

# 3 ART EVERYWHERE

## Students will practice...

- adjectives
- as ... as, comparatives & superlatives
- adjectives & adverbs

## and they will learn how to...

- talk about graffiti
- talk about monuments
- talk about people watching

## KEY VOCABULARY PAGES 24–25

### Lead-in

With books closed, ask: *What's your favorite piece of art?* Elicit some ideas, then divide the class into pairs and give them two minutes to brainstorm as many words as possible having to do with art. After two minutes, stop the activity and bring the words together on the board. Ask: *Are you interested in art?* Elicit a range of answers.

### Background information

Image a shows the *Mona Lisa*, the famous Leonardo da Vinci painting in the Louvre in Paris. Image b shows a work by the Belgian graffiti artist Road. Image c shows an open air exhibition in the Hague. Image d is in an open air sculpture park in Andalucía. Image e shows Rodin's famous statue *The Thinker*. Image f is a chalk drawing by the street artist Edgar Mueller.

- 1** Students look at the images and answer the questions in small groups. Ask some students to report back to the class.

#### ANSWERS

The images all show different types of art. The link with the unit title is that you can see the different types of art in lots of different places.

- 2 a** Refer students to A in the Key Vocabulary panel. Students match the words to the images in pairs. Check answers and model pronunciation of the words. Students then continue working with their partners to discuss the questions. Ask the pairs to report back to the class.

#### ANSWERS

a painting, work of art b graffiti, mural, street art c exhibition d installation e statue, sculpture f street art, drawing

**b** Play the audio. Students listen and answer the questions. Refer students to Transcript 3.1 on page 162 of the Student's Book if necessary.

#### ANSWERS

- 1 1 b 2 d 3 a 4 e 5 f  
2 They don't discuss c.  
3 1 One speaker likes it, but the other thinks it's disturbing.  
2 They like it.  
3 They were disappointed because it's so small.  
4 They don't say whether they like it or not.  
5 They like it because it's so lifelike.



3.1

- 1** A: I love this mural. It's amazing how he takes these derelict old buildings and turns them into works of art. I was amazed when I first saw it, really amazed!  
B: Yes, I know what you mean. But the images are pretty disturbing sometimes. I mean, all those rats!  
A: Yeah, I guess his murals of rabbits are less shocking.
- 2** A: Hey, this is a great photo. What is it?  
B: It's an installation in an open-air sculpture park not far from where we live. It was a very hot day, and we were really surprised, and so pleased when we came across this last installation. We had no idea it was there. There was a tunnel into the hillside, and then we came out into this, like, underground room. And there was this pool, and in the middle, a strange tower. It was so cool and fresh. Just what we needed!
- 3** A: So, did you get to see the *Mona Lisa*?  
B: Yes, eventually, but we had to stand in line for hours, and then when we finally did get to see the painting, it was so disappointing. It's so small! And the room was so full of people, you couldn't see a thing! It was so annoying—all these people taking photos with their phones!
- 4** A: Is that Rodin? *The Thinker*? Where is it?  
B: There was an exhibition downtown with six or seven Rodin sculptures. And this one, of course. The kids look really bored, don't they? But actually they're just imitating the statue's pose.
- 5** Have you ever seen any of these 3D street drawings? People draw them on the sidewalk or pavement with chalk, but they're in 3D, and some of them look like there's a hole or something. Look, I have a photo of one on my phone. I tell you, this one is so lifelike that the first time you see it, it's terrifying.

- 3 a** Read the information in part B of the Key Vocabulary panel with the class. Students then match the adjectives to the emotions. Check answers, and model pronunciation of *disturbed/disturbing* and *terrified/terrifying*.

## ANSWERS

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

**b** Students complete the extracts with the adjectives.

## ANSWERS

1 amazing 2 disturbing 3 surprised 4 annoying  
5 bored 6 terrifying

**4 a** Play the audio again for students to check their answers to 3b. Read the Notice box with the class. In pairs, students describe the works of art, using the adjectives.

**b** Students decide if they agree with the speakers' opinions.

## Extra activity

Divide the class into pairs and ask them to imagine that they are standing in front of one of the works of art. Ask them to prepare a short conversation in which they discuss the work and give their opinions about it. Students can then perform their conversations for the class, and the class can guess which work they are talking about.

## 3.1 PORTRAITS PAGE 26

## SPEAKING &amp; READING

## Background notes

Zhang Huan was born in 1965 in the Henan province of China. He is now based in Shanghai and New York. His work always involves his body in some way, and his work has caused some controversy. One work shows him sitting naked in a prison-like space, with his body wet and covered with flies. Liu Bolin was born in 1973 in Shandong, China. He now lives and works in Beijing, but his art has been shown in many other places, including Paris, Milan and New York. In 2011, he produced a new series of works called *Hiding in New York*.

**1** Refer students to the photos and elicit that they show people having their portraits drawn on the street. Read the dictionary definition with the class and explain *caricature* if necessary. Students discuss the questions in pairs. Ask pairs to report back to the class.

**2 a** Students read the first paragraph and answer the questions. Elicit a range of answers from the class.

**b** Students read the rest of the article and match the artists to the portraits. Allow students to answer the question in pairs before discussing their answers as a class.

## ANSWERS

c Liu Bolin d Zhang Huan

**3 a** Students read the article again and match the facts to the artists.

## ANSWERS

2 L 3 B 4 L 5 B 6 B

**b** Students discuss the questions in pairs. Ask pairs to report back and continue with a class discussion if students are interested.

## Extra activity

For homework, students could bring a photo of a work of art that they like to the next lesson. They could talk about it in small groups.

## GRAMMAR &amp; VOCABULARY

**1 a** Read the adjectives with the class and check that students understand *unique*. Students find the adjectives and answer the questions in pairs.

## ANSWERS

1 interesting: a work of art, fascinating: result, good: a title, fantastic: a collection of images, special: the way the artist works, unique: a protest  
2 extremely interesting/totally fascinating, very good/absolutely fantastic, very special/completely unique  
3 extremely (interesting), totally (fascinating), very (good), absolutely (fantastic), very (special), completely (unique)

**b** Read the information in the Grammar panel with the class. Students then fill in the blanks. Check answers.

## ANSWERS

1, 2 (possible answers) interesting, special  
3, 4 (possible answers) fantastic, unique  
5 extremely 6 totally 7 totally 8 extremely

## GRADABLE &amp; ABSOLUTE ADJECTIVES

Students usually have no problems with the meaning of absolute adjectives, but they may forget that we can't use *very* to modify them: *It was absolutely fantastic*. NOT *It was very fantastic*. Tell students that when they learn a new adjective, they should try to see from the context whether it is a gradable or absolute adjective. Some learners' dictionaries also give this information.

**2 a** Students use dictionaries to find the pairs of words. Check answers, and check that students understand the meanings of all the adjectives. Model pronunciation of *delicious*, *stunning* and *tiny*. Ask students which adjectives they would not use to describe a work of art.

## ANSWERS

bad/terrible, beautiful/stunning, big/huge, difficult/impossible, small/tiny, tasty/delicious, tired/exhausted  
Adjectives you probably wouldn't use to describe a work of art: difficult/impossible, tasty/delicious, tired/exhausted

**b** Students categorize the adjectives by themselves or in pairs.

## ANSWERS

**a** bad, big, difficult, tasty, tired, small  
**b** delicious, exhausted, huge, impossible, terrible, tiny

**3 a** Refer students to pages 24 and 25. In pairs, students write their sentences. Monitor and help while students are working, making sure they are using the adjectives and modifiers correctly. Tell both students to write their sentences down.

**b** Students change partners to read their sentences and guess the works of art.

## PRONUNCIATION

**1 a&b** Play the audio for students to listen. Play it again for them to listen and repeat.

**2 a&b** Students complete the sentences with absolute adjectives. Play the audio for them to compare their answers.

### ANSWERS

1 fascinating 2 exhausted 3 fantastic

**3 a** Play the audio again for students to listen and mark the stress. Check answers and drill the sentences chorally if necessary. Students then practice reading the exchanges in pairs.

### ANSWERS

1 It's absolutely fascinating! 2 I'm completely exhausted!  
3 It's really fantastic!

**b** In pairs, students write two more exchanges using the adjectives. Ask students to read their exchanges out loud, and encourage them to use the correct stress and intonation.

## SPEAKING

### Background notes

To some people, graffiti is an art form, while to others it is vandalism. Britain's best-known but most elusive graffiti artist is "Banksy." His real identity is unknown, but his work has appeared on buildings and walls all over the world. Students can see at some of his work on page 29.

**1 a** Refer students to the examples of graffiti on page 158. Students discuss the questions in pairs.

### Mixed ability

With weaker classes, before students do 1a, review some useful expressions for giving opinions: *I think that...*, *I would say that...*, *I would guess that...* Write on the board *This was painted/drawn by...* and elicit that it is the passive form. Remind students that they should use the passive form for this exercise because they don't know who painted or drew the graffiti.

**b** Have pairs form groups of four. Students give their opinions about the pieces of graffiti and guess which ones are being described.

**2** Students discuss the questions in pairs. Whenever possible, put students from different countries together.

Ask pairs to report back to the class, and discuss with the rest of the class any variations between different countries that emerge.

## EXTRA ACTIVITY

If students are interested in learning more about graffiti, they can go to [en.wikipedia.org](http://en.wikipedia.org), where there is a detailed entry on graffiti, with links to other interesting sites. Students could research their own favorite piece of graffiti and bring a picture of it to the next class. Divide the class into small groups to present their graffiti to each other and explain why they like it.

## 3.2 WHAT'S MISSING? PAGE 28

### Lead-in

Ask: *Are there statues of famous people in towns and cities in your country? Who do they show? Are they interesting works of art? Elicit a range of answers.*

## LISTENING

**1 a** Ask the questions of the entire class, and elicit a range of answers. Then play the audio for students to listen and find out. Ask: *Have you ever been to Trafalgar Square in London? What did you see there?*

### ANSWER

It is in Trafalgar Square in London.



3.5

This is a photo of Trafalgar Square in central London. It's one of London's best-known squares. It attracts millions of visitors every year and has often been at the center of public demonstrations. In each corner of the square there is a plinth, an enormous stone platform. Three of these plinths hold a permanent statue, but the fourth plinth, the one you can see in the image, stood empty for over 150 years. It was originally designed to hold a statue of a horse, but due to lack of money the statue was never built. In 1998, the local authorities started to experiment with different statues. These experiments were very popular and attracted even more visitors to the square and a lot of discussion about what exactly should stand on the plinth. In 2010, the mayor of London announced a competition that would take place every two years where the public would decide. In the first competition, a number of sculptures were suggested, and the public voted to choose their two favorite statues, one for 2012, the year of the London Olympics, and the other for the year 2013.

**b** Allow students time to read the questions. Ask students to speculate on the answers to some of the questions, and then play the audio again for them to listen and answer the questions. Allow students time to compare their answers in pairs before you do a class check.

## ANSWERS

- 1 A plinth is a stone platform that a statue goes on.
- 2 It was designed to hold the statue of a horse, but the statue was never built due to a lack of money.
- 3 The competition is for a sculpture to go on the plinth.
- 4 the public
- 5 Each sculpture stays there for a year.

- 2 **a** Students read the descriptions and match them to the entries a–f.

## ANSWERS

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

**b** Students discuss in pairs what the entries represent. Ask pairs to report back, but don't confirm or reject their ideas at this stage.

- 3 **a** Allow students time to read the questions, then play the audio for them to listen and answer the questions.

## ANSWERS

- 1 Luke: c; Miguel: e; Estefanía: d; Camelia: f
- 2 a
- 3 d



3.6

**C = Camelia L = Luke M = Miguel E = Estefanía**

C: So, what do you think of these six sculptures, Luke?

L: Well, I think I know which one will win, but it's not my favorite.

C: Well, tell us your favorite.

L: I... don't laugh... I like the cake. It's by far the funniest.

M: Really? No, no, I mean, the *bird's* definitely the funniest and by far the most colorful... Well, I think it's as funny as the cake, don't you? And... it will look great in the square. It will be such a shock to the people of London. It's just a crazy, crazy idea...

E: Oh, come on. You can't be serious, Miguel!

M: OK, so who would you vote for, Estefanía?

E: Me? I would vote for the brass boy on his toy horse. It's a very personal image; everybody can relate to that. It's much more elegant than the bird anyway!

L: You're right, but I think a sense of humor is important. Anyway, that cake has a history, you know. It's a little more interesting than you think. It's called *Battenberg*, and it was very popular at the time the plinth was built. I really think it's the most intelligent one.

E: You men... you like the funny ones. What do you think, Camelia?

C: My favorite is the general on the horse. It's so simple. I don't know, I think it's a little more appropriate, that's all. For me, the boy on his horse is not as good; I don't know why.

M: No way, that's the worst!

C: Not at all. Did you know the original statue is actually around the corner from Trafalgar Square? It has beautiful decoration. I think it's a lot more artistic than the others, those beautiful jewels, look at that...

L: She's trying to convince us...

C: Anyway, you never told us which one you think is going to win.

L: Well, you know, I like cake, and I think the mountain landscape is one of the best, too but... I think the horse will win...

E: Which horse? There are two...

L: The boy on the brass horse. It's not as strange as the others. It's classic. If it's going to be in Trafalgar Square, they're going to choose something classic that fits in with the architecture, don't you think?

E: I'm not sure, but that's my choice as well...

**b** Read the questions with the class and explain *easy to relate to* (easy to understand) if necessary. Play the audio again for students to listen and answer the questions. Allow students time to compare their answers in pairs before you do a class check.

## ANSWERS

1 d 2 e 3 c 4 f

- 4 **a** Allow students time to read the phrases. Play the audio again for them to listen and match the phrases to the works of art.

## ANSWERS

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

**b** Students discuss the questions in groups. Ask each group to report back to the class, and see if the class can agree on which would look best on the plinth. Tell the class that the rocking horse won for 2012 and the rooster for 2013.

## GRAMMAR

- 1 Students work look at the descriptions and answer the questions.

## ANSWERS

1 sentences 2, 4, 6 2 sentence 5 3 sentences 1, 3

- 2 **a** Students underline the adjectives by themselves or in pairs and match them to the forms.

## ANSWERS

- a more elegant, more appropriate
- b the funniest, the most colorful, the most intelligent
- c as funny as, not as strange as

## Mixed ability

With weaker classes, you could review basic comparatives and superlatives before students move on to the new grammar.

**b** Read the information in the Grammar panel with the class. Students fill in blanks 1–2.

## ANSWERS

1 as funny as 2 not as strange as

## AS ... AS

Students usually have no difficulties with the meaning of *as ... as*, but they often make mistakes with the form and will need to be reminded that we use *as + adjective + as*: *I'm as old as my brother.* NOT: *I'm old as my brother.* *I'm as old than my brother.*

- 3 a** Students look at the descriptions again alone or in pairs and match the words to the forms.

### ANSWERS

a much, a little b by far c none of the words

**b** Read the information in part B of the Grammar panel with the class. Students fill in blanks 3–5.

### ANSWERS

- 3 It's much more elegant than the bird anyway!  
4 I think... it's a little more appropriate that's all.  
5 It's... by far the most colorful.

## COMPARATIVES & SUPERLATIVES

Students may still make mistakes with the basic forms of the comparative and superlative and will need to be reminded that we use *than* with comparatives and *the* with superlatives: *I'm taller than my sister.* NOT *I'm taller that my sister.* *It's the tallest building in the world.* NOT *It's tallest building in the world.*

- 4** Focus on the versions of the *Mona Lisa* and ask students which one they prefer and why. Elicit a few ideas. Read the Notice box with the class. Students then complete the sentences.

### ANSWERS

- 1 by far the best 2 much more original  
3 as original as 4 a little more fun than

- 5 a** Students write three sentences with their own opinions about the three works. Monitor and help as necessary, reminding students to think carefully about the form as well as the meaning.

**b** Students compare their answers in pairs. Ask pairs to report back to the class on whether they agreed or not.

## SPEAKING

- 1** Students form small groups and talk about sculptures in their own towns. With multinational classes, try to put students from different countries together. Ask groups to report back to the class on their discussions.

## Alternative task

If your students are all from the same city, you could suggest that they talk about sculptures they have seen in other countries, as well as ones in their own area.

- 2 a** For this exercise, students should think about the town or city where they are currently living. Students work with their groups to prepare their ideas.

**b** Have each group take turns presenting their ideas to the class. Some groups may like to draw their idea on the board. Ask the class to vote for the most original and most traditional ideas.

## EXTRA ACTIVITY

Students could write a letter to the town or city council putting forward their proposal and explaining what their new sculpture would add to the downtown area. You could prepare a model letter with the class on the board before students write their own. Remind students that they should use formal language and start and finish the letter correctly.

## 3.3 ART AND TECHNOLOGY PAGE 30

### Lead-in

Focus on the title of the unit and ask: *How can art and technology go together? Can technology help people produce art? How?* Elicit a range of ideas.

### READING

#### Background notes

Eric Molinsky lives and works in New York. If students are interested in learning more about him or seeing more of his iPhone sketches, they can visit his website at [www.ericmolinsky.com](http://www.ericmolinsky.com).

- 1** Refer students to the sketches and if necessary, teach *sketch* (a rough drawing). Students look at the sketches and answer the questions in pairs.
- 2 a** Students read the article quickly and answer the questions. Tell students not to worry if they don't understand every word in the article.

### ANSWERS

- 1 Eric Molinsky 2 on the New York subway  
3 They were drawn on an iPhone.

**b** Before students read the article again, check that students understand *pose* (for a picture), *burkas*, *skaters*, *sundresses* and *executives*. Students read the article again and match the questions to the blanks.

### ANSWERS

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

- 3 a** Students complete the summary by themselves.

### ANSWERS

- 1 people 2 subway 3 iPhone 4 pose  
5 blog 6 300 7 New York

**b** Students discuss the questions in pairs. Ask pairs to report back to the class and continue with a class discussion if students are interested. Ask: *Do you paint or draw?* If there are any artists in the class, encourage them to talk about their work.

## GRAMMAR

- 1 a** In pairs, students look for the extracts in the article and figure out what the bold words refer to. Check answers and remind students that we use pronouns to avoid repeating nouns. Encourage students to use pronouns in their own writing.

## ANSWERS

2 the drawings 3 using an iPhone 4 people  
5 the subway 6 people 7 looking for a good face  
8 people

- b** Read the information in part A of the Grammar panel with the class. Students look at the sentences again and find examples of adjectives and adverbs of manner.

## ANSWERS

**a** right, friendly, crowded, easy, great-looking  
**b** well, beautifully, fast, easily

- 2 a** Students answer the questions by themselves or in pairs

## ANSWERS

1 well, fast 2 right 3 friendly 4 well

- b** Read the information in part B of the Grammar panel with the class. Ask students to fill in blanks 1–5.

## ANSWERS

1 beautifully 2 friendly 3, 4 fast, right 5 well

## ADJECTIVES & ADVERBS

In various languages, adjectives and adverbs have the same form, so for some students it is difficult to understand the difference between adjectives and adverbs. They may forget that if we are describing the manner in which something happens, we use an adverb not an adjective: *She sings beautifully*. NOT *She sings beautiful*.

- 3** Students choose the correct options to complete the description. Allow students time to compare their answers in pairs before you do a class check.

## ANSWERS

1 great 2 quickly 3 easy 4 carefully 5 confident 6 well  
7 fast 8 enormous 9 professional 10 impressed

- 4 a** As a class, brainstorm a list of apps that students have on their phones. Students work individually to write an explanation of an app. Monitor and help as necessary.  
**b** Students tell their partner about their app. Ask some students to report back on their partner's app.

## SPEAKING &amp; VOCABULARY

- 1 a** Focus on the photo and ask: *Where are the people? What are they doing?* Elicit a few ideas. Read the exercise with the class and play the audio for students to listen and answer the questions.

## ANSWERS

She likes the variety of people on the street. She likes watching them walk down the street.



3.7

This is one of my favorite places in town. I love to sit here drinking coffee and watching the world go by. It's a large town and a huge variety of people walk down this street, young and old, tourists and locals, all kinds of cultures and backgrounds, all going about their business.

I love watching them and imagining where they're going, what they're like, what they're thinking. It's so much more interesting than just staring into space.

Sometimes I watch the people at the next table and tune in to their conversations. Is that bad? I know I shouldn't really listen in on other people's conversations, and if they're too personal, then I turn away, but usually they're simply passing the time of day or talking about work. It's surprising how many people come here to have business meetings over a cup of coffee!

- b** Allow students time to read the sentence halves. Play the audio again for students to listen and match the parts of the sentences. Refer students to Transcript 3.7 on page 162 of the Student's Book if necessary.

## ANSWERS

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

- 2 a&b** Students discuss in pairs what the phrases mean. They then check their answers on page 158.  
**3** Students discuss the questions in small groups. Ask each group to report back on their discussions.

## 3.4 FUNCTIONAL LANGUAGE PAGE 32

## TUNE IN

- 1 a** Lead in by asking students if they prefer modern or traditional buildings and why. Focus on the building in the photo. Ask students if they like the design. Elicit a range of answers and encourage students to agree and disagree with each other.

## Background notes

This building was built for an "experience music" project in Seattle in the USA. The architect was Frank Gehry.

**b** Refer students to page 161 to read the text and find out about the building. Ask students if this has changed their opinion of the building.

- 2 a** Explain that the four people will take turns speaking about the building. Play the audio for students to listen and answer the question. Remind students that they should just listen to hear the answer to the question, and shouldn't worry if they don't understand every word.

## ANSWERS

In favor: Frank and Sally; Against: Jane and Adrian



3.8

**F = Frank J = Jane A = Adrian S = Sally**

**F:** I don't understand what the problem with this building is... the crazy design, that's the idea. What I like is that it matches what's inside—so much modern music is crazy—and that fits with the building somehow. The most important thing is that people are *talking* about it. That doesn't happen with most buildings, which we don't even notice.

**J:** Maybe Frank has a point there, but what I hate about it is the location. There was a beautiful park there before and now we have to look at this... thing... argh... I mean it's absolutely grotesque...

**A:** Jane's right, the building's embarrassing. I mean, I'm embarrassed to look at it. The problem is that the architect is famous and nobody wants to criticize him. That's the problem. Yeah, OK, we all know it's a work of art, but it's a bad one... I don't want to have to see that every day of the week, that's why works of art should be *inside* museums. Buildings should be functional...

**S:** I don't agree with Adrian. I mean, why put a museum about creativity in a gray, square box? The best thing about it is that it's controversial, it provokes debate; you can't be indifferent to it, can you? I mean you either love it or hate it. And technologically, it's incredible. The building is a sculpture; the architect intended it to be like that, a work of art in its own right, you know? Our city should celebrate that, not criticize it.

- b** Allow students time to read the phrases before you play the audio again for them to listen and complete the chart.

## ANSWERS

1 Adrian 2 Jane 3 Frank 4 Sally 5 Frank and Sally  
6 Sally 7 Adrian

- 3** Students compare their answers in pairs. Check answers with the class. Then ask students to discuss the questions in pairs. Ask pairs to report back to the class.

### Focus on Language

- 4** Read the example sentences with the class, and point out how the important word or phrase is brought to the front of the sentence to give it more emphasis. Ask students if they can add emphasis in a similar way in their language.
- 5 a** Students work in pairs to match the halves of the phrases.
- b** Play the audio for students to check their answers.

## ANSWERS

1 d 2 a 3 b 4 e 5 c

Read the information on stress with the class. Play audio 3.9 for students to underline the stress in the sentences. Play it again for them to listen and repeat.

## ANSWERS

- 1 What I like is that it matches what's inside
- 2 The best thing about it is that it's controversial
- 3 The most important thing is that people are talking about it
- 4 The problem is that the architect is famous
- 5 What I hate about it is the location

- 6 a** Students rewrite the sentences in a more emphatic way either by themselves or with a partner.

## ANSWERS

- 1 What I don't like about pop music is that all the tracks sound the same.
- 2 The only problem with traveling is the jet lag.
- 3 The best thing about going shopping with somebody else is that you get a second opinion.

**b** Students change the sentences so that they are true for them. Ask students to compare their answers in pairs. Then ask some students to read their sentences to the class. Correct any errors.

### OVER TO YOU

- 7** In pairs, students write sentences giving their opinions. Monitor and help as necessary, and encourage students to use a range of emphatic phrases.

### Mixed ability

With weaker classes, elicit some emphatic sentence beginnings from the class and write them on the board, e.g.,  
*The best thing about... is...*  
*The worst thing about... is...*  
*What I like/love/hate about... is...*  
*The problem with... is...*

- 8 a** Students form groups of four to compare their sentences. Ask groups to report back on the topics where there was the most disagreement.
- b** Students try to convince the other students in their group. Set a time limit of three or four minutes for this. Then stop the activity and ask groups to report back to the class.

## 3.5 SPEAKING TASK PAGE 33

### TUNE IN

- 1** Read the title with the class and explain *survey* if necessary. Students discuss the questions in pairs.

- 2 a** Allow students time to read the questions. Play the audio for students to listen and answer the questions. Play the audio again if necessary for them to complete the questions.

## ANSWERS

1 three 2 one 3 They get a voucher for twenty free prints.



3.10

- 1** A: Excuse me, do you have a few minutes?  
B: Sorry, no, I'm on the way to work.
- 2** A: Excuse me, I wonder if you could answer a few questions...  
B: Sorry, I've already answered...  
A: OK, thank you.
- 3** A: Good morning, do you have a few minutes to answer a short survey? We're offering twenty free prints to everyone who answers our questionnaire.  
B: Yeah, sure.  
A: Thank you. Just a few quick questions to start with. How old are you? Between eighteen and twenty-five? Between twenty-six and thirty? Over thirty?  
B: Between twenty-six and thirty.  
A: OK, thanks. Do you have a digital camera?  
B: A digital camera? No. I use the camera on my phone.  
A: What kind of phone do you have?  
B: Here it is... See... It's a...
- 4** A: OK, thank you, just one last question... Do you ever print your photos on photographic paper?  
B: No, never. It's too expensive...  
A: Well, thanks for taking the time to complete the survey. Here's a voucher for twenty free prints. Bring in your phone or the memory card, and we'll print twenty of your favorite photos.  
B: Thank you.  
A: Have a nice day.

- b** Allow students time to read the survey. Play the audio again for students to listen and complete the survey with the answers.

## ANSWERS

1 26–30 2 male 3 a smartphone  
4 No, never. It's too expensive.

## PREPARE FOR TASK

- 3 a** Students write the questions in pairs. Check answers with the class.

## ANSWERS

5 When do you usually take photos?  
6 What kind of photos do you usually take?  
7 What do you usually do with the photos?  
8 Do you ever alter the photos in any way?

## Mixed ability

With weaker classes, you could use this activity to review basic question formation by focusing on errors that students make and correct them.

- b** Students match the options to the correct question.

## ANSWER

Question 6

- 4** Students to write options for the other questions, individually or in pairs.

## POSSIBLE ANSWERS

**5** a all the time b only on vacation  
c at family events d never

**7** a print them b store them on my computer  
c store them on my phone d delete them

**8** a yes, often b sometimes c only if there is a problem with the photo d no, never

- 5** Allow students time to read the beginning of the questions. Play the audio again, pausing after each question to allow students time to write it down.

## ANSWERS

1 you have a few minutes?  
2 if you could answer a few questions.  
3 you have a few minutes to answer a short survey?  
4 one last question.

## TASK

- 6** Explain to students that they are going to conduct a survey in pairs, using the questions and options they have prepared. Make sure all students have a copy of their questions. Ask the class to stand up, then tell pairs to split up and interview three or four classmates each, making sure they do not interview someone their partner has already interviewed. Tell students they should write down people's answers to their survey questions.
- 7 a** Students work with their partners again to read the report from the survey and discuss whether the results are similar to theirs.

**b** Focus on the phrases in bold in the report. You could suggest other useful words and phrases, e.g., *a few people*, *everybody*, *a minority*, *nobody*. Students work in their pairs to prepare their reports. Monitor and help as necessary.

## REPORT BACK

- 8** Have pairs take turns presenting their results to the class.
- 9** As a class, discuss all the results and decide what the most important results are overall. Students then write up their reports by themselves. Monitor and help as necessary.