students to discuss the questions in their groups. Remind them to use some of the adjectives from the Warmer to describe the artworks they discuss. Share ideas as a class and elicit any adjectives they used.

VOCABULARY Adjectives describing art


- 1 Put students into pairs to describe the photos, using adjectives from the Warmer, where possible. Ask different pairs to feed back on different pieces of art. Take a class vote on the most interesting one.
- 2  2.18 Play the recording for students to match each description to a picture. Play the recording again, pausing after each speaker to check answers. Find out if students agree with any of the speakers and encourage them to explain why.

Answers

1 a 2 b 3 e

Audioscript

- 1 Well, this photo shows what happened when a really famous building in my home city was wrapped up in a massive white sheet by two artists. It was quite controversial at the time, and a lot of people didn't like the idea, or just found it completely bizarre. But I actually thought it was very impressive – it really made you stop and look. And I liked the fact that it turned a familiar building into something strange and mysterious.
- 2 This is in my hometown in the Netherlands. I think some older people prefer works of art to be more conventional, you know, like paintings and sculptures in an art gallery, so they didn't like it. But I love it because it's unique. I've never seen anything else like it. They look quite dramatic when you first see them – there are these massive eggs just lying in the street. But it makes everyone smile when they walk through the market square and see children climbing on them. They make me think about breakfast, too!
- 3 Well, this definitely isn't a classic or 'normal' work of art. It's quite abstract, too, because it doesn't really represent anything real. It's just this long line of them, all half-buried in the sand. I like it because it's very contemporary, you know, modern, because it uses the symbol of the modern age – the car. And although it's quite a simple idea in some ways, it's getting across a complex message about how we design and use things, and then just throw them away.

- 3  2.18 Check the meaning of the adjectives by asking concept-checking questions such as *Which word is a synonym of 'strange'?* (bizarre), *Which word means 'modern'?* (contemporary), *Which word describes something that causes a lot of disagreement?* (controversial), *Which word is the opposite of 'simple'?* (complex). You may need to check the pronunciation of *unique* /juˈni:k/ and *controversial* /ˌkɒn.trəˈvɜː.ʃəl/. Ask students to choose the correct adjective and to compare their answers with a partner. Play the audio for them to check.

Answers

- 1 controversial 2 bizarre 3 impressive 4 mysterious
5 conventional 6 unique 7 dramatic 8 massive
9 classic 10 abstract 11 contemporary 12 complex

- 4 Monitor and help as students describe the photos in pairs. Set the challenge of using as many adjectives as possible and find out which pair used the most. Ask this pair to share their description with the class, and get another pair to describe the remaining photo.

Extension activity

Ask students to write three or four sentences about their hometown using the adjectives. They can describe architecture and artwork, but allow them to describe other things as well, e.g. *Closing the cinema was a controversial decision*. Put students into small groups to compare their sentences and then ask one or two groups to share some ideas with the class.

READING

- 1 Put students into pairs to describe the photos and discuss which one looks more interesting. Elicit reasons from each pair and take a class vote on the most interesting one.
- 2 Set a short time limit for students to read the introduction and to choose the best title. Allow them to compare their answer with a partner before checking as a class. Elicit which part of the introduction gave students the answer (*These ideas are entertaining and fun, but are they really art?*).

Answer

Does art have to be serious?

- 3 Put students into pairs and ask them to discuss each sentence as they make their choice. Check answers. Then tell each pair to write one more sentence describing each picture. Elicit some descriptions and let the rest of the class guess which picture is being described.

Answers

The chocolate room: sentences 1 and 4
The rubber duck: sentences 2 and 3

- 4 Encourage students to read the sentences and underline key words before they read the article. You may need to explain *contrast* (an obvious difference between two things), *surroundings* (the place where something is) and *senses* (the natural abilities of sight, hearing, touch, smell and taste). Tell them to complete the exercise individually. Allow them to compare their answers with a partner before checking as a class. Ask students to discuss which of the two works of art they would like to see and why.

Fast finishers

Ask fast finishers to find four adjectives from Vocabulary Exercise 3 in the article. They can share these, and the noun(s) they describe, with the class after you have checked answers to exercise 4.

Answers

1 A 2 B 3 M 4 M 5 B 6 A

Talking points

Monitor and give positive feedback as students discuss the questions in pairs. Then tell the class that their town has been given a million dollars. They can choose whether to spend this on a piece of artwork for the town's main square or on something else for the town. What would they spend it on? Share some ideas as a class.

EP Word profile

Ask students to explain each use of the sentences with *scale* to their partner. Then set the exercise on page 127.

Answer

1 to scale 2 on a large scale 3 scale 4 On a scale of

Cooler

Put students into small groups and tell them to write the words from Vocabulary exercise 3 on separate pieces of paper. They should place the papers face down on the table and take it in turns to pick one up. Students should describe the word to the group without mentioning it and the others should guess the word. The person describing and the person guessing correctly each get a point.

GRAMMAR Modals of deduction: present

- 1 Books closed. Write *could be*, *might be*, *can't be* and *must be* on the board. Ask students which two modals have similar meanings (*could be* and *might be*) and which two have opposite meanings (*must be* and *can't be*). Books open. Tell students to compare their ideas with the rules. Complete the exercise as a class.

→ Grammar reference Student's Book page 154

Answers

a must b can't c might; could d well

- 2 Tell students to complete the exercise individually. Allow them to compare their answers with a partner before checking as a class. Ask students to write two or three sentences about something in their life using the modals. Elicit an example sentence for each modal.

Answers

1 can't 2 might 3 must 4 could 5 might 6 Could

- 3 This exercise is similar to many exam tasks, so this is good practice for students. Books closed. Write the example on the board and elicit the correct answer from the class. Books open. Ask students to complete the exercise individually. Monitor and help as necessary before checking answers, encouraging stronger students to explain why their chosen answer is correct.

Answers

- 1 It can't be easy to lift.
- 2 It must be very valuable.
- 3 That can't be very interesting.
- 4 That must be so satisfying.
- 5 She can't be serious.
- 6 They might be fake.

- 4 Ask students to look at the pictures individually before describing what they can see to a partner. Share some ideas as a class.

Mixed ability

You could ask weaker students to write sentences describing the pictures in exercise 4 to consolidate their knowledge and understanding.

Extension activity

Students will need two pieces of paper. On one piece of paper, they should draw a picture without showing it to anyone. The other piece of paper should be placed on top of the first picture. In groups, students take turns to gradually reveal their picture by removing the top piece of paper for the others to guess what the picture is.

Possible answers

- 1 It might be from an old painting showing a famous battle.
- 2 I think it might be showing people at an event in a park or other public place.
- 3 It's a giant spider that could well be a permanent statue.
- 4 It must be some sort of artistic structure.

Corpus challenge

Books closed. Elicit from students the modals of deduction and write them on the board. Books open. Ask students to correct the sentence. Point out that *can* needs to change to *could*.

Answer

It could be difficult for him to change his opinion.

VOCABULARY Verbs often used in the passive

- 1 Ask students to look at the example sentences. As a class, brainstorm any other verbs usually used in the passive, e.g. *be born*, *be built*, *be sent*. Remind students of the structure of the passive, i.e. a form of *be* followed by the past participle of the main verb.
- 2 Check the meaning of some of the words by asking some concept-checking questions, e.g. *Which word is connected with politics?* (elected), *Which word is a synonym of 'forbidden'?* (prohibited), *Which phrase means 'made up of'?* (composed of). Ask students to complete the exercise in pairs. Check answers.

Mixed ability

Pair stronger students with weaker students. Encourage them to describe the meaning of the words in italics before choosing the correct verbs.

Fast finishers

Ask fast finishers to write example sentences using two or three of the expressions. Elicit some examples while checking the main task.

Answers

- 1 is set
- 2 was elected
- 3 was established
- 4 is composed
- 5 was influenced
- 6 is prohibited
- 7 was devoted
- 8 is regarded

- 3 Put students into small groups and tell them to rank the questions in order of interest. Monitor as they discuss the questions, starting with the most interesting. In feedback, ask students to think of at least five prohibited things. Find out whether they think enough time is devoted to art, music, drama, etc. Elicit some of the different people students are influenced by and find out why.

Extension activity

Tell students to write a paragraph about the person who has influenced them the most. Display these around the classroom and then ask students to circulate and read them, guessing who wrote each one.

WRITING An essay

- 1 Put students into small groups, and monitor and join in as they discuss the questions. When feeding back, if students show strong opposing views, you could hold a brief class debate.
- 2 If you do the debate in exercise 1, then students should have a lot of ideas already. If not, allow more time for them to develop their ideas. Remind them that they will be writing a short essay and so they should focus on one or two main arguments.
- 3 Give students a few minutes to read the essay and compare it with their own ideas. Ask them to discuss the ideas in the essay with a partner and say whether they agree with the points made or not. Share some ideas as a class.

- 4 Ask students to match the functions to each paragraph. This should be quite a quick exercise, as the introduction and conclusion are fairly obvious. You could, therefore, do this briefly as a whole-class exercise.

Answers

- 1 c 2 d 3 a 4 b

- 5 Monitor as students answer the questions in pairs. Check answers and then expand the exercise by brainstorming other phrases for these functions (*however, in contrast, by comparison; additionally, moreover, furthermore; for instance*). Give students one minute to do this before eliciting answers for each function and writing them on the board.

Answers

- 1 On the other hand
- 2 In addition
- 3 For example; such as

- 6 Set a short time limit for students to answer the questions individually. Elicit one or two more examples (*in my opinion, I believe, from my perspective*) of each and add them to the board for reference.

Answers

- 1 some people would argue that
- 2 In my view

- 7 Give students a few minutes to plan their essay. Monitor and provide help where necessary. Ask them to exchange essay plans and to provide each other with extra ideas and feedback on organisation. Remind them to use the words and phrases on the board.
- 8 Set a strict time limit for students to write the essay. Tell them to exchange essays with a new partner and provide feedback on its content, organisation and grammar.

Cooler

Ask students to work in small groups to design their ideal city. Tell them they should think about: location, facilities, size, type of housing, type of work, and transport. Ask students to produce a poster showing the main features of their city. The class should then vote on the best city.

Project

Tell students to visit the website of a famous art gallery in their own country or abroad (e.g. The Louvre, Paris, The Museum of Modern Art, New York, or the Museo del Prado, Madrid) and choose a piece of artwork they admire. Ask them to write a few sentences to describe it and how it made them feel, and tell them to print out a picture of it. In the following class, put students into small groups to share their descriptions. Ask each group to choose one piece of artwork to share with the class.

Teacher's resources

Student's Book

Grammar reference and practice page 154

Vocabulary list page 136

Video

Art

Workbook

Unit 17, page 68

Go online for

- Pronunciation
- Video extra worksheet
- Corpus tasks