

## UNIT 3 A TRIP TO THE ART GALLERY

**UNIT OVERVIEW:** In this unit students will talk about art.

**Conversation Starters:** *Opinions About Art*

Friends comment on various art objects.

**Building Fluency**

Expressing criticism; adjectives — describing things

**Conversation Model**

What do you think of this? — Change your voice tone

**Let's Talk About It:** *Which ones do you like?*

Rate and choose art works for an art exhibition.

**Conversation Idioms**

is really boring

is a bit ugly

is sort of dull

isn't that bad

seems kind of childish

is absolutely awful

is not my taste

is very moving

my taste in art

is really cool

is really unique

it makes me smile

is kind of crazy

is kind of plain

is simple and practical

is kind of sad

is kind of interesting

is really amazing

Additional Links for this unit: Ruth from England and Akane from Canada talk in the art gallery.

<http://www.ello.org/english/0451/480-Akane-Gallery.htm>

### STEP 1 BUILDING THE ATMOSPHERE

- Draw students' attention to the picture of Amy. Ask students if they know why she has her finger on her mouth in that way. If no one knows the answer, explain that in English speaking countries, people often say "shh" while holding their index finger close to their lips to ask people to be quiet. Demonstrate the action and the sound for the class. Tell students that we often hear "shh" in art galleries, museums, libraries and from teachers.
- Next, do a dictation activity using the Amy and Erik script. Write the script on the board, replacing the bolded words with lines. Have students listen for and write down the missing words. Next, have them ask and answer the questions in pairs.

**Script [Track 16]**

Erik: Hi again, and welcome to Unit 3, A Trip to the Art Gallery.

Amy: Erik, **do you like art?**

Erik: I sure do.

Amy: So **who's your favorite artist?**

Erik: Myself, of course.

Amy: You? You're your favorite artist? I didn't even know you were an artist. Cool! Anyway, we followed some of our friends to an art gallery, to find out about their tastes in art. Let's listen.

## STEP 2 CONVERSATION STARTERS: OPINIONS ABOUT ART

Students will listen to people commenting on various art objects.

### Optional Warm-Up:

On the board have the following list:

graffiti | pottery | landscape | modern art | portrait | sculpture | photograph

Have students match the words on the list with the numbers on the picture. Once finished, go over the answers as a class. (Note: It is important for both the listening and the subsequent Bonus Activity that students can identify the art by style.)

### 1. First Listening

Ask one student to read the instructions aloud to the class. Point out that the students can write the number of the speaker in the circles provided with the pictures. After they have checked their answers, they can write the number of the art object under the names in Part (2). Play the audio and allow students to go over the answers in pairs before checking as a class.

### 2. Second Listening

- Again, have a student read the instructions. For the sake of simplicity, suggest writing “L” for likes and “D” for dislikes. Also, depending on the level of your class, encourage students to write key words for the speakers’ reasons for liking or disliking the art. Pause the audio after each speaker to give time for students to jot down notes. At the end of the listening have students compare answers. Play multiple times if requested.
- If you like, have your students summarize their answers using this model:
- *Blaire likes* art object number 6, in particular she likes *the color and design*.

#### Answer Key

Second Listening:

1. Blaire – likes, 2. TJ – doesn’t like, 3. Ken – likes, 4. Carlos – likes, 5. Emma – likes

First Listening:

1. Blaire – 6, 2. TJ – 7, 3. Ken – 4, 4. Carlos – 3, 5. Emma – 5

### BONUS: Speaking Activity

It may be hard for some students to talk about art. Provide a sample dialogue to facilitate conversations.

A: *Do you like the sculpture?*

B: *Yes, I like the (style, shape, color, emotion, face, etc).*

#### Script: [Tracks 17-21]

##### 1. Blaire

What is this? This is graffiti, not art!! Hmm, but actually, this isn’t that bad. I love the colors and the design is really creative. Actually, I think this is really interesting, but I’m just not sure what it says. What does it mean?

##### 2. TJ

Ahh, what can I say? This seems kind of childish, a bit simple. To be honest, this is absolutely awful. I mean, a 5-year old can paint better than this. This is so not my taste.

##### 3. Ken

This is a great photograph and very moving, but it is kind of sad. It makes me realize the situation of homeless people much better. And I like the use of black and white. It gives the photo a sort of serious feel. Don’t you think?

##### 4. Carlos

Wow!! Is that a man or a woman? I love this painting. Sure, it’s a little strange for a portrait...I mean, the colors are a little bright and the shapes are kind of crazy. But it’s really unique and it makes me smile!!

##### 5. Emma

Hmm, I like ceramics, but this is a little different from the colorful ceramics I usually like. It’s kind of plain and the color is a bit dull. But I think I like it. It’s simple and practical, but quite beautiful.

### **STEP 3 BUILDING FLUENCY: EXPRESSING CRITICISM**

*Students will practice expressing criticism and describing things.*

#### **1. Expressions**

- One goal of this unit is to get students thinking about expressing the nuances of their opinions, and also recognizing ways to give polite criticism. Ask students to decide whether the underlined words give the expression a soft (polite/unsure) feel or a strong (impolite/confident) feel.
- Explain that we can use the “soft” ways of criticizing to sound polite or to show we are unsure about our opinions. Use the examples to demonstrate that the adverb of degree comes before the adjective.

#### **Answer Key**

Soft = 2, 3, 6, 8

Strong = 1, 4, 5, 7

#### **2. Vocabulary**

Have your students decide whether the adjectives are “positive” or “negative.” Go over the answers as a class.

#### **Answer Key**

Positive = unique, amazing, beautiful, cool, moving

Negative = boring, strange, dull, ugly, awful

#### **VOCAB TROUBLESHOOTING:**

Boring = not interesting

Strange = weird, not normal

Unique = individualistic, different in a good way

Dull = boring (can be used to describe personality and colors)

Amazing = wonderful, great

Beautiful = very pretty

Cool = very good, popular, fashionable

Ugly = not beautiful, difficult to look at

Awful = very bad, terrible, horrible

Moving = something that touches you emotionally

You may like to remind your students of the differences between these words:

It's boring / I'm bored

It's amazing / I was amazed

It's moving / I was moved

#### **HOW THE GRAMMAR WORKS:**

At this stage inform students that some adverbs of degree cannot be used with “negative” adjectives. Get students to try matching the adverbs of degree with the adjectives and discuss which can't be used together.

#### **3. Let's Practice**

Have students discuss the pictures of the art objects. Some students may be resistant to talk about art conversationally and may be tempted to give mono-syllabic responses so it helps to put the art in context and to have questions to prompt discussion. Have them start their discussion with: *What do you think of this (vase, painting, portrait, sculpture)?*

Sample follow-up questions:

*Would you buy it? Why or why not?*

*Would you put it in your home? Why or why not?*

*Would you put it in a museum? Why or why not?*

## STEP 4 CONVERSATION MODEL: WHAT DO YOU THINK OF THIS?

Students review voice tone.

### Optional Warm-up:

Write the following questions on the board.

- 1) *What are the speakers discussing?*
- 2) *Do they both like it?*
- 3) *What does the woman think about it?*

Books closed. Direct the students to the questions on the board. Go over the questions before playing the audio. Next, have the students listen to the audio and try to answer the questions above. After listening as needed, students compare answers in pairs and then as a class.

### 1. Situation

Books open. Have your students check the conversation for unknown words, and explain any difficult phrases. Next, play the conversation model [Track 22].

### VOCAB TROUBLESHOOTING:

It's not bad = It's okay

### HOW THE PRONUNCIATION WORKS: CHANGE YOUR VOICE TONE

Discuss the use of voice tone in the conversation model. Except when being sarcastic, we typically use a flat tone to say "negative" words and a higher tone when saying "positive" words. You can humorously demonstrate using a sarcastic tone by saying some of the "positive" adjectives on page 18 with a flat voice and some of the "negative" adjectives with a higher voice. As a class do a choral practice of this conversation, focusing on the use of voice tone. Say each line or chunk, and have your students repeat.

### EXTRA PRONUNCIATION POINTS: REDUCE AND BLEND SOUNDS

What do you think of this? → *wha duh ya thinkov* this?

I'm not so fond of it → I'm *no(t)* so *fondovit*

I don't really understand it → I *don(t)* really *understandit*

I think it's a bit boring → I *thinkitsa bi(t)* boring

### 2. Substitution

Have students work individually to connect the sentences and phrases in the columns to make a coherent conversation. Then have students compare answers in pairs.

### Answer Key

- a) It's not bad – kind of interesting
- b) I hate it – absolutely awful
- c) I really love it – really cool

### 3. Practice

- Have students use the **substitution** words to practice the conversation. Remind them to change their voice tone as appropriate. To model, ask for a volunteer to take the part of the man. You take the part of the woman. Do both as examples with a flat tone and a high tone. Then have the class guess how you felt about the art. Have early finishers create their own conversations.
- Choose a pair to demonstrate the conversation. Comment on their use of voice tone and offer pronunciation or intonation advice as necessary.

## STEP 5 LET'S TALK ABOUT IT: WHICH ONES DO YOU LIKE?

Students will rate and choose pieces of art for a gallery exhibition.

### 1. Get Ready

Give students time to rate each piece of art individually. Encourage the students to write one or two words next to each picture so they are prepared to discuss it in the next section.

## 2. Let's Talk

Put students in small groups. Have them share and discuss their ratings and opinions on each piece, and then decide on their group's three items. It might help to assign one person to be the note-taker that writes down the group's choices and reasons why. To facilitate speaking write the following gambits on the board:

*What do you think about this piece?*

*How did you rate this piece?*

*I rated it (as) 7 because...*

## 3. Follow Up

Have each group compare their choices with another group. Or, you could have each group introduce their choices (and reasons for them) to the class. Depending on the size of your class — and the variety of choices — you could even have a mini-class debate and subsequent vote in order to decide on the class's top three.

### BONUS: Speaking Activity

If time permits, have students try the bonus speaking questions. This could be done as either a pair/group/class discussion or an extemporaneous speaking exercise.

### BONUS ACTIVITY (Picasso's Face):

Working in pairs, one student draws a portrait with eyes closed while the partner gives guidance on what to draw.

- To set up the activity, have all the students hold up a pencil. Then, do a quick TPR task by telling them to move the pencil to the left, right, up, down, a little to the left, a little to the right, etc. This language will be essential to the task.
- Next, draw a big circle on the board. Tell the class that this will be a face. Then, put one hand over your eyes so you can't see and ask the students what to draw next.
- A student may say a nose or ear, etc. Hold up the marker and ask where to draw it (up, down, to the left, to the right, etc). Then do each part of the face: nose, ears, eyes, eyebrows, lips, hair, etc. For each part, be sure to keep your eyes closed and to elicit from the students what to draw and where to draw it.
- If the students are giggling then the task is going well because the face you are drawing will look pretty crazy. When you are finished, open your eyes and take a look. You should have a pretty good abstract face that would make Picasso proud.
- Next, put the students in pairs to do the activity themselves.

## STEP 6 LANGUAGE AWARENESS

Assign the language awareness activity on page 83 for homework. If necessary, do the first one or two questions together as a class. Leave 5 or 10 minutes at the beginning of the next class to go through the answers.

### Answer Key

1. (Actually, this) isn't that bad
2. (I'm) just not sure what it says
3. childish
4. (This is) so not my taste
5. moving
6. it is kind of sad / it gives the photo a sort of serious feel
7. (It's) a little strange for a (portrait)
8. strange / bright / crazy / unique
9. different / colorful / plain (dull) / simple / practical

## STEP 7 AMY'S VOCABULARY TIP

This study tip is about using a thesaurus to expand one's vocabulary. While the vast majority of students have a dictionary, it is very rare for students to own (or know about) thesauruses. If you have a thesaurus, bring it to class and explain to your students that it's a special dictionary for finding synonyms and antonyms of words. If you don't have one, introduce your students to the thesaurus function in Word (press F7 while holding down the shift key) or the plethora of thesaurus resources on the Net. Either in class, or for homework, have students find as many synonyms as they can for the adjectives listed on page 18. Be sure students understand that not all synonyms they find in a thesaurus can be used interchangeably.

Thesaurus.com: <http://thesaurus.reference.com>

The Free Dictionary: <http://www.thefreedictionary.com>

## **STEP 8 UNIT TEST**

Make copies of the Unit Test for each student. Start by playing the audio for the Listening section (download Track 3 from <http://www.elttestcenter.com>). Decide whether you give them one or two listenings. Then, allow the students about 5-10 minutes to complete the rest of the test. Correct the test in class, and record the score.

### **AUDIO Script**

I just don't get this sculpture. What is it meant to be? Sculptures of people I can understand, but this is kind of...well...boring. It's just a big piece of metal. Ugh, I don't get abstract art, I guess.

### **Answer Key**

#### **Part A.**

1. c
2. b

#### **Part B.**

3. do you think of
4. of it
5. is really
6. is a little

#### **Part C.**

7. e
8. a
9. f
10. c