

6 creators

Global Scale of English **LEARNING OBJECTIVES**

6A The two Pablos

- **READING** | Read an article about two famous people in the arts: the arts; people, places, things
- Pronunciation: *used to*
- Talk about past hobbies: *used to*

GSE INFORMATION

VOCABULARY

43–58 Can use language related to arts.

READING

49 Can identify the main topic and related ideas in a structured text.

GRAMMAR

45 Can use 'used to' to refer to past habits and routines.

SPEAKING

47 Can describe events, real or imagined.

6B Be creative

- **LISTENING** | Understand people talking about creativity in their lives: creativity; word building
- Pronunciation: word stress in word families
- Talk about ways to be more creative: comparatives and superlatives
- Write a review

GSE INFORMATION

VOCABULARY

43–58 Can use language related to aptitude, ability, knowledge, and skills.

LISTENING

45 Can follow familiar topics if the speaker is clear and avoids idiomatic usage.

GRAMMAR

44 Can make comparisons with regular shorter adverbs + '-er'.

47 Can make comparisons with 'more' + longer adverbs.

44 Can make comparisons using '(not) as ... as' with adjectives and adverbs.

SPEAKING

50 Can give simple reasons to justify a viewpoint on a familiar topic.

WRITING

46 Can write a short review of a restaurant, movie, etc. using simple language.

6C Why do you think that?

- **HOW TO ...** | ask for and give opinions and reasons: extreme adjectives
- Pronunciation: intonation for expressing opinions

GSE INFORMATION

VOCABULARY

43–58 Can use language related to emphasizing.

HOW TO ...

47 Can ask a group member to give the reason(s) for their views.

SPEAKING

50 Can give simple reasons to justify a viewpoint on a familiar topic.

6D An artist at work

- **BBC PROGRAMME** | Understand a documentary about an artist
- Talk about a creative genius: present perfect + *for*, *since* and *yet*
- Write a nomination for an award

GSE INFORMATION

GRAMMAR

44 Can correctly use 'since' and 'for' in time expressions.

44 Can use the present perfect with 'yet' and 'still'.

SPEAKING


45 Can give brief reasons and explanations, using simple language.

WRITING

48 Can write an email making a recommendation, given a model.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 6A. It shouldn't be exploited or taught at length, just played once or twice in class.

 Focus Ss on the main photo and ask Ss what they think it represents (creativity). Explain that the unit is about creators and creativity. Play the video so that Ss can complete the first part of the task. Put Ss into small groups to compare their notes and then check answers with the whole class. Ask Ss to work in their groups and discuss the question in the second part of the task.

POSSIBLE ANSWERS:

- 1 dancing, singing, creative writing, baking cakes and bread, playing the guitar, crafts (knitting), drawing, gardening, painting
- 2 Students' own answers

EXTRA IDEA Ss can watch the video again at home and identify all the creative activities mentioned (see Possible answers box above). Alternatively, give them a list of these items in random order and Ss order them according to when they hear them.

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

Presentation Tool Unit 6

Online Digital Resources

Videoscript Unit 6 Opener: BBC Vlogs

6A The two Pablos

GRAMMAR | *used to*

VOCABULARY | the arts; the arts: people, places, things

PRONUNCIATION | *used to*

LESSON OVERVIEW

In this lesson, Ss talk about a hobby they used to have. They start by reading the introduction to an article about Pablo Picasso and Pablo Casals. From this text, Ss work out the meaning of vocabulary related to the arts. They work in pairs and each read an article about one of the Pablos. They share information and find out what the two men had in common. From these articles, Ss focus on *used to*. They listen to the linking in the pronunciation of *used to*, and practise using this structure. Finally, Ss talk about a hobby they used to have.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 3A:** Provide very clear instructions to make sure that Ss read the correct article as you will not be able to monitor and check this. Check these instructions by asking all those who are going to read text A to put their hands up and check the right Ss do. Do the same with text B.
- **Ex 3D:** Ss could use the whiteboard in their breakout room to record their list of similarities. One student can share their screen and select the whiteboard in this case. That student then saves it and can share it again in the main room during feedback.
- **Ex 6B:** Tell Ss to ask you any questions they have about the task or vocabulary via the private chat box. You could also open a breakout room that Ss can choose to enter to ask you directly without all their classmates hearing. However, this means you will not be able to monitor the other Ss in the main room.

Additional Materials

For Teachers:

Presentation Tool Lesson 6A

Photocopiable Activities 6A

Grammar Bank 6A

Vocabulary Bank 6A

For Students:

Online Practice 6A

Workbook 6A

TO START

Divide the class in half. Ask one half to write down as many artists they know as possible, and the other half to write down as many classical composers, conductors or musicians as they can. Give them two minutes for this. They could work in pairs within their group. Elicit ideas from both groups and find out who had the longest list.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

the arts

1 A Focus Ss on the photos. You could put Ss into pairs for this task, or elicit ideas from the whole class. Encourage Ss to speculate if they do not know the answers. Point out that the musical instrument in the photo is a *cello*. Don't tell Ss who the two men are yet.

B Explain that the introduction will explain who the two men are. Give Ss time to read it and then check the answers to Ex 1A.

EXTRA IDEA: DIGITAL Go online and show Ss examples of Picasso's art from different periods for comparison, and play a sample of Casals playing the cello, e.g. Bach Cello Solo number 1. Ss could do this using their mobile devices. Ss can look and listen and then tell a partner if they like this kind of art/music and why/why not.

2 A Ask Ss to look at the words in bold. Ask them what the topic of these words are (the arts). When checking answers as a class, make sure Ss are clear about the meaning of these words. Note that *works* is plural because in this context it is countable (i.e. a work of art, works of art). This is different to *work* when we refer to what we do as our job (uncountable).

EXTRA SUPPORT Help Ss to pronounce the words correctly by drilling them, especially *musician*, *composer* and *styles* as these may be challenging and/or new to Ss.

EXTRA SUPPORT: DYSLEXIA To help Ss with dyslexia do this task, extract the sentences or phrases with the words in bold from the article and provide them in a vertical list. Ss use the sentences to work out the meaning and match the words to meanings 1–10, and are not distracted by the rest of the article.

ANSWERS:

1 musician 2 arts 3 performer 4 recording
5 painter 6 style 7 subjects 8 composer
9 works 10 image

B Give Ss time to think about what and who they can talk about. Encourage Ss to think about how they can use the vocabulary in Ex 2A, too. Ss do the task in pairs. Monitor and provide feedback on Ss' use of vocabulary from Ex 2A, as well as other words related to the arts.

C Refer Ss to the Vocabulary Bank on page 141.

▶ page 141 **VOCABULARY BANK** the arts: people, places, things

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 A Ask Ss to read the sentences and identify which words in bold refer to people (P), places (PL) and things (T). Check answers. Ss can then complete the definitions with the correct words. Don't give away the answers yet. Monitor and identify any challenging words.

EXTRA SUPPORT: DYSLEXIA Extract the words in bold from the sentences and provide them in a vertical list. Explain the meaning of each word and then ask Ss to do the matching task to consolidate their understanding.

B **VB6.01** | After playing the recording, check that Ss understand that an *art gallery* is an example of a venue, as is a concert hall, a theatre, etc. Help Ss to pronounce *venues* and *architect* correctly.

ANSWERS:

1 dancer 2 architect 3 photographer
4 audience 5 studio 6 art gallery
7 venue 8 show 9 drawing
10 design

EXTRA CHALLENGE Ask Ss to tell each other about an arts event they went to and what it was like, e.g. an art gallery exhibition, a concert, a show of some kind. Ss should try to use vocabulary from Ex 1A in the Vocabulary Bank and Ex 2A in the main lesson where possible. Monitor and provide feedback on this.

VB

READING

EXTRA SUPPORT: DYSLEXIA There are recordings of the reading texts available to help dyslexic learners.

3A Put Ss into A/B pairs. Explain that A will read about Picasso and B will read about Casals. Check Ss understand the meaning of *genius*. Ask Ss to read their texts and select the main topic. Ss could check their answer with a student in the same A/B group as them. When checking the answers as a class, elicit Ss' reasons for selecting their answer.

EXTRA SUPPORT: DYSLEXIA If possible, divide the class into groups and allocate them Student A or B roles before the class and share the relevant audio file with learners with dyslexia. As Ss work on their own in Ex 3A, they can then read and listen to the text if they prefer.

ANSWER:

2 (for both texts)

B Ss could do this task with someone in the same A/B group as them. Encourage them to make notes. Explain that they'll share information about the article with their partner from the other group later, and that they should make good clear notes to use for this when answering the questions. You could check the answers with each A/B group separately, provide them with answers to check themselves, or monitor and check answers.

ANSWERS:

1 Picasso: His first word was Spanish for a pencil. Father was an artist. House was full of pencils, paint and paper. From the age of five, he drew everything he saw. He drew at school, at home, in restaurants, in bed. Painted his first painting at seven.

Casals: Father was a music teacher. As a baby, Casals listened to his father playing the piano. By six, Casals played the piano and the violin. He saw someone perform on a cello, fell in love with the instrument, stopped playing the violin and the piano, and became a cello player.

2 Picasso: In 1904, aged twenty-three, Picasso moved from Spain to Paris.

Casals: When still a young man, Casals moved to Paris. He became famous as a musician and composer there.

3 Picasso: He was poor.

Casals: He played the cello for Queen Victoria.

4 Picasso: He arrived at his studio in the afternoon and often worked until 3 a.m. He collected objects in his studio and used them in his work.

Casals: From the age of thirteen, he started the day with a walk in nature, then practised the same notes before breakfast. He practised every day even as an old man.

5 Picasso: still painting

Casals: still practising every day

C Ss work in their A/B pairs here. They should use their notes rather than read directly from the article if possible. Note that you could ask Ss to move directly on to Ex 3D when they've finished.

D Ss can remain in their A/B pairs for this task. Make it clear that Ss need to identify all the things that both Pablos had in common. Monitor and note down any interesting answers. Invite the Ss that made them to share them with the class. Elicit all the similarities between the two men's lives from around the class. Ask Ss what they think was the most interesting thing about both men and their careers.

GRAMMAR

used to

4A Ask Ss which Pablo each sentence is referring to in order to establish the context for each one. Give Ss time to answer the questions. You could refer them to the Grammar Bank to check their answers. Help Ss to recognise the difference between a specific event in the past simple and a regular habit using *used to*. Elicit which verb form follows *used to* (the infinitive). Elicit the negative and question forms and point out the use of *use* and not *used* in these (note this is something that native speakers often get wrong). You might also want to highlight that *never used to* is more common in spoken English than *didn't use to*.

EXTRA SUPPORT: DYSLEXIA Display the sentences on the board using colour to show the verbs. Encourage dyslexic learners to make notes using colours, too, as this can help them to see the differences better.

ANSWERS:

Single event in the past: 2, 4

Regular habit in the past: 1, 3

B The Grammar Bank on page 124 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 124 GRAMMAR BANK

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding.

GB

- 1** This task focuses on both meaning and form. Make it clear that it is possible that both sentences in a pair are correct. Elicit answers to the first question to check Ss understand the task. Put Ss into pairs to check and explain their answers before checking answers as a class. You could elicit the difference in meaning between the sentences in 1 and 4 where both sentences are correct. These convey the same meaning, but when *used to* is used, the speaker wants to convey the idea that it was a regular habit or semi-permanent state.

ANSWERS:

- 1 both correct
- 2 a is correct; b is incorrect: 'last night' is a specific time, so the verb needs to be in the past simple.
- 3 a is correct; b is incorrect: 'for three years' is a specific length of time, so the verb needs to be in the past simple.
- 4 both correct
- 5 b is correct; a is incorrect: 'when he was ten' is a specific time, so the verb needs to be in the past simple.
- 6 b is correct; a is incorrect: 'Last March' is a specific time, so the verb needs to be in the past simple.

EXTRA CHALLENGE You could introduce and practise the other forms of *used to* by asking all Ss, or just fast finishers, to turn the correct *used to* sentences (i.e. 1a, 4a) into negative sentences and questions (i.e. *I didn't use to collect ... / Did you use to collect ... ? / She didn't use to be ... / Did she use to be ... ?*).

- 2** This task focuses primarily on form although Ss must have some understanding of the meaning of the gapped sentences, too. Ask Ss to read the article and say what creative thing the writer did (create a video game). Ss then look at each gap, pay attention to the words around it and think about the meaning, e.g. if it's positive or negative. They should then select the missing word. All of the missing words relate to the structure *used to* in some way. Put Ss into pairs to check their answers with each other before checking answers as a class.

ANSWERS:

- 1 to 2 used 3 use 4 used 5 to 6 Did 7 not


EXTRA IDEA If you think your class would benefit from further practice, put Ss into A/B pairs. Say an activity, e.g. 'play basketball'. Student A turns to Student B and makes a true sentence about themselves with *used to* and *play basketball*, e.g. 'I used to play basketball at school.' Student B then makes a true sentence about themselves about the same activity, e.g. 'I didn't use to play basketball at school.' Say another activity, e.g. *play video games*. Ss A and B make true sentences again. Continue with other prompts, e.g. *hang out with my friends at the weekend, play a musical instrument, go to bed late on a school night*.

- 3** This exercise focuses on the form of *used to* with a particular focus on negatives and questions. Before Ss do the task, tell them to read each sentence carefully in order to decide if the verb needs to be positive or negative.

ANSWERS:

- | | |
|-------------------------|---------------------------|
| 1 used to live | 5 didn't use to watch |
| 2 didn't use to drink | 6 Did (Akira) use to draw |
| 3 didn't use to like | 7 used to be |
| 4 Did (you) use to have | 8 used to do |

PRONUNCIATION*used to*

- 5A**  **6.01** | Play the recording so Ss can hear the pronunciation in the sentences and check the answer to the question. Help Ss to understand that the two words *used* and *to* are linked, with no /d/ sound between them, but a /t/ sound instead. Highlight the use of the schwa in *to*.

ANSWER:

No, we don't pronounce the 'd' in *used to*.

EXTRA IDEA To give Ss more practice in pronouncing *used to* themselves, play the recording again and ask Ss to listen and repeat the sentences. Help them to pronounce *used to* effectively.

- B** Give Ss time to write their sentences. Monitor if possible and provide feedback on Ss' accuracy. Model the task by saying sentences true for you to the class and ask them to check your pronunciation, e.g. 'I didn't use to like coffee when I was young, but now I can't live without it.' Monitor and provide feedback on Ss' pronunciation.

SPEAKING

6A Ask Ss what they can see in the photos and if they did these activities when they were younger. Ss can then match the sentences to the photos. Check answers.

ANSWERS:

1 C 2 D 3 E 4 B 5 A

- B** Ask Ss to think of a hobby they had when they were younger. If they didn't have a hobby as such, it could just be an activity that they did regularly such as play games, ride their bike, help a parent cook, etc. Encourage Ss to take notes on their answers to each question and to think about how they can use *used to* in their description. Monitor if possible and provide support.
- C** Demonstrate the task yourself first by describing a hobby you had, for example 'I used to go cycling with a friend every weekend.' Encourage Ss to ask you follow-up questions, e.g. 'Where did you use to go? How far was it?' You could also use the examples given in the book to help clarify the task. Put Ss into pairs. To encourage them to listen to each other, you could ask Ss to make a list of things they had in common in relation to their hobbies. As Ss complete the task, monitor and note down good examples and incorrect examples of *used to*. Provide feedback and elicit corrections.

EXTRA IDEA Encourage learner autonomy by asking Ss what their learning goal is when doing the task, e.g. speak for a minute, use *used to* correctly in questions, avoid hesitation. Ss identify this before the task and then reflect on whether they achieved this goal after completing it.

TO FINISH

Ask Ss to work with a different partner. Ss tell their new partner two or three things about their first partner's hobby (from Ex 6C) using *used to*, e.g. 'She used to collect football cards. She didn't use to buy them. Her grandparents used to give them to her.'

6B Be creative

GRAMMAR | comparatives and superlatives

VOCABULARY | creativity: word building

PRONUNCIATION | word stress in word families

LESSON OVERVIEW

In this lesson, Ss talk about tips for becoming more creative. The lesson begins with Ss doing the paperclip challenge. They then read a text on the topic of creativity and focus on word families and word building, and word stress. Next, Ss listen to a podcast where people talk about their creativity. From this recording, Ss review and practise comparatives and superlatives before discussing and comparing a set of tips for becoming more creative. Finally, Ss write a review, focusing on linking ideas.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2B:** If you ask Ss to add words to a table, make sure that your settings allow them to annotate either the board or other documents.
- **Ex 3A:** Ss can mute themselves and practise saying the words out loud on their own. Allow them to turn their cameras off or turn away from the camera to do this without feeling self-conscious.
- **Ex 7C:** Display the errors you picked up on while monitoring and ask Ss to correct them via the chat box. If you ask them to use the private chat option, they will not see or copy from each other's ideas. This will give you useful information that will allow you to decide which aspects of the language you need to review.

Additional Materials**For Teachers:**

Presentation Tool Lesson 6B
Photocopiable Activities 6B
Grammar Bank 6B

For Students:

Online Practice 6B
Workbook 6B

TO START

On the board, write: *creativity*. Put Ss into pairs. Ask them to create as many words from the letters in 'creativity' as possible. Elicit an example, e.g. *very*. The pair with the most words after two minutes wins.

POSSIBLE ANSWERS:

act, active, activity, air, art, ate, car, care, cat, cave, city, cry, ear, eat, ice, icy, race, rat, react, rice, tea, tie, treat, vet, year

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

creativity: word building

1 A Ask Ss what they can see in the picture in Ex 1A (a paperclip). Ask them what the purpose of a paperclip is (to hold pieces of paper together). Ask if they've heard of the *paperclip challenge* and what they think it might be. Elicit ideas and then ask Ss to read about it and check their ideas. Put Ss into groups and give them one minute to do the challenge.

B Refer groups to page 147 and ask them to see if their ideas are mentioned there. Find out which ideas in the list Ss had thought of. Elicit other ideas they came up with and make a list on the board. Decide as a class which group had the best idea and why. It could be the most creative, the most useful, etc. Ss can decide.

C These questions help Ss to think critically about the paperclip challenge and creativity in everyday life. After Ss complete the task, invite different pairs to answer each question in open class.

2 A Ask Ss what they think the answer to the question in the title is and help them to articulate their ideas as this is a difficult question to answer. Ss then read the article to compare their ideas. Ask two or three Ss to tell the class if they agree or disagree with the ideas in the article and why/why not. You could do a quick class poll to find out everyone's view.

EXTRA SUPPORT: DYSLEXIA If possible, record the text before the lesson so dyslexic learners can listen while they read. Alternatively, read it out in class yourself or ask other Ss to do so.

B Focus Ss on the vocabulary in bold in the article. Ask Ss to identify the part of speech of each word. Help them to recognise the different suffixes that can help them (i.e. nouns: *-ity, -ist, -ion*; adjectives: *-ive, -ic*). The context should also help them. Display the table on the board and nominate Ss to complete it or complete it yourself as you check answers. Check Ss understand the meaning of the words, especially *imaginative* and *photographic*.

ANSWERS:

verb	noun	adjective
X	talent	talented
imagine	imagination	imaginative
create	creativity	creative
X	art/artist	artistic
photograph/ take a photograph	photo/ photography	photographic
X	skill(s)	skilful

EXTRA SUPPORT: DYSLEXIA Extract the words and provide them as a vertical list for Ss with dyslexia as they will be easier for them to read and identify in this format. If you provide them as part of the original phrases, Ss will also have the context to help them complete the task.

PRONUNCIATION

word stress in word families

3 A Put Ss into pairs for this so that they can practise saying the words aloud with each other as they mark the word stress. Monitor and model the pronunciation correctly if possible and where necessary. Don't check answers yet.

B **6.02** | Play the recording once for Ss to check. Elicit answers from the class and mark the stress on the words on the board so that Ss can record it correctly. Play the recording again so that Ss can listen and repeat the words with the correct stress. Help them get it right. Note that the sound in the first syllable of *knowledge* (/ɒ/) is different to *know* (/əʊ/).

ANSWERS:

talent – talented

imagine – imagination – imaginative

create – creativity – creative

art – artist – artistic

photograph – photo – photography – photographic

skill – skilful

The word stress isn't always on the same syllable. It sometimes changes according to the part of speech.

EXTRA CHALLENGE Ask Ss to identify the word families where the stress changes depending on the part of speech (*imagine, create, art, photograph*). Point out that the syllable before *-ion* in nouns and *-ic* in adjectives often carries the main stress, but the stress in words ending in *-ive* does not usually change (e.g. create – creative).

C Use the example to explain the task. Make it clear that each question should have one of the words in Ex 2B in it. Monitor if possible and help Ss with accuracy. As well as using the correct word form, Ss may have to use appropriate collocations, e.g. *talented at, take a photograph of*. Ss could work in pairs to create their questions then work with a different partner to ask and answer them. Monitor as Ss do this and provide feedback on their use of the vocabulary.

EXTRA SUPPORT Write question prompts on the board to help Ss, e.g. *Is ... (important to you)? Are you ... ? Do you (have/use) ... ? What kind of ... ? Which ... ? Have you ever ... ?*

FUTURE SKILLS | Creativity

D Ask Ss why creativity might be important for language learning and elicit one or two ideas. Ask Ss to read the Future Skills box to compare their ideas. Ss then work in pairs to discuss the question. Put two pairs together to compare their ideas. Monitor and invite the pairs with the best ideas to share them with the whole class.

EXTRA: EMPLOYABILITY SKILLS Ask Ss why creativity is considered to be really important in the workplace these days (e.g. it helps you to solve problems more effectively, to think of new business ideas / new ways of working). Ask them to work in pairs and discuss their job or future desired job, and consider how they are or might need to be creative and why.

LISTENING

4A **6.03** | Give Ss time to read the statements before you play the recording. They could predict who says what. When listening, Ss write the number of the idea next to each speaker. Play parts of the recording again when checking answers if Ss are unsure of an answer.

ANSWERS:

Roza: 1 Fabio: 2, 5
Joshua: 3 Meera: 4, 6

AUDIOSCRIPT 6.03

Roza

Interviewer: How important is creativity to you?

Roza: For me, creativity is the most important part of my job. But I don't think that's true just for writers and film-makers, like me. I think it's a vital human need, like we need water and food, and the company of other people. I think being creative is just as important as these other things. Being creative makes us feel happier, more satisfied and less stressed.

Interviewer: OK, and what do you do to bring creativity into your daily life?

Roza: One thing I do is I try to put myself in new situations, go to new places or talk to strangers. You know, I might just start a conversation with someone on the bus, or in a café. When you talk to someone who has different ideas to you, it opens your mind and you start to see things differently. It forces you to think more carefully about your ideas, and see things from a different point of view. I use that a lot in my work. I think it makes my films more interesting.

Joshua

Interviewer: How important is creativity to you?

Joshua: It's very important to me. I'm a designer, and when I'm looking for a new design, I usually start by going for a walk in nature. I find it helps my imagination, and it's easier for me to get ideas when I'm outside, especially in woodland. I notice the trees and the leaves and the shapes that they make. I also notice butterflies and smaller insects, even though I don't know their names. These things give me ideas for patterns and colours. I think all of my best ideas come from nature. For me, an important part of creativity is just taking time to notice what's around you, and think about what you can do with that.

Fabio

Interviewer: How important is creativity to you?


Fabio: Well, I'm a chef, so obviously, creativity is important because I'm always trying to come up with new ideas for recipes. That's the hardest thing about cooking. I experiment with mixing different ingredients together to see what happens. I take a recipe and think, 'Can I find a better way to do this, maybe cook it more slowly, or try to make it healthier?' But also, in my business, I'm always learning from other people's ideas. Maybe my website is not as good

as I want it to be, so I look at how other people use photographs and this gives me ideas. Or I try filming myself making some of my recipes, or offering cooking courses online. I'm always looking for ways to grow the business and reach a bigger audience.

Meera

Interviewer: How important is creativity to you?

Meera: I don't think I use creativity very much in my work. I'm an accountant, so I work with numbers and I have to be very accurate. I'm also not very interested in the arts, or painting. But I guess now that I'm a parent, I have to be a lot more creative than before. I need to entertain my daughter, and help her to learn about the world. I find she quickly gets bored with traditional toys, so we spend a lot of time making things together, like we made a robot out of a cardboard box last week, and we invent games together. I think sometimes I have to work harder when I'm at home than when I'm in the office!

B  **6.03** | Give Ss time to read through the questions and options before playing the recording again. You might want to elicit examples of *natural materials* (e.g. wood) to check Ss understand this. When checking answers, play parts of the recording again if helpful.

EXTRA SUPPORT: DYSLEXIA Read the questions and options with the class to help Ss with dyslexia identify what to listen for.

ANSWERS:

1 a 2 b 3 b 4 a 5 b 6 a


C Ask Ss to read through the statements. Ss should tick the statements they agree with and cross those they disagree with. Put Ss into pairs or small groups to discuss their ideas, or hold a whole class discussion.

GRAMMAR

comparatives and superlatives

5A Make it clear that these sentences are from the recording in Ex 4A so that Ss clearly understand the context. When checking answers, ask Ss what helped them decide, e.g. meaning and the form of the words. Don't give away the answers yet.

EXTRA SUPPORT: DYSLEXIA Give Ss the sentences with two possible options in each one. This will reduce the need for Ss to move their eyes around from sentence to word choice box.

B  **6.04** | After playing the recording, elicit the answer for each sentence and note it on the board. Elicit which are adjectives and which are adverbs, clarifying the difference between the two if necessary. Give Ss time to think about this individually or in pairs first.

ANSWERS:

- | | |
|--------------------|---------------|
| 1 most important | 5 easier |
| 2 as important as | 6 my best |
| 3 more carefully | 7 the hardest |
| 4 more interesting | 8 harder |

Adjectives: most important, easier, as important as, more interesting, my best, the hardest

Adverbs: more carefully, harder

C Give Ss time to do this individually and then discuss their answers in pairs. They can use the sentences in Ex 5A to help them. You could refer Ss to the Grammar Bank on page 125 to check their answers. Elicit the rules from the class to check their understanding. Remind Ss that some words change spelling, e.g. *big – bigger – biggest*. This is when adjectives end in consonant + vowel + consonant and the final consonant doubles. Check Ss understand that *as ... as* means that two things are the same, but *not as ... as* means they're not the same / to the same degree, e.g. *I'm not as tall as you. = I'm shorter.*

ANSWERS:

- Comparatives: add *-er*
Superlatives: add *the + -est*
- Comparatives: use *more*
Superlatives: use *the most*
- best
- adjective/adverb

D The Grammar Bank on page 125 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

 page 125 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding.

- This task focuses on forming the correct comparative or superlative adjective or adverb. Point out that the adjective or adverb is in brackets. Refer Ss to the Grammar Bank notes for irregular forms. Point out the use of the present perfect in question 1. Remind Ss that this is usually used with the superlative form or refer Ss to the Grammar Bank notes for Lesson 4D to review this themselves. When checking answers with the class, note the answers on the board so Ss can check their spellings, especially answers 1, 6 and 7.

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ANSWERS:

- 1 best 2 more slowly 3 more talented
 4 more enjoyable 5 less stressful 6 more carefully
 7 more easily 8 faster

- 2** This task focuses on both meaning and form. Ss have to rewrite the second sentence in each pair so it has a similar meaning to the first, using a comparative form of the word in bold. Look at the example with the class so they understand the task. Monitor if possible and help with the sentences. Note the answers on the board when checking answers so Ss can check they have included all the necessary words.

ANSWERS:

- 2 more slowly than 6 less accurately than
 3 isn't / is not as cheap as 7 least important
 4 is more relaxing 8 the least quickly
 5 (just) as difficult

- 6** Use the example to demonstrate the task. Give Ss time to think about what they could say. Monitor as they complete the task. Ask a few Ss to share some of their ideas with the class, then provide feedback on their use of comparatives and superlatives.

SPEAKING

- 7A** Give Ss time to read the tips and check their understanding of *sociable*, *workspace* and *perfect* as appropriate. Ss add their own ideas in pairs.

EXTRA SUPPORT: DYSLEXIA Reading the tips out in class will help dyslexic learners do this task by reducing their reading load. You could give the responsibility for doing this to their partner. The same applies to the questions in Ex 7B.

- B** Ask Ss to look at the questions and say what they all have in common (they all include comparative or superlative forms). Give Ss time to answer the questions on their own and take notes.
- C** Put Ss into small groups for this. If you have limited time, put them into pairs. Ss should discuss each question in Ex 7B in turn. Remind them to use comparatives and superlatives as they discuss and compare the tips. Monitor and note down good examples of these and any common errors to share with the class in feedback. Elicit corrections to errors once you have asked groups to share some of their ideas about the tips and asked them which tips they think are the best.

EXTRA SUPPORT Providing prompts would help weaker Ss discuss their ideas, e.g. *I think ... might/could/can/are ... because ...* ('I think getting lots of sleep might help me be more imaginative because it's hard to be creative when you're tired.')

WRITING

a review

- 8A** Focus Ss on the options and check they understand the meaning of *album*. Explain that Ss are going to write a review of the thing they choose so they should choose something that they want to write about, e.g. a film they enjoyed at the cinema. Give Ss time to take notes on their answers to the questions.

EXTRA SUPPORT: DYSLEXIA Read the options out in class to reduce the reading load for Ss with dyslexia.

- B** After Ss read the review, elicit the positive points and the negative points from the class. Then put Ss into pairs to discuss whether they would visit the restaurant and why/why not. Alternatively, do a quick poll to find out who would visit and why, and who would not and why not. You could ask Ss to identify examples of comparatives and superlatives in the review.

EXTRA SUPPORT: DYSLEXIA If possible, record the review in Ex 8B and the comments in Ex 9A before the lesson so Ss with dyslexia can listen while they read. Alternatively, read them with the class.

ANSWERS:

Positive points:

can sit outside and listen to musicians
 imaginative menu
 delicious food
 tastiest dessert
 atmosphere friendly and relaxed
 staff made sure we had everything we needed
 not as expensive as other restaurants in the area
 the food, the service, the experience

Negative points:

busier than other restaurants
 a lot of tourists
 have to book unless you want to wait

EXTRA IDEA: DIGITAL Ask Ss to go online and search for a review of the thing that they chose in Ex 8A, e.g. book, film, etc. Ss can look and see what information it includes.

9A Give Ss time to do this individually and then compare their ideas in pairs. When checking answers, help Ss to recognise how these linking words are used in a sentence, i.e. the comma between the two clauses with *unless*, *although* and *while*; *because of* coming before a noun phrase.

EXTRA SUPPORT Give Ss a commonly used linker for questions 1–3 (i.e. 1 *but*; 2 *because*; 3 *if*) so that Ss can better understand the terms *contrast*, *cause/reason* and *condition*.

ANSWERS:

1 although, while 2 because of 3 unless

B When eliciting these, ask Ss to categorise them and note them on the board in their categories.

ANSWERS:

... which is based on traditional Italian food, but with new The carbonara and the lasagne were delicious, although it was a shame that we had to eat quite quickly because we were in a hurry.

While it is busier than other restaurants, and If you come at lunchtime, make sure you book a table, unless you don't mind waiting. Also, it wasn't as expensive as similar restaurants in the area. I would recommend Nannarella to anybody visiting Rome because of both the food and the service.

EXTRA IDEA Ask Ss to notice the punctuation around the linking words. In particular, *but* and *and* typically follow a comma (although note that punctuation rules are not always consistently applied in English). *Although* also follows a comma when it begins the second clause. A comma comes after *Also* when it starts a sentence.

C Use the example to demonstrate the task, or display the first sentence on the board and elicit the example. When checking answers, display the sentences so that Ss can check their punctuation. You can either display them yourself or ask Ss to write them on the board.

ANSWERS:

- 2 Nobody wants to buy this game because of the (very) bad reviews.
- 3 Although the food was delicious, the service was poor.
- 4 While the historical information was interesting, the plot was too slow.

D Display the checklist below on the board for Ss to note down or provide it as a handout. Suggest that Ss refer to it as they plan their reviews. The checklist can also provide an assessment tool for Ss.

- Introduce the thing that your review is about.
- Explain when you experienced it.
- Describe the good things and bad things about it.
- Use comparatives and superlatives to compare it to similar things.
- End by saying if you would recommend it.
- Use linking words to connect your ideas.

Remind Ss to use this checklist when writing their reviews, either in class or out of class. In the next lesson, ask Ss to read their reviews again and tick off the items on the checklist they feel they have done well, and make any changes to their review if there is something on the checklist they could improve. Take in the reviews and provide feedback.

EXTRA SUPPORT Ask Ss to identify what the writer put into each paragraph of the review in Ex 8B. This will help to give them a structure when writing their own review.

Paragraph 1 – a general comment to give an idea that the review is positive; some basic information about the restaurant.

Paragraph 2 – further details about the restaurant, i.e. the menu and food.

Paragraph 3 – the writer's likes and dislikes, details about prices/availability, the writer's recommendation.

EXTRA IDEA: DIGITAL Ask Ss to provide feedback on one of their classmate's reviews. Use a peer review tool online so that Ss can peer review each other's work anonymously. Input the checklist for Ex 9D (above) so that Ss have assessment criteria to mark the review they are randomly assigned. Ss should redraft their reviews based on their peer's assessment.

TO FINISH

Ask Ss to discuss how they would complete these prompts in pairs. Monitor and listen to their ideas, and elicit some in open class. Help Ss to come up with strategies for dealing with the things which they find hard.

The easiest thing about comparatives and superlatives is ...

The most difficult thing about comparatives and superlatives is ...

6C Why do you think that?

HOW TO ... | ask for and give opinions and reasons

VOCABULARY | extreme adjectives

PRONUNCIATION | intonation for expressing opinions

LESSON OVERVIEW

In this lesson, Ss ask for and give opinions. The lesson begins with a focus on extreme adjectives. Ss then listen to people discussing their opinions and identify if the speakers agree or disagree. From those discussions, Ss learn and practise using phrases related to asking for and giving opinions. There is a focus on intonation for expressing opinions, before Ss select three categories from a set and think of and discuss their top five things in each of those categories.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **To start:** If you do the 'To start' activity, share the name of a book / film / TV show with one student via private chat. That student describes it and the other Ss have to type what they think it is into the chat box. They do this until someone is correct. That person then describes the next book / film / TV show which you share via private chat and so on.
- **Ex 6C:** Give Ss the option to share their screens so that they can each display their lists when in the breakout rooms.
- **To finish:** Ss could share their ideas via the chat box.

Additional Materials

For Teachers:

Presentation Tool Lesson 6C

Photocopiable Activity 6C

Grammar Bank 6C

Mediation Bank 6C

For Students:

Online Practice 6C

Workbook 6C

TO START

Put Ss into pairs. One student should look at the board, the other not. Write the name of a book, film or TV show that your Ss are likely to know on the board, e.g. *The Voice*. The student facing the board has to describe it without saying the name. The other student guesses what it is. You might want to allow the name in the Ss' first language to be given in a monolingual class, or tell Ss to explain the meaning of each word in the title if they don't know the show. Repeat this a few times. Ss can swap roles with their partner halfway through.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

extreme adjectives

1 A Ask Ss what *public art* is and elicit some examples of public art. Check Ss understand the meaning of *sculptures* and *statues*. Ss read the text and answer the questions. Check answers.

EXTRA: ALTERNATIVE IDEA Put Ss into pairs to discuss possible answers to the questions before they read and find the answers.

EXTRA SUPPORT: DYSLEXIA If possible, record the text before the lesson so Ss with dyslexia can listen to it as they read, using personal headphones. Otherwise, you could read the text out loud with the class or ask the partner of dyslexic Ss in Ex 1A to read it out in their pair. Their partner can also read out the descriptions when they come to do Ex 2A.

ANSWERS:

Everyone can enjoy public art, it's free, and it can help give a city its identity.

Some people dislike it because they think it's a waste of money or ugly.

B Monitor, if possible, as Ss discuss the questions and then ask one or two pairs to share their ideas with the class. Display a photo of the art they talk about if possible, and ask the class what they think of it.

2 A Use the given example to explain the task. Alternatively, display the first sentence and elicit what it is referring to. Ss then do the rest individually. Put Ss into pairs to check any they are unsure of. Check answers as a class. Ask Ss to explain their choices.

ANSWERS:

- | | |
|--------------------|----------------------------|
| 2 a film or play | 6 a painting |
| 3 food / a meal | 7 a fitness device/tracker |
| 4 an app | 8 clothes |
| 5 a TV series/show | 9 a building |

B Focus Ss on the adjectives in bold. Explain that these are extreme adjectives. Use the two examples in the table to show how they match the synonyms in the left-hand column. Ss match the rest individually or in pairs. Ss should look at the meaning of the sentence to help them with the meaning of the words in bold. When checking answers, make sure that Ss understand the meaning of each extreme adjective and how to pronounce it, especially *horrible*, *fascinating* and *essential*.

EXTRA SUPPORT: DYSLEXIA To help Ss with reading and spelling, point out the sound–spelling relationship in the words *fascinating* (i.e. the silent *c*) and *essential* (i.e. *ti* = /ʃ/).

ANSWERS:

- | | |
|--------------------------|--------------|
| 1 terrible, horrible | 5 tiny |
| 2 fantastic, outstanding | 6 essential |
| 3 fascinating | 7 impossible |
| 4 huge | |

Extreme adjectives have a stronger meaning than normal adjectives.

3A When checking answers to this task, you could point out that we can use *really* with both normal and extreme adjectives, e.g. *It's really good. It's really fantastic.*

ANSWERS:

- 1 normal 2 extreme


B Ask a confident student to take the role of B in the given example and read out the first line. You respond with the second line. Model good intonation and encourage Ss to copy this when doing the task themselves. You could elicit another example from the class to check they understand before they do it in pairs. Monitor and provide feedback.

EXTRA SUPPORT Ss might benefit from looking at the right-hand column of the table in Ex 2B so they can select the correct word. If so, either display this column only on the board or ask Ss to cover the left-hand column and look only at the right.

C Ask Ss what they can see in the photos. Use the example to demonstrate the task. Monitor as pairs complete the task and provide feedback on their use of the extreme adjectives.

How to ...

ask for and give opinions and reasons

4A  **6.05** | You might want to play the recording once for Ss to identify the topic and answer the first question, and a second time so they can answer questions 2 and 3. After the second play of each conversation, you could stop the recording and check answers.

ANSWERS:

- 1 an app, a new book and a building
2 different opinions
3 They all agree to disagree.

AUDIOSCRIPT 6.05**1**


- Marc: Why do you have this app on your phone?
Serge: I love it! I think it's a fantastic app.
Marc: Why do you think that? All it shows is pictures of oranges falling from a tree.
Serge: The reason I like it is that it makes me feel calm. The oranges fall so slowly and ...
Marc: But for me, it has no meaning. It has no purpose.
Serge: I don't agree. I really enjoy using it.
Marc: Well, I guess we all like different things!
Serge: Yeah.

2

- Alice: What did you think of her new book?
Nick: I thought it was terrible!
Alice: Really? What makes you say that?
Nick: It's because the story was so boring. I mean, nothing happened! How about you? Did you like it?
Alice: Yes, I think it's a fascinating story!
Nick: Why do you think that?
Alice: Because it develops so slowly, and none of the characters are simple. It's impossible to know what's going to happen next.
Nick: Well, I can't quite understand why you like it, but I suppose we're all different.
Alice: That's true.

3

- Louise: What do you think of the new library building?
Steve: Oh, I hate it! I think it's horrible!
Louise: What makes you say that?
Steve: Because it's a really strange shape, and I think the huge round roof looks awful! How about you? Don't tell me you like it.
Louise: Like it?! I love it! In my view, it's a really new and exciting design. I would say the roof is beautiful!
Steve: Well, I prefer more traditional buildings, but I guess it's good we're not all the same.
Louise: You're right about that.

B  **6.05** | Give Ss time to try to complete the right-hand column of the table before they listen and check. When listening, Ss can just write the number of the gap next to the phrase which fits it.

ANSWERS:

- 1 How about you?
- 2 For me, ...
- 3 In my view, ...
- 4 What makes you say that?
- 5 The reason is ...
- 6 I guess we all like different things.

EXTRA CHALLENGE To encourage Ss to focus on the function of the language, show Ss the right-hand column in the table only and elicit the purpose of each set of phrases before they add the phrases in the box to that column.

C The Grammar Bank on page 126 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB  page 126 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. These tasks help Ss to form the phrases using the correct words.

1 When checking answers, make sure the location of the missing word is clear to learners, e.g. by displaying the sentence and marking it clearly on the board.

EXTRA SUPPORT You could help weaker Ss with the task by listing the missing words in a random order on the board for them.

ANSWERS:

- 1 So you went to that new restaurant! How was **it**?
- 2 What do you think **of** this new design?
- 3 I just bought his new book – I would **say** it's his best one!
- 4 I loved his new song. How **about** you?
- 5 I don't understand why you liked his performance, but I suppose we're **all** different!
- 6 **For** me, she's the world's best photographer.
- 7 **In** my view, it's a fascinating programme.
- 8 **The** reason is, I don't like black and white photography very much.

2A When checking answers, you could elicit the function of each phrases, e.g. a giving an opinion, b agreeing to disagree.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia will find reordering exercises such as this challenging. Provide the sentences in the right order, but with one word or a phrase gapped. Ask them to fill the gap with the right word(s).

ANSWERS:

- a For me, games like that are interesting.
- b I guess we all like different things.
- c What did you think of the match?
- d Why do you think that?
- e It's because there was only one goal near the end.
- f In my view, it was pretty boring.

B Ss work in pairs to put the conversation in order. Check answers as a class.

ANSWERS:

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

3 After checking answers, ask Ss whose opinion they agree with most and why (i.e. A who prefers modern art, or B who prefers older styles of art).

ANSWERS:

- 1 think 2 makes 3 view 4 would
5 For 6 guess 7 same

4 When checking answers, invite pairs of Ss to read the conversations aloud.


EXTRA SUPPORT: DYSLEXIA Provide the missing phrases in a vertical list rather than a box as Ss with dyslexia can find this format easier to work with.

EXTRA CHALLENGE Cover, or ask Ss to cover, the options in the box to make the task more challenging. Alternative answers may be possible as a result, however.

ANSWERS:


- 1 you think 2 my view 3 How was 4 liked it
5 For me 6 say that 7 What do 8 isn't very

PRONUNCIATION**intonation for expressing opinions**

5A  **6.06** | Ask Ss to predict the stress before you play the recording. Ss can then check their ideas.

ANSWERS:

- 1 For me, it has no meaning.
- 2 In my view, it's a really new and exciting design.
- 3 I think it's a fantastic app.

B  **6.06** | Ask Ss to listen and repeat chorally first. Then, nominate Ss to say a different sentence in Ex 5A each and help them produce the right intonation.

EXTRA IDEA For some additional practice, write the prompts below on the board. Ss work in pairs and use them to have mini conversations, swapping roles halfway through.

A: *What was the last ... you ... ?*

B: *I ...*

A: *How was it?*

B: *It was ...*

E.g. A: What was the last meal you ate?; B: I had eggs on toast for breakfast.; A: How was it?; B: It was pretty good.

SPEAKING

6A Ss should choose the three categories that interest them the most. Monitor, if possible, as they make a list to check Ss are on task.

FUTURE SKILLS | Critical thinking

B Explain that the Future Skills box will help Ss to complete the speaking task. Ask Ss to read the box and then make notes on their reasons for their opinions in Ex 6A.

EXTRA: FUTURE SKILLS Ask Ss if they can think of situations in life or at work where they have to think of reasons for an opinion quickly. Tell them they're going to do an activity where they have to think of reasons fast. On the board, write: *People have hobbies because ...*. Put Ss into groups. One student starts and completes the statement with a reason, e.g. 'they find it interesting'. The next student gives a different reason. The next student gives another different reason. This continues until a student cannot think of a reason and they drop out. The last student remaining when everyone else has dropped out wins.

C Put Ss into small groups, or pairs if you have limited time. Ss can either tell their partners about some of the items on their lists, giving reasons and asking for their partner's opinion, with their partner asking follow-up questions (e.g. 'My top website is ... because Do you ever use it? What do you think of it?') or they can show their partners their lists and their partners ask questions (e.g. 'Why is ... your top album? I didn't like it.'). Demonstrate it with a confident student. Monitor as Ss complete the task and listen to Ss' ability to give and ask for opinions. Provide feedback on this.

EXTRA: HOW TO ... Put Ss into pairs. On the board, write an opinion that you think will engage your class, e.g. *... is the worst film ever. / ... is the best footballer in the world. / ... is the best café in the area.* One student in each pair argues *for*, the other argues *against*.

TO FINISH

Ask Ss to work in pairs and discuss which phrases in Ex 4B they would like to remember and use in the future. Ask Ss in open class how they might use these phrases in class or out of class.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

▶ page 155 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶ page 208

6D **BBC** Documentary

An artist at work

GRAMMAR | present perfect + *for, since* and *yet*

SPEAKING | a creative genius

WRITING | a nomination for an award

LESSON OVERVIEW

In this lesson, Ss watch a video clip from an arts programme on artist Yinka Shonibare. They begin by looking at a photo of Shonibare and reading information about his work and the programme. They then watch the clip and complete a set of viewing tasks. There is a focus on the present perfect with *for, since* and *yet*, before Ss listen to someone nominating a person for a creative genius award. Ss then nominate someone for a creative genius award themselves. Finally, Ss write a nomination for an award.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give students time to watch the video on their own device before moving on.
- **Ex 2B:** Ss can share their answers via the chat box here, giving the letter each time.
- **Ex 3A:** Display the sentences in an interactive whiteboard or other document. Invite a different student to complete each sentence. Ask other Ss to say if they agree or not using thumbs up or down.

Additional Materials

For Teachers:

Presentation Tool Lesson 6D

Online Digital Resources

Grammar Bank 6D

Videoscript 6D: BBC Documentary

For Students:

Online Practice 6D

Workbook 6D

TO START

Ask Ss to tell each other about a creative person that they admire. It can be someone who is well known, but also someone that they know personally. They should say who the person is, how they are creative and why the student likes their art or creativity.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

1 A Put Ss into pairs to look at the photo and discuss the questions. Elicit ideas from around the class. Use the other photos on the page to preteach *colourful, fabric* and *figure*, and check Ss remember the word *sculpture* from Lesson 6C.

B Tell Ss that they don't need to understand every word of the information to check their ideas. Key words should be enough to help them get the gist. After Ss have read the information, ask them what's special or different about Shonibare's work.

EXTRA SUPPORT Preteach the following items before Ss read the information to help them understand it: *contemporary artist, unique, humorous* and *origins*. Also, *colourful, fabric* and *figure* if not taught in Ex 1A.

ANSWER:

Shonibare's work is colourful and humorous. It is influenced by his Nigerian origins and it often uses colourful African fabrics.

VIEW

2 A Explain that the video clip is from the film mentioned in the description. Ss are going to see how one of Shonibare's artworks is made. Play the video. Check the answer to the question.

EXTRA SUPPORT Turn on the subtitles where you feel it would benefit learners.

ANSWER:

He is pleased with the final piece.

EXTRA IDEA: DIGITAL If Ss show an interest in Yinka Shonibare, his art and his method, they could go online to find out more.

B ▶ Give Ss time to read the stages and help them to understand the meaning of *sketch* (used as both a noun and a verb) and *costume-maker*. Review *sculpture*, *fabric* and *realistic figure* if necessary. Ss should put the stages in order, then watch the video to check their answers. Do a quick vote to find out how many Ss in the class liked the sculpture.

EXTRA SUPPORT: DYSLEXIA This type of activity can be challenging for dyslexic learners. You could give them the stages on separate pieces of paper, which they then put in order.

ANSWERS:

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

C Put Ss into pairs. Monitor as Ss discuss the questions and note down any interesting ideas. Invite those Ss to share their ideas in open class.

EXTRA IDEA: DIGITAL Ss could go online and show their partners a work of art they like and say why they like it.

GRAMMAR

present perfect + *for*, *since* and *yet*

3A Give Ss time to do the task and check answers. You could play the video again for Ss to check.

ANSWERS:

1 since 2 for 3 yet

B Do the first rule together so that Ss are focused on *for*, *since* and *yet*. You could put Ss into pairs to discuss their answers. You could refer them to the notes in the Grammar Bank on page 127 to check their answers before you go through them with the class. Make sure Ss are clear about the difference between *for* and *since*, and the meaning of *yet* and how it's used in question and negative forms only.

ANSWERS:

1 for, since 2 since 3 for 4 yet

C The Grammar Bank on page 127 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 127 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding.

1 The task focuses on different expressions for periods of time in the past, with *for*, and particular times in the past, with *since*.

ANSWERS:

for: a few years, ten minutes, several hours, weeks, three or four months

since: yesterday, 2021, 2nd November, I was at school, this morning

2 Ss should think about the position of *yet* when doing this task and whether time expressions used with *for* or *since* refer to a period of time or when something started. Do the first sentence together as a class. Ss could check answers in pairs before you check answers as a class.

EXTRA SUPPORT: DYSLEXIA Provide dyslexic learners with the sentences with a gap rather than the three options. Tell Ss that their choice each time is between *for*, *since* and *yet*. This will reduce the reading load. Alternatively, you could reduce the choice to two options for each sentence.

ANSWERS:

1 for	2 yet	3 since	4 yet
5 for	6 since	7 since	8 for

3 Ss should think about the overall meaning of each sentence as well as look at time expressions. Complete the first sentence together as a class as an example. Ss could check answers in pairs before you check answers as a class.

ANSWERS:

1 for, yet	2 yet	3 since	4 for
5 yet	6 since	7 for	8 since, yet

4 Before Ss do the task, point out that all their answers should include *for*, *since* or *yet*. If necessary review the rules about the position of the three words before Ss continue.


EXTRA SUPPORT On the board, write these time expressions: *2 o'clock*, *2012*, *we were children*, *a long time*, *a few days* and elicit if each one is used with *for* or *since*. Point out that these are used in questions 1, 3, 4, 5 and 7. Remind Ss that if there is no time expression, they should use *yet* in their answer.

GB

ANSWERS:

- 1 We've / We have been here since 2 o'clock.
- 2 Have you been/gone to the shops yet?
- 3 My aunt has had her mobile phone since 2012!
- 4 Dani and I have known each other since we were children.
- 5 I've / I have lived here for a long time.
- 6 We haven't met Luka yet.
- 7 I've / I have felt ill for a few days.
- 8 Have you seen Max's new car yet?

SPEAKING**a creative genius**

4A  **6.07** | Explain what a creative genius award is, or elicit from the class what they think it is. Explain that when we say we want someone to get an award, we *nominate* them. Explain what Ss will hear and play the recording. Elicit what a *graffiti artist* is when you check answers.

EXTRA: ALTERNATIVE IDEA If graffiti art is too controversial a topic in your cultural context, model the task yourself by describing someone you'd like to nominate for a creative genius award. Say who they are, how they're creative and why you think they should get the award. Use some of the Key phrases in Ex 4B, but not all. Repeat your description twice, once in Ex 4A and once in Ex 4B.


ANSWERS:

- 1 Jake is probably creative because he creates amazing graffiti in different colours. He has always enjoyed art, he used to spend all his time drawing, he's always looking for something different to work on, etc.
- 2 He enjoys art and sports like roller-skating, skateboarding and surfing.

AUDIOSCRIPT 6.07

I'm going to nominate my friend Jake Martin for the creative genius award. Jake is the most amazing graffiti artist and he creates these fantastic, brightly coloured designs on walls or on the sides of buildings. His work is brilliant. Just looking at it makes you happy because of all the bright colours and shapes. Jake has always been creative. He has enjoyed art since he was a kid, when he used to spend all his time drawing. He's also creative in his life. He's always looking for something different to work on, for example he's done a lot of sports like roller-skating, skateboarding and surfing. So now he creates his artwork in skate parks. For the last few years, he has worked in fashion, helping brands with their new designs. He hasn't worked on a big building yet, but I know he plans to. I think Jake deserves the award as he is definitely the most creative person I know.

EXTRA CHALLENGE Graffiti art can be quite controversial. Divide the class into two groups. Group A argue that graffiti is art and group B argue that it isn't.

B  **6.07** | Ask Ss to read the Key phrases. Play the recording so they can do the task. When checking answers, ask Ss if they can remember what was referred to each time. Ss can check in the audioscript on page 166.

EXTRA SUPPORT: DYSLEXIA Read through the Key phrases with the class before they listen. This will help Ss with dyslexia identify what they need to listen for.

ANSWERS:

She uses all the phrases with some slight changes of wording (e.g. 'He's done a lot of ...')

C Make it clear that the person doesn't have to be famous and their creativity doesn't have to be related to art, it could be sport, cooking, crafts, science, architecture, etc. Give Ss time to think of a person to talk about, and make notes about the person's abilities and why they should get the award. Encourage Ss to use the Key phrases to help them structure their descriptions.

D Put Ss into groups to do the task. You could ask Ss to note down who each person is, how they're creative and the reasons for their nomination, and then ask a follow-up question.

E Ss now look at their notes and decide on the winner of the award in their group. At this point, you could tell Ss that they cannot choose their own, but they have to choose someone else's nomination. If the group can't agree, they should hold a vote. Each group then reports to the class.

EXTRA IDEA: DIGITAL Ss could create a video nomination where they narrate video or photos to add visuals to their description.

WRITING**a nomination for an award**

5A Tell Ss that they're going to nominate someone for an award in writing. Ask them to read about the MacArthur prize and then find out if anyone's heard of this award. Check Ss understand the meaning of *pushing the boundaries of creativity and field* (i.e. subject). Give Ss time to think of their answer to the questions and then elicit answers in open class or ask Ss to work in pairs and discuss it.

EXTRA SUPPORT: DYSLEXIA Allocate someone to read out both the information on the award and the nomination in Ex 5B to Ss with dyslexia to help them acquire the information they need to do the following tasks. If they are working in a pair to discuss the questions, this could be their partner.

B Ask Ss to read the nomination and complete the task. Ss could discuss the question in pairs. Do a quick vote to find out if Ss would give Marco the award or not. Tell Ss that they're going to write their own nomination. Ask them to highlight phrases in the nomination that they could use in their own, e.g. *I would like to propose ... / Even when ... / He has always ... / But nowadays, he ... / I think ... deserves the award as ...*. Check Ss understand the meaning of these phrases. You could also ask Ss if the email is more formal or informal (more formal, with no contractions, but there's an exclamation mark which is usually informal).

C The idea is for Ss to nominate someone they know as it's a college or workplace award. However, they could write about the person they talked about in Ex 4C, or make up a person if they prefer. Ask Ss to make notes about who the person is, how they're creative and why they should win the award. They should then write their nominations in 100–140 words, using their notes and the model email to help them.

EXTRA IDEA Ss share their nominations with the whole class, read each one and vote for the person who should win the award. The nominee with the most votes wins. This can be done digitally in or out of class.

TO FINISH

Tell Ss that new words in English are really common and are appearing all the time. Many come from two words put together, e.g. *breakfast + lunch = brunch*, a meal you eat late morning; *snack + accident = snaccident* = when you lose control and find you have eaten all your snacks without stopping. Ask small groups to put two words together to create a new thing and explain to the class what it is, e.g. *midnight + snack = mack*, a snack you eat at midnight.

6 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 1B, 2A, 3A, 4, 5A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Display the sentences on a document that Ss can amend or annotate. Ask Ss to correct them.
- **Ex 1B:** Ss could share their sentences, or at least one sentence, with you via private chat so that you can provide some feedback.
- **Ex 5A:** Use the chat box to gather answers to Ex 5A before Ss listen in Ex 5B. You can then assess which answers to focus on after they listen so that you can help them to understand why the correct answer is correct.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 6 (Grammar: *used to*, comparatives and superlatives, present perfect + *for*, *since* and *yet*; Vocabulary: the arts, the arts: people, places and things, creativity: word building, extreme adjectives; How to ... ask for and give opinions and reasons). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

used to

- 1 A** Ss should look for incorrect words, incorrectly spelt words, incorrect word forms and missing words. When checking answers, display the correct answers if possible so that Ss can check their spelling, in particular in questions 2 and 4 as these involve incorrect spelling.

ANSWERS:

- 1 We used to ~~going~~ **go** on holiday every year when we were kids.
- 2 I didn't ~~used~~ **use** to like my physics teacher at school.
- 3 Did you use **to** draw a lot when you were a child?
- 4 I ~~use~~ **used** to play the piano, but I don't play now.
- 5 My best friend at school used **to** live just across the road from me.
- 6 Have **Did** you use to have more free time than you do now?
- 7 I used **to** spend a lot of time with my grandparents when I was younger.

B Demonstrate this task by changing sentence 1 into a true sentence for you, e.g. 'We used to go on holiday every August when I was a kid.' Tell Ss that they will need to turn the questions in 3 and 6 into statements. Monitor if possible as Ss change the sentences to help them with accuracy.

C Demonstrate this task with a confident student by asking them to share a sentence with you and you saying if it was the same for you or not. To find the three things they have in common, Ss can then open the discussion and share more things they used to do. Monitor as Ss work in pairs and provide feedback on their use of *used to*. Find out what things Ss used to do.

EXTRA SUPPORT Add prompts on the board to help Ss respond to each other:

Agree with a positive sentence – 'Me too!'

Agree with a negative sentence – 'Me neither!'

Disagree with a positive sentence – 'I didn't.'

Disagree with a negative sentence – 'I did!'

comparatives and superlatives

2A You might want to elicit the general rules regarding short adjectives and adverbs, and longer adjectives and adverbs. Refer Ss to the Grammar Bank on page 125 to help them. Note down the answers to 1, 3 and 6 in particular on the board when checking answers, as these involve irregular forms.

ANSWERS:

- | | |
|------------------|-------------------------|
| 1 better | 4 most important |
| 2 more regularly | 5 not as talented as |
| 3 happier | 6 the furthest/farthest |

B Give Ss time to think of their answers before they work in pairs. You could give examples of your own answers before Ss work in pairs, e.g. 'I'd like to do exercise more regularly. I think being able to cook is a really important skill in life. I find that going for a walk in the park is the best way to relax.' Monitor and provide feedback on Ss' use of comparatives and superlatives.

EXTRA CHALLENGE Put Ss into small groups and allocate them each a role, A, B, C or D. Choose a category relevant to Ss, e.g. films, transport. Give each student one element of whatever category you have chosen, e.g. films – A horror, B romance, C comedy, D animation; transport – A bus, B train, C car, D bike. Ss then work in their groups and argue that their thing is the best, e.g. 'Horror films are more interesting to watch because they're scarier.' Ss then decide whose arguments were the best and why.

present perfect + *for, since and yet*

3A Complete the first sentence as a class to demonstrate the task. When checking answers, make sure that Ss are fully clear about the position of *for, since or yet* in each sentence.

ANSWERS:

- 1 My parents have been married **for** forty years!
- 2 I've lived in this city **for** ten years.
- 3 I haven't visited the USA **yet**, but I plan to.
- 4 I have worked in this job **since** 2012.
- 5 I have played the guitar **since** I was about fifteen years old.
- 6 I'd like to live somewhere different in the future, but I haven't decided where **yet**.

B Do one as an example yourself, e.g. 'My parents have been married for fifty years!' Monitor, if possible, as Ss rewrite the sentences and provide feedback. Monitor as they work in pairs and compare their sentences and provide feedback.

VOCABULARY

4 Make it clear that Ss are completing the words with the correct endings. Elicit the answers to 1 to demonstrate the task. Ss can refer to Lessons 6A and 6B and the Vocabulary Bank. When checking answers, record the words on the board so Ss can check their spelling.


ANSWERS:

- | | |
|----------------------|--------------------|
| 1 artistic, drawings | 6 creative, talent |
| 2 photography | 7 venue |
| 3 skill | 8 styles |
| 4 subject, painting | 9 work(s) |
| 5 imaginative | 10 painter, studio |

EXTRA SUPPORT: DYSLEXIA The incomplete words in this exercise will create difficulties for Ss with dyslexia. Give Ss two forms of the same word as options for each gap so that they see the whole words (e.g. 1 *artistic/artist*). They then choose the correct word.

5A Explain that David Hockney is a well-known British artist. You might want to show some of his paintings and ask Ss what they think of them. Ask Ss to read the article and find out what motivated him to work hard at college (a sign at the end of his bed). Ss then choose the correct vocabulary to complete the text. Don't give away the answers yet.

EXTRA SUPPORT: DYSLEXIA Reorganise the exercise so that the text is divided into sections, e.g. lines 1–6 is section 1. Place the corresponding option lines under or next to each section, e.g. gaps 1–3 for lines 1–6. Ss will not have to move their eyes so far from the text to the options when doing the task.

B  **R6.01** | Play the recording so that Ss can check their answers. Elicit answers from the class to be sure they heard correctly. Elicit reasons for their choices, e.g. the meaning, the part of speech, other words that it goes with.

ANSWERS:

1 A 2 B 3 A 4 C 5 B 6 A
7 B 8 B 9 C 10 C 11 A

EXTRA IDEA Ss could write a short description of an artist, musician or creator of some kind that they admire.

TO FINISH

On the board, write:

Something you have more knowledge of after Unit 6

Something you are more talented at after Unit 6

Something you would like to be better at after Unit 6

Ss discuss these things in pairs or share their answers on paper or via a digital tool. Use the information to help provide additional support to learners.