



2 initiative

Teacher's Book and Teacher's Resource File

Includes:

- Teacher's Notes for Student's Book Unit 7
- Workbook answer key for Unit 7
- Teacher's Resources for Unit 7
 - Grammar and Vocabulary practice – Standard
 - Grammar and Vocabulary practice – Plus
 - Improving reading skills
 - Improving writing skills
 - Improving listening skills
 - Curricular worksheets – Science
 - Curricular worksheets – Humanities and Social science
 - Curricular worksheets – Arts

sample
unit



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		Vocabulary		Grammar in context		Reading		Communication skills		Writing		Lifelong learning skills	
		Vocabulary		Grammar in context		Reading		Listening		Speaking		Writing	
Unit 1 Work & play Page 5	<ul style="list-style-type: none"> Free time Activities of frequency Comparatives and superlatives <p>Pronunciation: /ə/</p> <p>Vocabulary in Action: Talking about free time</p>	<ul style="list-style-type: none"> Present simple and present continuous State verbs Present perfect simple Present perfect simple and present perfect continuous 	<ul style="list-style-type: none"> <i>Passion for dance</i> <p>DEVELOPING SKILLS (1) Predicting</p>	<ul style="list-style-type: none"> Hobbies that help Words from the listening text <p>DEVELOPING SKILLS (1) Pronunciation: Contractions</p>	<ul style="list-style-type: none"> An informal email and, but, because, because of, so <p>DEVELOPING SKILLS (1) Using punctuation</p>	<ul style="list-style-type: none"> How to... become an independent learner 							
Unit 2 Stories Page 11	<ul style="list-style-type: none"> Literary characters Books Phrasal verbs Adjective suffixes <p>Pronunciation: Word stress</p> <p>Vocabulary in Action: Recommending a book</p>	<ul style="list-style-type: none"> Past simple Past continuous Past perfect Past simple and present perfect simple used to and would 	<ul style="list-style-type: none"> <i>A historical life</i> <p>DEVELOPING SKILLS (1) Scanning</p>	<ul style="list-style-type: none"> Graphic novels Using the summary <p>DEVELOPING SKILLS (1) Giving recommendations Pronunciation: Linking</p>	<ul style="list-style-type: none"> Retelling a narrative Sequencing words and time expressions (1) <p>DEVELOPING SKILLS (1) Retelling a narrative</p>	<ul style="list-style-type: none"> How to... use the phonetic alphabet 							
Unit 3 Sport for all Page 29	<ul style="list-style-type: none"> Sports vocabulary go/lay/te/collisions Gerunds Negative prefixes <p>Pronunciation: /r/</p> <p>Vocabulary in Action: Talking about sport</p>	<ul style="list-style-type: none"> will, going to and present continuous Future continuous and future perfect Time clauses 	<ul style="list-style-type: none"> <i>The future of sport</i> <p>DEVELOPING SKILLS (1) Skimming</p>	<ul style="list-style-type: none"> The X Games Using the questions <p>DEVELOPING SKILLS (1) Making suggestions Discussing options Pronunciation: Intonation in suggestions</p>	<ul style="list-style-type: none"> An opinion essay Connectors of cause and effect (1) <p>DEVELOPING SKILLS (1) Giving your opinions</p>	<ul style="list-style-type: none"> How to... record vocabulary 							
Unit 4 Music Page 41	<ul style="list-style-type: none"> Music expressions ed-ing adjectives Compound adjectives <p>Pronunciation: /l/ /ə/ /d/</p> <p>Vocabulary in Action: Talking about music</p>	<ul style="list-style-type: none"> Modal verbs: ability or permission, advice, obligation, prohibition, no obligation, possibility and certainty Modal perfects be able to 	<ul style="list-style-type: none"> <i>When singing</i> <p>DEVELOPING SKILLS (1) Topic sentences</p>	<ul style="list-style-type: none"> Music festivals Specific information <p>DEVELOPING SKILLS (1) Describing photos (1) Using models Pronunciation: Contractions</p>	<ul style="list-style-type: none"> A description of a concert Connectors of addition and contrast (1) <p>DEVELOPING SKILLS (1) Keeping it simple</p>	<ul style="list-style-type: none"> How to... use an online dictionary 							
Unit 5 Places Page 53	<ul style="list-style-type: none"> The environment Phrasal verbs Gerunds and infinitives be used to / get used to <p>Pronunciation: /r/ and /s/</p> <p>Vocabulary in Action: Choosing a holiday destination</p>	<ul style="list-style-type: none"> Defining relative clauses Non-defining relative clauses Omission of relative pronouns 	<ul style="list-style-type: none"> <i>A Minister of a microscope</i> <p>DEVELOPING SKILLS (1) Difficult words</p>	<ul style="list-style-type: none"> Earthquakes Listening for the main idea <p>DEVELOPING SKILLS (1) Describing photos (2) Giving your opinion Pronunciation: Rhythm</p>	<ul style="list-style-type: none"> A description of a place stare, the, no article (2) <p>DEVELOPING SKILLS (1) Using relative clauses</p>	<ul style="list-style-type: none"> How to... study phrasal verbs 							
Unit 6 Science Page 65	<ul style="list-style-type: none"> Science Room suffixes -it, -er, -ion Compound nouns Phrasal verbs <p>Pronunciation: Compound nouns</p> <p>Vocabulary in Action: Talking about science</p>	<ul style="list-style-type: none"> First and second conditionals Third conditional advice 	<ul style="list-style-type: none"> <i>She doesn't believe that she's a genius</i> <p>DEVELOPING SKILLS (1) Using key words</p>	<ul style="list-style-type: none"> Scientists at work Using background knowledge <p>DEVELOPING SKILLS (1) Giving a presentation (2) Describing objects Pronunciation: Sentence stress</p>	<ul style="list-style-type: none"> A for and against essay (1) Connectors of addition and contrast (2) <p>DEVELOPING SKILLS (1) Giving a balanced argument</p>	<ul style="list-style-type: none"> How to... use technology 							
Unit 7 Is it art? Page 77	<ul style="list-style-type: none"> Art do and make Word families <p>Pronunciation: Word stress</p> <p>Vocabulary in Action: Talking about art exhibitions</p>	<ul style="list-style-type: none"> The passive Transforming sentences Highlight something above 	<ul style="list-style-type: none"> <i>Mobile art</i> <p>DEVELOPING SKILLS (1) Understanding reference</p>	<ul style="list-style-type: none"> 3-D artwork Multiple-choice questions <p>DEVELOPING SKILLS (1) Comparing and contrasting photos Giving conclusions Pronunciation: Intonation</p>	<ul style="list-style-type: none"> A biography Sequencing words and time expressions (2) <p>DEVELOPING SKILLS (1) Using the correct form</p>	<ul style="list-style-type: none"> How to... learn English through the classroom 							
Unit 8 Relationships Page 89	<ul style="list-style-type: none"> Relationships Phrasal verbs Reporting verbs <p>Pronunciation: /eɪ/, /ə/, /eɪ/, /eɪ/, /ə/</p> <p>Vocabulary in Action: Having a gossip</p>	<ul style="list-style-type: none"> Reported statements Reported questions Reported commands, requests and suggestions 	<ul style="list-style-type: none"> <i>Are you socially intelligent?</i> <p>DEVELOPING SKILLS (1) Inferring</p>	<ul style="list-style-type: none"> Gossiping Learning questions <p>DEVELOPING SKILLS (1) Giving news Reacting to news Pronunciation: Expressing surprise and sympathy</p>	<ul style="list-style-type: none"> A news story Connectors of cause and effect (1) <p>DEVELOPING SKILLS (1) Telling a news story</p>	<ul style="list-style-type: none"> How to... understand films 							
Unit 9 Gender Page 101	<ul style="list-style-type: none"> Award-winning women Gender in English Political issues Gerunds and infinitives review <p>Pronunciation: Initial /s/ and /z/</p> <p>Vocabulary in Action: Discussing gender</p>	<ul style="list-style-type: none"> Grammar review 	<ul style="list-style-type: none"> <i>History or fantasy</i> <p>DEVELOPING SKILLS (1) Synonyms and antonyms</p>	<ul style="list-style-type: none"> Women's football Identifying opinions <p>DEVELOPING SKILLS (1) Agreeing and disagreeing Listening to your partner Pronunciation: Elision</p>	<ul style="list-style-type: none"> A for and against essay (2) Review of connectors <p>DEVELOPING SKILLS (1) Writing a conclusion</p>	<ul style="list-style-type: none"> How to... watch films in English 							

• Annotate yourself page 113 • Developing exam skills page 122 • Self-study grammar notes page 131 • Developing writing skills page 141 • Pronunciation guide page 150 • Phrasal verbs page 151 • Irregular verbs page 152 • Wordlist page 154

The Skills Trainer with DVD provides listening and speaking practice and documentary reports about different aspects of British culture.



	Vocabulary	Grammar in context	Reading	Communication skills		Writing	Lifelong learning skills
				Listening	Speaking		
Review Fashion Page 5	<ul style="list-style-type: none"> • Clothes adjectives • Phrasal verbs Pronunciation: /i:/ and /ɪ/	<ul style="list-style-type: none"> • Present simple and present continuous • Past simple, past continuous, used to and would • will, going to and present continuous • Future continuous and future perfect 	<ul style="list-style-type: none"> • Light, correct, expensive? EXAM STRATEGY <ul style="list-style-type: none"> • Getting ready to read 		<ul style="list-style-type: none"> • An informal email • Time expressions 	<ul style="list-style-type: none"> • How to ... prepare for a GCSE 	
Unit 1 The media Page 13	Vocabulary in Actions: Shopping for clothes <ul style="list-style-type: none"> • The media • Compound nouns • Gerunds and relatives • Verbs with change of meaning Pronunciation: /ə/ and /ɪ/	<ul style="list-style-type: none"> • Past simple, present perfect simple and present perfect continuous • Past simple, past perfect simple and past perfect continuous 	<ul style="list-style-type: none"> • I can't believe it! EXAM STRATEGY <ul style="list-style-type: none"> • Reading for detail 	<ul style="list-style-type: none"> • Giving a presentation EXAM STRATEGY <ul style="list-style-type: none"> • Illustrating your presentation Pronunciation: Weak forms /ə/	<ul style="list-style-type: none"> • A narrative • Sequencing words EXAM STRATEGY <ul style="list-style-type: none"> • Giving advice 	<ul style="list-style-type: none"> • How to ... organise your study time 	
Unit 2 Justice Page 15	Vocabulary in Actions: Talking about the media <ul style="list-style-type: none"> • Crime • Adjectives with prepositions • Compound adjectives Pronunciation: /j/ and /ə/	<ul style="list-style-type: none"> • Modals: obligation and necessity, possibility and certainty • Present and past modals 	<ul style="list-style-type: none"> • Whichever? EXAM STRATEGY <ul style="list-style-type: none"> • Answering true / false questions 	<ul style="list-style-type: none"> • Describing and comparing photos EXAM STRATEGY <ul style="list-style-type: none"> • Making deductions Pronunciation: Sentence stress	<ul style="list-style-type: none"> • An opinion essay (1) • Connectors of cause and effect EXAM STRATEGY <ul style="list-style-type: none"> • Giving opinions 	<ul style="list-style-type: none"> • How to ... participate in a debating exam 	
Unit 3 Health Page 17	Vocabulary in Actions: Talking about crime <ul style="list-style-type: none"> • Health and illness • Phrasal verbs • Adjective suffixes • Noun suffixes Pronunciation: Linking	<ul style="list-style-type: none"> • The passive • The passive with reporting verbs • How / get something done 	<ul style="list-style-type: none"> • Enjoying cinema? EXAM STRATEGY <ul style="list-style-type: none"> • Answering open questions 	<ul style="list-style-type: none"> • Agreeing and disagreeing EXAM STRATEGY <ul style="list-style-type: none"> • Asking for clarification Pronunciation: Consonant clusters	<ul style="list-style-type: none"> • A for and against essay • Connectors of addition and contrast EXAM STRATEGY <ul style="list-style-type: none"> • Increasing interest 	<ul style="list-style-type: none"> • How to ... pass writing exams 	
Unit 4 Shopping Page 19	Vocabulary in Actions: Describing illnesses <ul style="list-style-type: none"> • Shopping • Phrasal verbs • Noun suffixes Pronunciation: /ə/ and /j/	<ul style="list-style-type: none"> • First, second and third conditionals • Alternatives to /if/ • /ask and /only/ 	<ul style="list-style-type: none"> • Still, still soft? EXAM STRATEGY <ul style="list-style-type: none"> • Answering multiple choice questions 	<ul style="list-style-type: none"> • Explaining and persuading EXAM STRATEGY <ul style="list-style-type: none"> • Being open-minded Pronunciation: Intonation	<ul style="list-style-type: none"> • A summary EXAM STRATEGY <ul style="list-style-type: none"> • Writing a summary 	<ul style="list-style-type: none"> • How to ... pass writing exams 	
Unit 5 Travel Page 41	Vocabulary in Actions: Going shopping <ul style="list-style-type: none"> • Travel • Compound nouns • Prefixes • Verb + preposition Pronunciation: Syllable stress /ə/ and /z/	<ul style="list-style-type: none"> • Reported statements • Reported questions • Reported commands, requests and suggestions • Reporting verbs 	<ul style="list-style-type: none"> • The joy of air travel? EXAM STRATEGY <ul style="list-style-type: none"> • Answering sentence completion questions 	<ul style="list-style-type: none"> • Discussing options EXAM STRATEGY <ul style="list-style-type: none"> • Discussing options Pronunciation: Silent letters	<ul style="list-style-type: none"> • An opinion essay (2) • Connectors of purpose EXAM STRATEGY <ul style="list-style-type: none"> • Giving opinions 	<ul style="list-style-type: none"> • How to ... pass language exams 	
Unit 6 Work Page 73	Vocabulary in Actions: Top travel tips <ul style="list-style-type: none"> • Work • Phrasal verbs • Early-confused words Pronunciation: /ə/ and /z/	<ul style="list-style-type: none"> • Defining and non-defining relative clauses • Omitting relative pronouns • Relative clauses with prepositions 	<ul style="list-style-type: none"> • Job search EXAM STRATEGY <ul style="list-style-type: none"> • Listening exams 	<ul style="list-style-type: none"> • Making a personal statement EXAM STRATEGY <ul style="list-style-type: none"> • Giving evidence Pronunciation: Rhythms	<ul style="list-style-type: none"> • A formal letter • Connectors of review EXAM STRATEGY <ul style="list-style-type: none"> • Writing to a formula 	<ul style="list-style-type: none"> • How to ... revise for an exam 	



• Assess yourself page 86
 • Pronunciation page 126
 • Self-study grammar notes page 99
 • Irregular verbs page 128
 • Exam practice page 92
 • Phrasal verbs page 127
 • Exam preparation – Vocabulary page 111
 • Exam preparation – Writing page 119
 • Wordlist page 130

The Exam Trainer with DVD and accompanying online audio provides comprehensive exam training and practice and a complete review of exam strategies and techniques.

Introducing *Initiative*

Initiative is a new two-level course for Bachillerato students. With its fast-paced approach and use of authentic texts, topics and language, *Initiative* maximizes student interest and provides sufficient challenge for twenty-first century learners.

Following guidelines laid down by the Common European Framework of Reference for Foreign Languages, *Initiative* aims to ensure your students fully develop their language competence, to teach tools and strategies for lifelong learning inside and outside the classroom and to prepare students for exam success in Bachillerato and beyond.

To achieve this, *Initiative* offers:

Linguistic content and language skills

Vocabulary development

Initiative takes a three-tiered approach to vocabulary ensuring that new lexis is introduced gradually and recycled thoroughly. Firstly, the opening introductory page of each unit activates passive vocabulary through a series of communicative tasks. Secondly, the **Topic words** page presents and practises new vocabulary related to the theme of the unit. Thirdly, the **Word building** page focuses on lexical grammar and word formation. In addition, the **Vocabulary in Action** and **Consolidate** tasks review and practise new vocabulary in all Vocabulary sections. Understanding vocabulary also plays an important role in successful reading, so **Word Power** tasks, which highlight vocabulary items in context, are included in all Reading sections.

Grammar in context

Grammar plays a key role in *Initiative* and students are asked to take an active role in acquiring new language. Grammar structures are presented in a range of authentic-style texts that provide the comprehensible context essential for understanding meaning. These texts also allow for a deductive approach to grammar which invites students to identify and match language examples with uses rather than merely presenting learners with a set of rules. A variety of sentence level and text-based tasks in both the *Student's Book* and *Workbook* ensure new language items are reviewed and practised, whilst regular **Consolidate** and **Cumulative** tasks extend knowledge by contrasting grammatical structures.

Functional language

A thorough knowledge of functional language is essential for successful communication. *Initiative*, with its emphasis on communication skills, highlights functional language in the following ways. **Phrase banks** include the functional exponents students need to complete oral tasks. The **Vocabulary in Action** feature reviews vocabulary in the context of functional monologues and dialogues. The Speaking pages in the Communication skills section also forefront functional language and provide opportunities for analysis and production.

Pronunciation

Initiative deals systematically with pronunciation covering phonemes, stress and intonation. Regular **Pronunciation** tasks appear in the *Student's Book* and the *Workbook*. Wordlists in the *Student's Book* include the phonemic transcript of all words and expressions. Furthermore, students will learn how to download and use *Sounds: The Pronunciation App* to improve their pronunciation.

Receptive and productive skills

Receptive and productive skills are treated thoroughly in *Initiative*. Reading texts have been selected to be of interest to students and designed to look attractive. Alongside the texts a range of tasks and activities ensure coverage of all common question types, essential for exam success. *Initiative* takes an integrated approach to listening and speaking and from the introductory page onwards, students develop their communication skills in parallel. Frequent short tasks, **Let's talk**, provide controlled practice of new language, whereas the **Speaking Initiative** tasks, with step-by-step guidelines, are longer tasks with clear communicative goals. Listening can be one of the most difficult skills to develop and so *Initiative* provides learners with the support they need before and during listening to aid comprehension and improve confidence. Writing is developed through the examination of model texts and language tasks. **Writing Initiative** tasks are carefully staged and emphasize that good writing requires planning, drafting and rewriting. Further development work on all receptive and productive skills can be found in the *Workbook*, the *Communication Trainer with video material* and the *Teacher's Resources*.

Learner development and lifelong learning skills

Skills development

Initiative 1 aims to practise and consolidate a variety of skills for use both inside and outside the classroom. To this end, extensive skills development materials are included in all *Initiative 1* components. The *Student's Book* features the innovative **Lifelong learning skills** section at the end of every unit which focuses on the acquisition and improvement of language and learning skills. Topics include using an online dictionary, recording vocabulary, using phrasal verbs and learning English outside the classroom. Each page presents a 'How to ...' guide featuring quizzes and activities as well as helpful hints and strategies. Each page culminates in a Challenge activity which encourages students to put into practice all the new skills they have acquired.

In the *Student's Book* reference section, **Developing writing skills** presents model writing texts linked to each Writing Initiative task with a helpful guide to explain what to write in each paragraph of the text. In addition, there is a Useful language box which presents key language and phrases for each specific essay type and a Common errors box which highlights grammatical errors such as word order, tenses and the correct use of connectors.

The Communication Trainer with video material focuses on communication and provides comprehensive training with the development of listening and speaking skills.

21st century skills

Workbook 1 features the innovative **21st century skills** section which has a strong real-world focus and clear learning outcomes. This section develops key skills for the future both inside and outside the classroom including writing a CV, taking part in an interview and following instructions.

Further practice of all linguistic content, language skills and exam strategies can be found on photocopiable worksheets in the *Teacher's Resources*.

Exam skills and self-study

Successful language learners are those who can work independently outside the classroom. To develop students' autonomy, *Initiative* provides self-study reference material in the *Student's Book*. This includes the **Assess yourself** revision section which allows students to evaluate their progress and the **Developing exam skills** section which aims to improve students' exam skills. This section presents a series of unit-by-unit exams linked to the *Student's Book* main unit topics with a range of comprehension question types culminating in a writing task. Self-study grammar notes, Pronunciation guide, Phrasal verbs, Irregular verbs and a complete Wordlist are also provided. There is further self-access material and skills practice in the *Workbook* and the *Communication Trainer with video material*.

Learning strategies

In order to encourage students' learning both inside and outside the classroom, *Initiative* places high importance on developing learning strategies. The **Lifelong learning skills** pages examine useful learner strategies and language-learning tools. The **Developing skills** feature focuses on those sub-skills essential for skills work and exam success. **Analyse** boxes encourage students to reflect on the differences between their own language and English, and to make notes of language items which can lead to error such as false friends and confusing expressions. Finally, the feature **Think & Discuss** encourages students to think critically about the topics they examine throughout *Initiative*.

Cultural knowledge

Learning about culture is an essential part of language learning. To this end, *Initiative* focuses on a whole range of culturally relevant topics and issues from the environment, through equality to travel. The *Teacher's Book* includes the **Extend cultural knowledge** feature which provides essential background information on the people, places and events in the material. The *Communication Trainer with video material* is another rich source of material which focuses on different aspects of life in multi-cultural Britain.

Cross-curricular content

Much of the material in *Initiative* has clear links to other subjects on the school curriculum and these links are highlighted in the teaching notes in the *Teacher's Book*. Additional **Curricular worksheets** in the *Teacher's Resources* enable you to bring topics from Science, Humanities and Social science and Arts into the English classroom.

Social skills and values

The *Initiative* materials and discussion tasks emphasize respect for other people and cultures, for the environment and for equality.

Digital competence

Initiative promotes digital competence in numerous ways. These include using the internet as a source of ideas for speaking and writing work, and the use of software packages to prepare slides to accompany oral presentations. The *Student's Website* gives access to online practice activities for language and skills. In addition, students learn about tools such as *Sounds: The Pronunciation App* and the *Macmillan Online Dictionary* to improve their pronunciation and increase their active vocabulary.



Student's Book 1

Student's Book 1 contains nine complete units and an extensive reference section with material for self-study and self-evaluation.

Each unit opens with an introductory page presenting the unit theme and vocabulary. With striking visual tasks and general knowledge quizzes, this page engages students from the start. Listening and speaking tasks encourage students to reflect on and discuss the new topic. The introduction is followed by five double-page spreads devoted to **Reading, Grammar in context, Vocabulary, Communication skills** and **Writing**. The final page of each unit, **Lifelong learning skills**, focuses on techniques and tools which enable students to improve their language and learning skills both inside and outside the classroom.

The reference section of the *Student's Book* provides students with extra material to complement the core units and includes the following sections: Assess yourself grammar, vocabulary and writing activities; Developing exam skills practice tasks; Self-study grammar notes; Developing writing skills; Pronunciation; Phrasal verbs; Irregular verbs and a Wordlist with phonemic transcripts and translations.

There is a Digital Student's Book for students and a digital version of the Student's Book is available for teachers in the Teacher's Presentation Kit.

Opening page

Unit objectives

A clear outline of the unit contents.



Listening and speaking tasks ensure students use topic vocabulary.

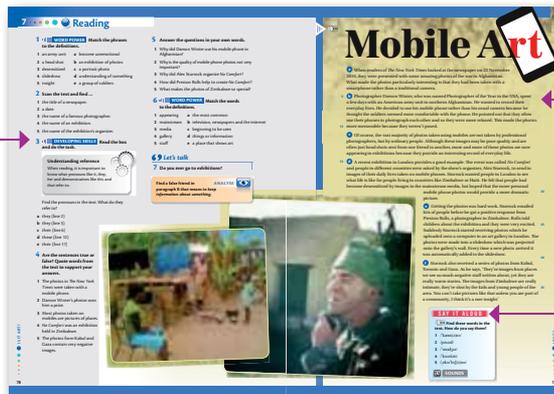
Think & Discuss

A discussion which encourages students to think critically about the unit theme.

Reading

Developing skills

Strategies to develop reading skills and ensure exam success.



Attractive, informative texts based on real people, places and events.

Say it aloud

Pronunciation tasks which teach the International Phonetic Alphabet.

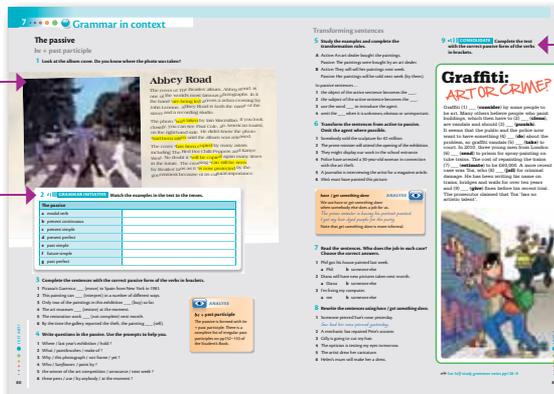
Grammar in context

Grammar presentation

Authentic-style texts provide comprehensible context for new language.

Grammar Initiative

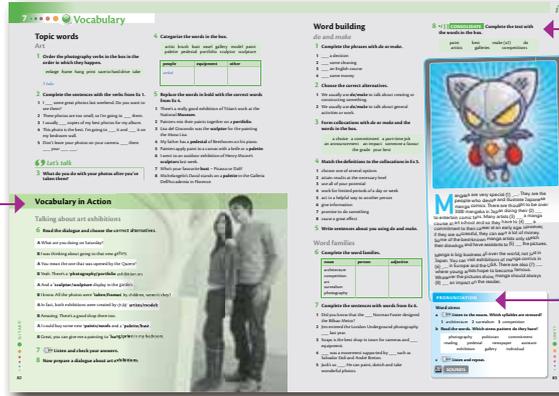
Students match language examples with rules of usage.



Consolidate

Text-based tasks consolidate all grammar presented in the unit.

Vocabulary



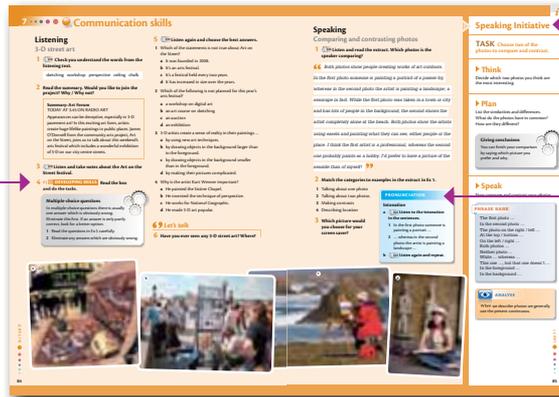
Consolidate
Text-based tasks consolidate new vocabulary items.

Vocabulary in Action

Functional dialogues and monologues provide contextualised practice.

Pronunciation
A pronunciation task linked to Sounds: The Pronunciation App.

Communication skills



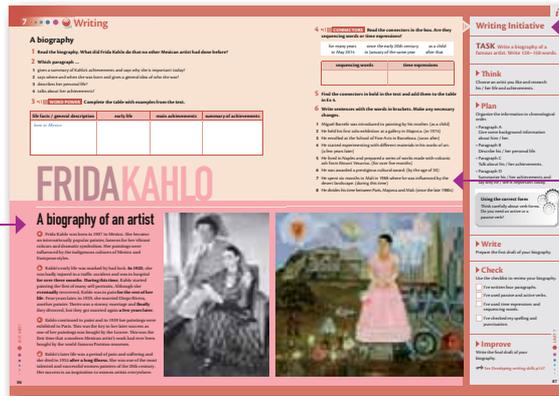
Speaking Initiative
Step-by-step guides to successful oral interaction and production.

Developing skills

Strategies to develop listening skills and improve exam performance.

Pronunciation
Pronunciation tasks focussing on stress and intonation.

Writing



Writing Initiative
Step-by-step guides to planning and producing well-written texts.

Model texts provide students with clear examples of a specific genre.

Language tasks
Examine language essential to good writing such as articles and connectors.

Lifelong learning skills

Attractive visual tasks and quizzes.



Tools and techniques to achieve exam success.

Challenge
Opportunities to put new tools and techniques into practice.

Workbook 1

Workbook 1 is comprehensive and clearly structured making it ideal for students to work independently. It contains nine complete units which review, recycle and consolidate the language presented and practised in the *Student's Book* and it also provides additional skills practice. The worksheets in the 21st century skills section offer students the opportunity to acquire key transferable skills for the future. All audio can be found online in the Student's Resource Centre. An Online Workbook is available for students and a digital version of the *Workbook* is available for teachers in the Teacher's Presentation Kit.

Vocabulary

A variety of activities and tasks ensure successful revision of all the vocabulary from the *Student's Book*.



Grammar in context

Clear, easy-to-follow exercises provide students with extensive practice all of the grammar taught in *Initiative*.

Communication skills

Listening

A broad range of texts and tasks which link thematically to the units.

Dictation

Short activities for intensive listening practice.

Speaking

Interaction and production tasks review functional language and prepare students for classroom performance.



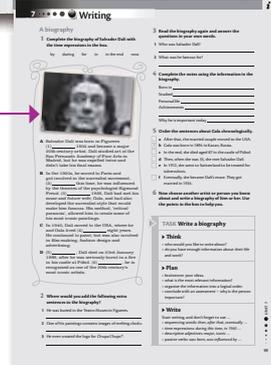
Reading

A wide variety of texts on theme-related topics and full practice of all question types.



Writing

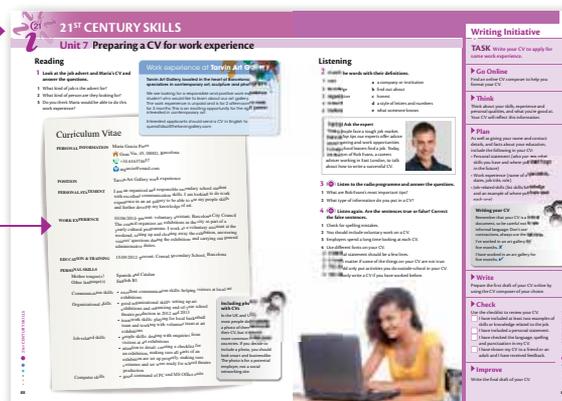
Model texts, language tasks and step-by-step writing guides enable students to produce quality texts.



21st century skills

Innovative worksheets with integrated skills to provide key transferable skills for the future.

Clear visual presentations of real-world contexts.



Clear learning outcomes.

Step-by-step preparation of the task leading to production.

Communication Trainer with video material

The *Communication Trainer with video material* accompanies the *Workbook*. It provides students with attractive, easy-to-use material for self-access work outside the classroom and can also be used in class. The main aims of the *Communication Trainer* are to consolidate and extend the vocabulary and functional language presented in the *Student's Book* and to provide students with stimulating cultural material. A full answer key is located at the back of the book making it ideal material for developing learner autonomy.

The videos contain 18 video clips which have been specially written to link to the themes and topics of *Initiative*. The **Speak about it** webcam and vox pops clips have been carefully scripted to provide students with extra exposure to the functional, spoken language from the **Communication skills** section of the *Student's Book*. The **Culture matters** documentary reports focus on different aspects of life in the UK and portray people, projects and cultural events from around Britain.

A fully interactive version of the *Communication Trainer* with integrated video is also available.

Language extension

Reviews and extends vocabulary from the *Student's Book* and prepares students for video viewing.

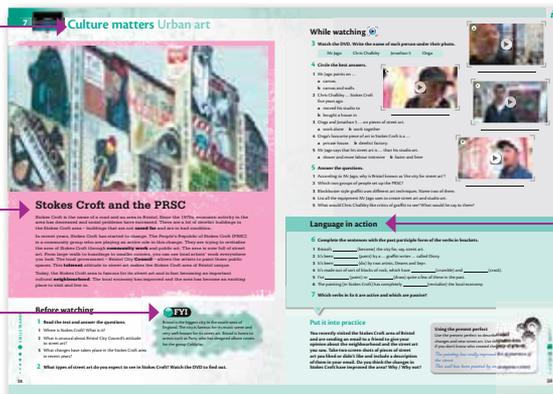


Speak about it

Webcams with Hugo and Carmen and vox pop style interviews consolidate functional language and develop communication skills.

Culture matters

Reading texts provide introduction to aspects of UK culture and activate interest prior to viewing documentary reports.



Language in Action

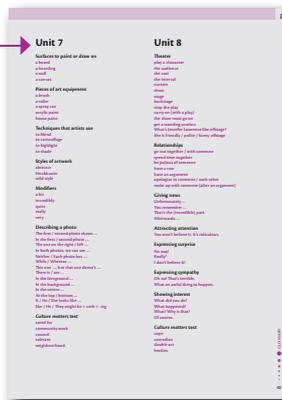
Analyses real language used by real people and prepares students for oral practice in class.

FYI: 'For Your Information'

Highlights useful background facts and figures.

Glossary

Provides an easy-to-navigate Phrase bank and translations of all key vocabulary from the Language extension sections and Culture Matters reading texts into Castilian and Catalan.



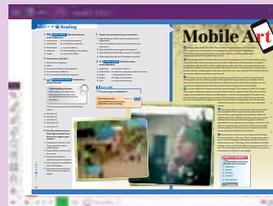
Digital Resource Centre

- The Digital Resource Centre provides digital solutions in one place which suit the technology available in all teaching environments.
- Teachers can download the Teacher's Presentation Kit.
- Students can access the Digital Student's Book, Online Workbook, online Communication Trainer and videos plus audio files for the Workbook.

Teacher's Digital Resources

The Digital Resource Centre gives access to:

- The **Teacher's Presentation Kit**. The Student's Book and Workbook in the Teacher's Presentation Kit include activities with one-by-one or 'show all' answers, integrated audio links and a full range of IWB tools.
- The **Teacher's Resources** including editable worksheets, tests and exams and audio files.
- The **Workbook audio** in downloadable files.
- The online **Communication Trainer** with integrated video material.



Initiative digital material is compatible with multiple devices



Student's Digital Resources

There is an access code in the Student's Book to:

- The online **Communication Trainer** with integrated video material.
- The **Workbook audio** in downloadable files.

Students working in a digital-only environment can access the Digital Student's Book and the Online Workbook.



Student's Website

The *Student's Website* provides learners with a range of activities to practise the language presented in the *Student's Book*. The website also offers varied skills practice and develops communication skills through functional contexts for speaking practice and activities where learners can record their own voice.

www.macmillanbachillerato.es



Sounds: The Pronunciation App

Available for Apple iOS and Android-based devices, *Sounds: The Pronunciation App* means students can study, practise and play with pronunciation wherever they are. The app contains Interactive Phonemic Chart, Wordlists and Practice plus Quizzes.

www.soundspronapp.com



Macmillan Dictionary Online

Macmillan Dictionary is an online dictionary and thesaurus in one and offers free tools and resources for teachers of English. With just one click of a button, users can consult definitions, synonyms, grammar information, example sentences, common phrases, British and American pronunciations and much more.

MACMILLAN
DICTIONARY

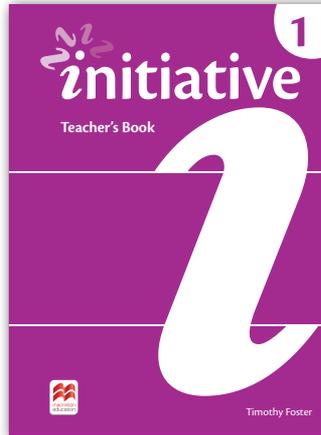
 Dictionary Thesaurus

www.macmillandictionary.com

Teacher's Book 1

Teacher's Book 1 contains everything you need to work in class with *Initiative* successfully and much more.

Each unit contains a clear overview of the contents and objectives with full teaching notes, answer keys and audioscripts. There are extra activities to extend learning, anticipate error, provide cultural background about the people, places and events which feature in the material, and to help deal with classroom diversity. The *Teacher's Book* also includes all *Student's Book* reference material.

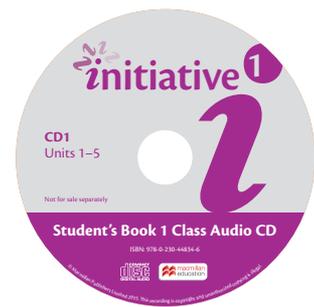


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Class Audio CDs

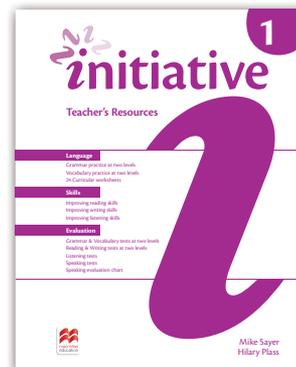
All the audio recordings from the *Student's Book* are included on two Audio CDs.



Teacher's Resources 1

A wealth of photocopiable worksheets and resources to recycle and practise language, develop skills, link to other subjects such as Science, Humanities and Social science and Arts, assess, test and evaluate your students.

See page xiii for more information about Teacher's Resources.



The Exam Generator

The *Exam Generator* contains a wide range of exam question formats which enables you to create tailor-made practice exams for your students.



Teacher's Book 1

Teacher's Book 1 contains a variety of different features and tasks to help teachers make the best use of the *Initiative* materials.

Each unit of the *Teacher's Book* begins with an extensive double-page **Overview** of the unit. The Overview covers the following categories: Unit objectives, Linguistic content, Language skills, Lifelong learning skills, Assessment and evaluation, Classroom diversity and Digital material.

Clear **Lesson Aims** are included at the start of each lesson. These provide a useful summary of the new language that will be presented in class and tasks that students will perform.

Optional **Lead-in** tasks are short and practical and intended to prepare students for the lesson.

Language notes provide extra information about pronunciation, vocabulary or grammar for teachers. They may include a definition or the phonetic script of a difficult word or phrase, provide a more detailed grammar explanation or explain idiomatic use of English.

Transfer error boxes highlight grammatical and lexical errors resulting from L1 interference. These include errors such as confusion with verbs like *make* and *do*, pronunciation problems, prepositions, incorrect use of the passive and article use.

The **Extend cultural knowledge** feature provides background cultural notes for teachers. The boxes aim to give teachers useful information to answer questions that students might have about the people, places or events mentioned in the *Student's Book*. Weblinks may also be included here.

The **Fast finishers** boxes provide extra tasks for students who finish the classroom activities before their classmates. As such, this feature helps with classroom diversity.

Optional extension tasks extend students' knowledge of what they are currently studying in the classroom.

The **Homework** features contain links to Workbook tasks and provide alternative ideas for homework based on the *Student's Book* material.



LESSON AIMS

Students learn and practise vocabulary related to works of art and listen to four short monologues about art.

LEAD-IN

Set a time limit of five minutes. Students write the letters of the alphabet down a page then write a genre of art or the name of an artist corresponding to each letter, eg *abstract, Botticelli, Caravaggio, Dadaism*, etc. Elicit students' answers to share with the class.

Language note

Students often use *do* and *make* incorrectly and this is usually because both verbs translate as just one verb in their own language. The general rule of *do* 'to talk about general activities or work, and *make* 'to talk about creating or constructing something' holds true in many cases but there are a large number of fixed expressions with *make* and *do* which do not conform to these rules particularly neatly, eg *do the cooking, make the bed*, etc. These have to be remembered on a case-by-case basis.

TRANSFER ERRORS

Students do not generally have problems with the formation of the passive, but may not use it as frequently as necessary. It is quite common to see even higher-level students use an active form in contexts where a passive is required, or substitute a reflexive form in place of the gerund by translating directly from their own language. Students also frequently get confused about the subject resulting in sentences like, *The album it was recorded in 1969. (x)* or *It was taken the photograph outside the studio. (x)*

Extend cultural knowledge

American painter **Jackson Pollock** was a leading member of the abstract expressionist movement and famous for his drip technique with paint which this painting, *No. 6*, illustrates perfectly. His painting *No. 5*, was sold in November 2006 for \$140 million making it the most expensive picture ever sold at the time.

FAST FINISHERS

Students answer the questions in Ex 4 in the passive with their own ideas, eg *Last year's exhibition was held in the MOMA in New York*, etc.

Optional extension

Students look for words in the text that are similar to words in their language and find out if they are cognates or false friends, using a dictionary if necessary.

Homework:

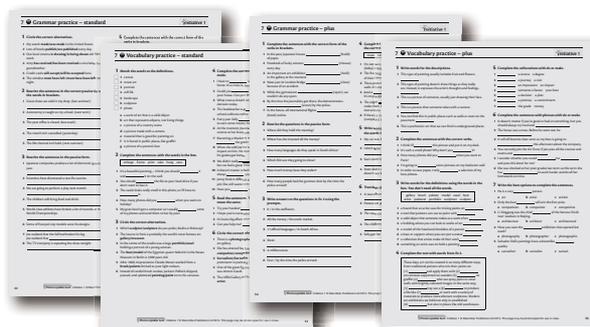
Students write a paragraph about their opinion of the statement in *Think & Discuss*.

Teacher's Resources 1

With 256 pages of photocopiable material, complete answer keys and audioscripts, *Teacher's Resources 1* provides all the worksheets, tests and exams you need to ensure your students review the new language from *Initiative 1* for assessment and testing purposes. In addition, worksheets, tests and exams are all included in the Teacher's Resource Centre in editable Word format, so you can tailor them to your needs.

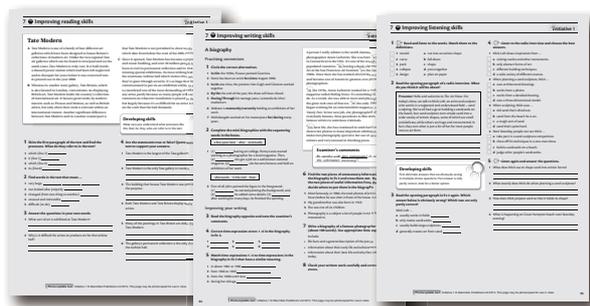
Grammar and Vocabulary practice

Grammar and Vocabulary are reviewed and consolidated in a series of worksheets which have been written at two different levels of difficulty: **Standard** and **Plus**. Both levels provide a full review of the *Student's Book* language; however, the **Standard** worksheets are based around simple activities and exercises, whereas the **Plus** worksheets are more challenging. This allows you to provide your students with materials appropriate to their level and needs.



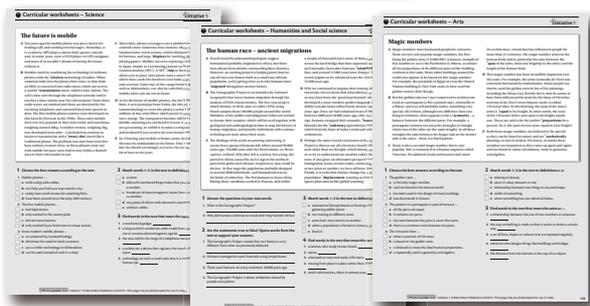
Skills practice

These sections contain Reading, Writing and Listening worksheets which provide extra skills practice and ensure the development of your students' receptive and productive skills. They can be used in the classroom or, in the case of reading and writing, set as homework. Audio recordings for the Listening worksheets are to be found on the *Teacher's Resource Centre*.



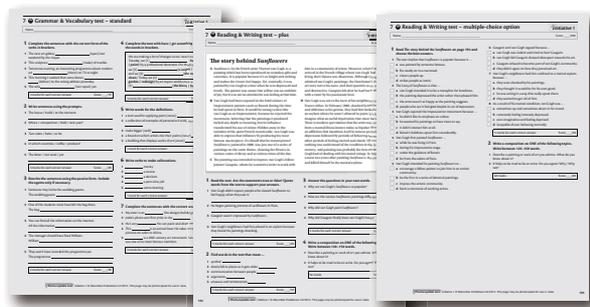
Curricular worksheets: Science, Humanities and Social science, Arts

The aim of these worksheets is to make links to other curricular subjects and to provide reading and discussion material, which encourages your students to think about their future studies in English.



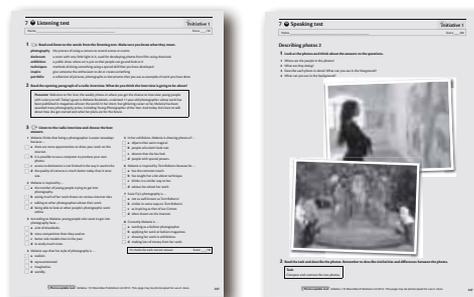
Assessment and Testing

Tests and Exams have been written at two different levels of difficulty: Standard and Plus. This allows you to set exams that are appropriate to your students' level and needs. Both the Standard and Plus sections include *Grammar & Vocabulary Tests*, *Reading & Writing Tests* with optional multiple-choice questions for Plus tests, *End-of-Term Exams* and *End-of-Year Exams*.



Testing communication

This section contains material to test your students' communication skills. For each unit of the *Student's Book*, there are *Listening and Speaking Tests*. There is a photocopiable *Evaluation chart* for Speaking tests which details assessment criteria for oral tests and exams and for receptive and productive oral work in the classroom. Audio recordings for the Listening tests are to be found on the *Teacher's Resource Centre*.



1



2initiative

Teacher's Book

sample
unit

Unit 7
included in
this sample



Timothy Foster

7 Is it art?



Unit objectives

By the end of this unit the student will be able to ...

- Understand, memorize and correctly use vocabulary and word families related to works of art, artists and art equipment, photography verbs and collocations with *do* and *make*
- Identify specific information from a text about mobile art
- Understand and correctly use the passive, transform sentences from active to passive, and use *have / get something done*
- Identify specific information relating to 3-D street art through a listening passage
- Compare and contrast photos orally
- Write a biography

Linguistic content

Main vocabulary

- Works of art: *cave painting, landscape, portrait, etc*
- Photography verbs: *enlarge, frame, take, etc*
- Art, artists and art equipment: *artist, brush, easel, model, palette, portfolio, sculpture, etc*
- *do* and *make*: *do some cleaning, make a decision, etc*
- Word families: *architect, architecture, architectural; art, artist, artistic, etc*

Grammar

- Passive forms: present simple, present continuous, present perfect, past simple, past perfect, future simple and modal verbs
- Transforming sentences: active to passive, omission of the agent where possible
- *have / get something done*: for when somebody else does a job for us

Functional language

- Phrases for describing works of art: *I can see ... , I think they're at ... , It looks like ... , He's probably ... , etc*
- Phrases for describing photos: *The first photo ... , whereas in the second photo ... , etc*

Pronunciation

- Word stress in nouns: *architecture, exhibition, etc*
- Rising and falling intonation in sentences

Language skills

Reading

- Read a text about mobile art
- Read a short text about the cover of The Beatles' album *Abbey Road*
- Read a text about Frida Kahlo

Writing

- Learn how to use sequencing words and time expressions: *eventually, finally, for over three months, after a long illness, etc*
- Write a description of a famous artist

Listening

- Listen to four monologues about art
- Listen to a radio programme about 3-D street art

Speaking

Production

- Prepare a dialogue about art exhibitions
- Talk about whether photography is really art
- Compare and contrast in detail two photos

Interaction

- Describe a work of art
- Discuss exhibitions
- Share opinions about 3-D street art and describe it

Lifelong learning skills

Exam skills and self-study in the Student's Book

- Assess yourself p119
- Developing exam skills p128
- Self-study grammar notes p138–9
- Developing writing skills p147
- Wordlist p157–8

21st century skills in the Workbook

- Preparing a CV for work experience p88–9

Learning strategies

- Understanding what pronouns and demonstratives refer to in order to fully understand a reading text
- Eliminating options in multiple-choice questions before answering
- Finishing a spoken comparison of two pictures by saying which you prefer and why
- Thinking carefully about tenses in written texts
- Learning from examples of English outside the classroom

Socio-cultural aspects

- Works of art: the *Mona Lisa*, *Las Meninas*, the *Abbey Road* album cover, etc
- Artists: Jackson Pollock, Miguel Barceló, Frida Kahlo, etc
- *No Comfort*: people's daily lives in different countries
- Graffiti: art or crime?
- Mangaka artists and Manga comics

Cultural knowledge

- Art: talking about art and artists

Social skills and values

- Respect for others
- Respect for other cultures

Digital competence

- Using the internet to research different types of art
- Using the internet to research an artist
- Using the Student's Website for self-study

Assessment and evaluation

Tests in the Teacher's Resource Book

- Grammar & Vocabulary test – standard p145
- Reading & Writing test – standard p146
- Grammar & Vocabulary test – plus p193
- Reading & Writing test – plus p194
- Reading & Writing test – multiple-choice option p195
- Listening test p237
- Speaking test p247

Classroom diversity

Mixed ability in the Teacher's Book

- Fast finisher activities T78, T80, T81, T82, T83, T86, T88
- Optional extension activities T78, T79, T80, T81, T82, T84, T86, T88

Teacher's Resource Book

- Grammar practice – standard p22
- Vocabulary practice – standard p23
- Grammar practice – plus p54
- Vocabulary practice – plus p55
- Improving reading skills p73
- Improving writing skills p82
- Improving listening skills p95

Digital material

- Student's and Teacher's Resource Centres
- Teacher's Presentation Kit
- Digital Student's Book
- Online Workbook
- Student's Website
- Sounds App

LESSON AIMS

Students learn and practise vocabulary related to works of art and listen to four short monologues about art.

LEAD-IN

Set a time limit of five minutes. Students write the letters of the alphabet down a page then write a genre of art or the name of an artist corresponding to each letter, eg *abstract, Botticelli, Caravaggio, Dadaism*, etc. Elicit students' answers to share with the class.

- 1 • Students read the words and check their meaning.
• They then match the words to the works of art.
• Check answers and pronunciation as a class.



Extend cultural knowledge

American painter **Jackson Pollock** was a leading member of the abstract expressionist movement and famous for his drip technique with paint which this painting, *No. 6*, illustrates perfectly. His painting *No. 5*, was sold in November 2006 for \$140 million making it the most expensive picture ever sold at the time.

Gjon Mili was an Albanian-American photographer best known for his work published in LIFE. In 1949 he took a series of innovative photographs of the Spanish artist Pablo Picasso using the technique of light drawing. This technique was pioneered in the late 19th century and developed further by Mili in the 1930s using two cameras to create the illusion of light. The photographs of Picasso became known as *Pablo Picasso's Light Drawings*.

The **Altamira cave paintings** were discovered in 1879 in Santillana del Mar in Cantabria. They are from the Upper Palaeolithic age (35,000–11,000BC) and depict images of wild mammals and human hands. Altamira was declared a UNESCO World Heritage site in 1985. The caves were closed to the public in 1977 as carbon dioxide from visitors was eroding the paintings. An exact replica of the cave and a museum was opened in 2001 for visitors.

The **Mona Lisa** (la Gioconda) was painted by Leonardo da Vinci between 1503 and 1506. The model for the painting is thought to be Lisa del Giocondo and is famous for the woman's enigmatic half smile. The painting is now displayed in the Musée du Louvre in Paris. In the 1960s the painting was displayed in New York and Washington and, before it left France, it was valued at \$100 million.

Superlambanana is the creation of Japanese artist Taro Chiezo. It was designed for the Art Transpennine Exhibition in 1998, an exhibition designed to showcase art in the north of England. Superlambanana was the contribution of the city of Liverpool. The sculpture is a cross between a lamb and a banana and illustrates Liverpool's history as a port as well as highlighting the dangers of genetically modified food. To celebrate Liverpool's status as European Capital of Culture in 2008,

125 replicas of the Superlambanana were sold to raise money for charity. The individual designs of the replicas were done by local community groups and artists and sponsored by private and public companies. This Superlambanana is called the *Super Wifi lambananafon*.

Banksy is an English graffiti artist famous for his satirical street art painted on public surfaces, mostly walls. This piece shows an image of Huckleberry Finn and was painted on the wall of Camden Lock by the Grand Union Canal in London in 2009.

2 2.12

- Students listen and identify which art words the speakers mention.
- Check they understand that they do not need to understand every detail at this point.

3 2.12

- Students read the questions.
- They then listen and match the speakers to the questions.
- Check answers as a class.

4 2.12

- Play the recording again for students to note details from the speakers' answers.
- If students have problems, play one speaker at a time and check the answers after each.

69 Let's talk

- 5 • Read through the expressions in the Phrase bank with the students.
• In pairs, they take turns describing a work of art.

THINK & DISCUSS

- Ask students to read the statement and decide if they agree or disagree and why.
- Set a time limit of two minutes for them to discuss in pairs or small groups.
- Discuss the statement as a class.



Homework:

Students write a paragraph about their opinion of the statement in *Think & Discuss*.

2.12 Audioscript

See Teacher's Book page T164

UNIT OBJECTIVES

- **Reading** *Mobile art*; understanding reference
- **Grammar** The passive; *have / get something done*
- **Vocabulary** Art; *do and make*; word families
- **Listening** 3-D street art
- **Speaking** Comparing and contrasting photos
- **Writing** A biography
- **Lifelong learning skills** How to learn English outside the classroom



7 Is it art?



1 Match the words in the box to the works of art.

abstract cave painting graffiti landscape photograph
 portrait sculpture still life street art

2 2.12 Listen. Which art words are mentioned?

3 2.12 Listen again. Match the speakers to the questions.

- 1 How do you know if a work of art is good?
- 2 How much money is the *Mona Lisa* insured for?
- 3 Which Spanish artists are considered to be the best?
- 4 Which painting is said to be the most expensive ever?

4 2.12 Listen again and note the speakers' answers.

Let's talk

5 Choose a work of art from this page and describe it to a partner.

PHRASE BANK

I can see ...
 The woman in the painting ...
 There's a ...
 It looks like ...
 It looks ...
 He's probably ...

Ex 1

From top to bottom, left to right:
 abstract, photograph, cave painting,
 portrait, sculpture, graffiti

Ex 2

Possible answers:

Speaker 1: the Louvre, painting
Speaker 2: abstract painting
Speaker 3: artists, painting
Speaker 4: art, paintings, photos

Ex 3

1 Speaker 4
 2 Speaker 1
 3 Speaker 3
 4 Speaker 2

THINK & DISCUSS

Photography isn't really art.

7 Reading

Ex 1

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

Ex 2

- 1 *The New York Times*
- 2 22 November 2010
- 3 Damon Winter
- 4 *No Comfort*
- 5 Alex Sturrock

Ex 3

- a the readers of *The New York Times*
- b the photos
- c the soldiers in the American army unit
- d the photos taken by ordinary people
- e the people in different countries

1 WORD POWER Match the phrases to the definitions.

- | | |
|----------------|------------------------------|
| 1 an army unit | a become unemotional |
| 2 a head shot | b an exhibition of photos |
| 3 desensitized | c a portrait photo |
| 4 slideshow | d understanding of something |
| 5 insight | e a group of soldiers |

2 Scan the text and find ...

- 1 the title of a newspaper.
- 2 a date.
- 3 the name of a famous photographer.
- 4 the name of an exhibition.
- 5 the name of the exhibition's organizer.

3 DEVELOPING SKILLS Read the box and do the task.

Understanding reference

When reading, it is important to know what pronouns like *it, they, her* and demonstratives like *this* and *that* refer to.



Find the pronouns in the text. What do they refer to?

- a they (line 2)
- b they (line 3)
- c their (line 6)
- d these (line 12)
- e their (line 17)

4 Are the sentences true or false? Quote words from the text to support your answers.

- 1 The photos in *The New York Times* were taken with a mobile phone.
- 2 Damon Winter's photos won him a prize.
- 3 Most photos taken on mobiles are pictures of places.
- 4 *No Comfort* was an exhibition held in Zimbabwe.
- 5 The photos from Kabul and Gaza contain very negative images.

5 Answer the questions in your own words.

- 1 Why did Damon Winter use his mobile phone in Afghanistan?
- 2 Why is the quality of mobile phone photos not very important?
- 3 Why did Alex Sturrock organize *No Comfort*?
- 4 How did Preston Rolls help to create *No Comfort*?
- 5 What makes the photos of Zimbabwe so special?

6 WORD POWER Match the words to the definitions.

- | | |
|--------------|---|
| 1 appearing | a the most common |
| 2 mainstream | b television, newspapers and the internet |
| 3 media | c beginning to be seen |
| 4 gallery | d things or information |
| 5 stuff | e a place that shows art |

Ex 6

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

Let's talk

7 Do you ever go to exhibitions?

Find a false friend in paragraph B that means to keep information about something.

ANALYSE



Analyse record



Ex 4

- 1 True ('What made the photos particularly interesting is that they had been taken with a smartphone.')
- 2 True (Damon Winter 'was named Photographer of the Year'.')
- 3 False (Most photos taken by ordinary people 'are often just head shots'.')
- 4 False (*No Comfort* was 'a recent exhibition in London'.')
- 5 False ('Much negative stuff' is written about Kabul and Gaza, but the images show 'really warm stories'.')

Ex 5

Possible answers:

- 1 He chose to take the photos with his smartphone because it made the army unit more relaxed.
- 2 The quality is relatively unimportant because the content is more important as it shows the way people live their lives.
- 3 Because he wanted to show visitors to the exhibition how people lived in other, less fortunate, countries.
- 4 Rolls encouraged children in Zimbabwe to take photos which were then sent to the gallery over the internet.
- 5 They really show what it is like to be a young person living in Zimbabwe and show society there from the inside.

Reading

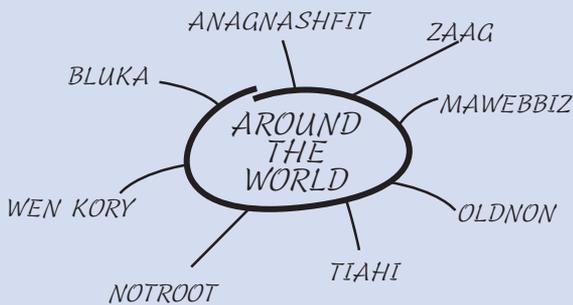
LESSON AIMS

Students read a text about mobile art for gist and specific information. They practise identifying what pronouns and demonstratives refer to.

Mobile Art

LEAD-IN

Books closed. Write *AROUND THE WORLD* on the board. Write these anagrams on the board around it for students to solve.



Check answers as a class or by telling students to skim the text on page 79 and find the words in the text. (Answers: *Afghanistan, Gaza, Zimbabwe, London, Haiti, Toronto, New York, Kabul*) Extend the activity by asking students to tell you which places are countries and which are cities. (Answers: *countries – Afghanistan, Zimbabwe, Haiti; cities – Gaza, London, Toronto, New York, Kabul*)

1 WORD POWER

- Students look at the phrases and match them to the definitions.
- For additional support, they look for the phrases in the text and guess their meanings from the context.
- Check answers as a class.

- 2
- Read the title and look at the photos with the class.
 - Elicit what students think the text is about.
 - They then scan the text and find the information.

3 DEVELOPING SKILLS

- Read through the information in the box with the students.
- They then use the strategy and identify what the pronouns in the text refer to.

- 4
- Students read the text and decide if the sentences are true or false.
 - Ask them to support their answers with evidence from the text.
 - 2.13 You may want students to listen to the text.

FAST FINISHERS

Students rewrite the false sentences in Ex 4 to make them true, eg 3 'Most photos taken on mobile phones are head shots taken by ordinary people.', etc.

- 5
- Students read the questions and answer them in their own words.
 - Check answers as a class.

Optional extension

Ask students to look through the Student's Book and find another picture which shows an image of someone's daily life. In turn they each explain to the class what they can infer about the daily life of the person from the picture. Discuss their ideas as a class.

6 WORD POWER

- Students look for the words in the text before matching them to the definitions.
- Check answers and pronunciation as a class.

Let's talk

- 7
- Students discuss the question in small groups.
 - Discuss the question as a class.

Language note

Students are often confused by the word *record*.

In English the verb *record* is used to refer to the process of documenting and retaining information about something. The most common use relates to technology where it is used for music or sounds, eg *The band is recording a new album at the moment.*, *He recorded his neighbour's dog barking and then went to the police!* It is also often used for television, eg *They are recording another series of my favourite programme.* However it is not used for cinema, where the more specific verb *film* is used, eg *I'm nervous because I'm filming my first scene tomorrow.* It can also be used in more formal contexts to refer to data either on a computer or in a traditional paper system, eg *We'll record the results of the survey and analyse them in detail later.* Students often use it incorrectly in contexts where they should use the verbs *remember* or *remind*.



Extend cultural knowledge

Damon Winter /'deɪmən 'wɪntə/ (USA, 1974) is an acclaimed photographer based in New York. As well as winning the Photographer of the Year prize he has also been awarded the Pulitzer Prize for photography. His photos documenting a year in the life of American soldiers in Afghanistan actually only won him second prize. However, rather unusually, he also won first prize in the same competition for his series of black and white photos of construction workers on the site of the former World Trade Centre.

The *No Comfort* exhibition was organized over three days in London in November 2010. **Alex Sturrock** /'alɪks 'stʌrək/ is a respected photographer who curated the exhibition and **Preston Rolls** is a photographer who lives and works in Zimbabwe and was a major collaborator on the project. The exhibition took place 'live' – as people around the world took photos and uploaded them, they were displayed on TV screens on the gallery walls in real time, giving visitors a glimpse of the daily lives of the amateur photographers, their homes and their families. Sturrock stated that the exhibition was about people's lives at the moment in which they took the photos and therefore, once the exhibition closed, they would not be displayed again.

For more information, visit:
www.damonwinter.com
www.alexsturrock.com
www.prestonrolls.com

SAY IT ALOUD



- Students find the words in the text and read them out.
- Refer them to the phonetic chart on Student's Book page 150.
- Play the recording to check pronunciation as a class.

Optional extension

Students look for words in the text that are similar to words in their language and find out if they are cognates or false friends, using a dictionary if necessary.



Homework: Workbook page 58

Students choose a dramatic photo of a person from another country or culture from the websites of the photographers in the reading text. They write about the photo, saying what they think is happening, how the person in the photo feels and how looking at the photo makes them feel.

Mobile Art

a When readers of *The New York Times* looked at the newspaper on 22 November 2010, they were presented with some amazing photos of the war in Afghanistan. What made the photos particularly interesting is that they had been taken with a smartphone rather than a traditional camera.

5 b Photographer Damon Winter, who was named Photographer of the Year in the USA, spent a few days with an American army unit in northern Afghanistan. He wanted to record their everyday lives. He decided to use his mobile phone rather than his usual camera because he thought the soldiers seemed more comfortable with the phone. He pointed out that they often use their phones to photograph each other and so they were more relaxed. This made the photos
10 more memorable because they weren't posed.

c Of course, the vast majority of photos taken using mobiles are not taken by professional photographers, but by ordinary people. Although these images may be poor quality and are often just head shots sent from one friend to another, more and more of these photos are now appearing in exhibitions because they provide an interesting record of everyday life.

15 d A recent exhibition in London provides a good example. The event was called *No Comfort* and people in different countries were asked by the show's organizer, Alex Sturrock, to send in images of their daily lives taken on mobile phones. Sturrock wanted people in London to see what life is like for people living in countries like Zimbabwe or Haiti. He felt that people had become desensitized by images in the mainstream media, but hoped that the more personal mobile phone photos would provide a more dramatic picture. 20

e Getting the photos was hard work. Sturrock emailed lots of people before he got a positive response from Preston Rolls, a photographer in Zimbabwe. Rolls told children about the exhibition and they were very excited. 25 Suddenly Sturrock started receiving photos which he uploaded onto a computer in an art gallery in London. The photos were made into a slideshow which was projected onto the gallery's wall. Every time a new photo arrived it was automatically added to the slideshow. 30

f Sturrock also received a series of photos from Kabul, Toronto and Gaza. As he says, 'They're images from places we see so much negative stuff written about, yet they are really warm stories. The images from Zimbabwe are really intimate, they're shot by the kids and young people of the area. You can't take pictures like that unless you are part of a community, I think it's a rare insight.' 35



SAY IT ALOUD

2.14 Find these words in the text. How do you say them?

- 1 /'kæm(ə)rə/
- 2 /pəʊzd/
- 3 /'ɪmɪdʒɪz/
- 4 /'kwɒləti/
- 5 /,eksɪ'brɪʃ(ə)nz/

æ SOUNDS

Say it aloud

- 1 camera
- 2 posed
- 3 images
- 4 quality
- 5 exhibitions

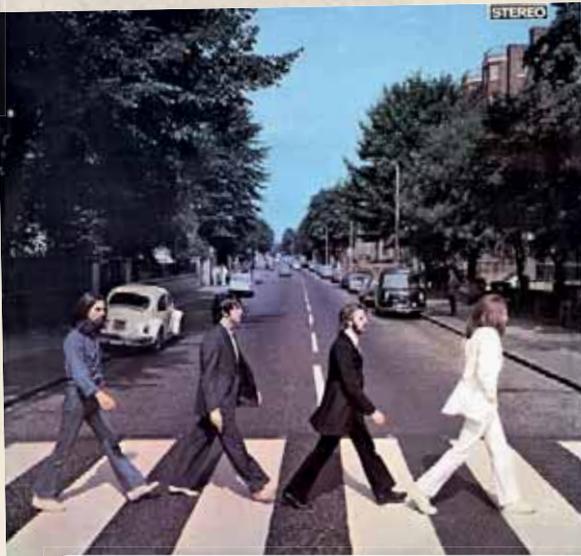
The passive

be + past participle

1 Look at the album cover. Do you know where the photo was taken?

Ex 1

The photo was taken in Abbey Road, a street in London.



Abbey Road

The cover of The Beatles' album, *Abbey Road*, is one of the world's most famous photographs. In it the band ¹are being led across a zebra crossing by John Lennon. Abbey Road is both the name of the street and a recording studio.

The photo ²was taken by Iain Macmillan. If you look closely, you can see Paul Cole, an American tourist, on the right-hand side. He didn't know the photo ³had been taken until the album was released.

The cover ⁴has been copied by many artists including The Red Hot Chilli Peppers and Kanye West. No doubt it ⁵will be copied again many times in the future. The crossing ⁶can still be seen by Beatles' fans as it ⁷is now protected by the government because of its cultural importance.

2 GRAMMAR INITIATIVE Match the examples in the text to the tenses.

The passive	
a	modal verb
b	present continuous
c	present simple
d	present perfect
e	past simple
f	future simple
g	past perfect

Ex 2

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

3 Complete the sentences with the correct passive form of the verbs in brackets.

- 1 Picasso's *Guernica* ___ (move) to Spain from New York in 1981.
- 2 This painting can ___ (interpret) in a number of different ways.
- 3 Only two of the paintings in this exhibition ___ (buy) so far.
- 4 The art museum ___ (restore) at the moment.
- 5 The restoration work ___ (not complete) next month.
- 6 By the time the gallery reported the theft, the painting ___ (sell).

4 Write questions in the passive. Use the prompts to help you.

- 1 Where / last year's exhibition / hold ?
- 2 What / paintbrushes / make of ?
- 3 Why / this photograph / not frame / yet ?
- 4 Who / *Sunflowers* / paint by ?
- 5 the winner of the art competition / announce / next week ?
- 6 these pens / use / by anybody / at the moment ?

ANALYSE

be + past participle

The passive is formed with *be* + past participle. There is a complete list of irregular past participles on pp152–153 of the Student's Book.

Ex 4

- 1 Where was last year's exhibition held?
- 2 What are paintbrushes made of?
- 3 Why hasn't this photograph been framed yet?
- 4 Who was *Sunflowers* painted by?
- 5 Will the winner of the art competition be announced next week?
- 6 Are these pens being used by anybody at the moment?

Grammar in context

LESSON AIMS

Students learn and practise passive forms, transforming active sentences to passive and omitting the agent, and *have / get something done*.

The passive be + past participle

LEAD-IN

Write *Leonardo da Vinci* on the board. Set a time limit of four minutes. Ask students to write questions that can be answered 'Leonardo da Vinci'. For example, *Who painted the Mona Lisa?*, *Who was the Mona Lisa painted by?*, etc. When they have finished, put students in pairs to compare questions. Tell students to keep their questions for use later in the lesson.

- Read the title and look at the photo with the class.
 - Ask students if they know which city the photo was taken in. (Answer: *London*)
 - Students read the text about Abbey Road.
 - Check they understand the meaning of any new words, eg *cover*, *zebra crossing*, *recording studio*, *closely*, etc.



Extend cultural knowledge

Abbey Road went on sale in autumn 1969 and was the last album which The Beatles recorded before their break-up the following year. It is considered by many to be their best. The album was recorded at the famous Abbey Road studios in London, just off the photo.

The Beatles were so famous at the end of the 1960s that neither their name nor the name of the album appear on the cover. It features simply the four members of the band – John Lennon, leading the group on the right, is followed by Ringo Starr, Paul McCartney, who isn't wearing any shoes, and finally George Harrison. The cover has become a design icon and has been imitated many times.

In late 2009 the Abbey Road studios were in danger of being sold to property speculators so the government gave both the Abbey Road studios and the zebra crossing special status to protect it for the future. A webcam of the famous crossing can be viewed live 24 hours a day.

To view the webcam and for more information, visit: www.abbeyroad.com/Crossing

2 GRAMMAR INITIATIVE

- Students match examples in the text to the tenses.
- Check answers as a class.



Language note

Check students understand that we use the passive in English for one of several reasons.

Principally we choose the passive form rather than the active form when we are more interested in the action than in who (or what) does it, eg *The cover will be copied again many times in the future.* (= the topic of the text is the cover, not the people who might copy it)

We also use the passive to start sentences or paragraphs with something familiar and then add the new information later in the sentence, eg *The photo was taken by Iain Macmillan.* (= the photo is the link to the previous paragraph and the topic, if we used the active form here the second paragraph would seem disconnected as it would place too much emphasis on the photographer)

When we wish to include who (or what) does an action we can include this at the end after the preposition *by*, eg *The band are being led across a zebra crossing by John Lennon.* (= the band as a whole is more important than John Lennon as an individual)

- Students read the sentences and complete them with the correct passive form of the verbs in brackets.
 - Check answers as a class.

Optional extension

Ask students to look at the questions they wrote in the lead-in and identify which ones are in the passive form. They check the questions are correctly formed.

- Students write questions in the passive using the prompts.
 - Check answers as a class.



FAST FINISHERS

Students answer the questions in Ex 4 in the passive with their own ideas, eg *Last year's exhibition was held in the MOMA in New York.*, etc.



TRANSFER ERRORS

Students do not generally have problems with the formation of the passive, but may not use it as frequently as necessary. It is quite common to see even higher-level students use an active form in contexts where a passive is required, or substitute a reflexive form in place of the gerund by translating directly from their own language. Students also frequently get confused about the subject resulting in sentences like, *The album it was recorded in 1969.* (✗) or *It was taken the photograph outside the studio.* (✗)

Transforming sentences

- 5
- Students read the pairs of sentences and complete the rules.
 - Check students understand what is meant by the word *agent*.

Language note

Research shows that the *agent*, ie who (or what) does the action, in passive clauses is only included in a relatively small number of cases. Check students understand that the *agent* does not need to be included in all passive sentences and should only be added when it is necessary to make the meaning clear.

- 6
- Students read and then transform the sentences, using the rules in Ex 5 to help.
 - Remind them not to change the original tense of the sentences.
- 7
- Students read the information in the Analyse box.
 - They then translate the sentences and tell you how they express the ideas in their language.
 - Students read the sentences in Ex 7 and identify who does the job in each case.

Optional extension

Elicit other situations when we might get someone to do things for us, eg *clean windows, repair a computer*, etc. Ask volunteers to make up example sentences and write them on the board, eg *We get our windows cleaned twice a year., My computer is broken, but I'm getting it repaired this week.,* etc. Students then decide who is paying for the services.

- 8
- Students read and then rewrite the sentences using *have / get something done*.
 - Check answers as a class.

TRANSFER ERRORS

The structure *have / get something done* is one students generally find hard to master. Although they are unlikely to have a problem with it on a meaning level there is a strong probability that, unless they are focusing on it in a specific exercise, they will simply forget it exists. They are most likely to substitute a simple form in its place, eg *I'm repairing my car tomorrow.* rather than *I'm getting / having my car repaired tomorrow.* Although the two sentences are very different in meaning they are both grammatically correct, so errors can often pass by unnoticed. Be prepared to correct students and push them to use the correct structure at any time when you think they should be using this form.

9 CONSOLIDATE

- Tell students to read the text through for gist first before they start completing it.
- Check answers as a class.



Extend cultural knowledge

Graffiti has existed since ancient times and examples are visible at the ancient Greek city of Ephesus, in what is now Turkey, and in the ruins of Pompeii in Italy. The word comes from the Greek word *graphein*, meaning 'writing', which is also the origin of many other English words, including *graphology*, the study of handwriting. The term *graffiti* originally referred to a technique of pottery decoration in which artisans scratched a design through a coloured layer on ceramics to reveal a different coloured layer underneath. The graffiti which has survived in Ephesus and Pompeii was scratched into plaster or stone and has survived over two millennia. These were the first examples of graffiti being used to deface public buildings, a habit which has continued ever since. It was only at the end of the 1970s that some people began to consider that graffiti might be an art form in its own right. Many people don't agree, however, and the debate continues over the penalties which should be applied for defacing public property.



FAST FINISHERS

Students read the completed text again, close their books and then try to reconstruct as much as possible of the text from memory. They then check their work by comparing it with the original.



Homework: Workbook pages 54–55

Students use ideas from Ex 8 and write sentences that are true for them using *have / get something done*, eg *I've had my nose pierced., I don't have a scooter so I never have to get it repaired.,* etc.

- Ex 5**
 1 subject
 2 agent
 3 by
 4 agent

- Ex 9**
 1 is considered
 2 be cleaned
 3 be punished
 4 done
 5 are being taken
 6 were sent
 7 was estimated
 8 was jailed
 9 had been given

Transforming sentences

5 Study the examples and complete the transformation rules.

- A** Active: An art dealer bought the paintings.
 Passive: The paintings were bought by an art dealer.
B Active: They will sell her paintings next week.
 Passive: Her paintings will be sold next week (by them).

In passive sentences ...

- the object of the active sentence becomes the ____.
- the subject of the active sentence becomes the ____.
- use the word ____ to introduce the agent.
- omit the ____ when it is unknown, obvious or unimportant.

6 Transform the sentences from active to passive. Omit the agent where possible.

- Somebody sold the sculpture for €2 million.
- The prime minister will attend the opening of the exhibition.
- They might display our work in the school entrance.
- Police have arrested a 30-year-old woman in connection with the art theft.
- A journalist is interviewing the artist for a magazine article.
- Miró must have painted this picture.

have / get something done

ANALYSE



We use *have* or *get something done* when somebody else does a job for us.

*The prime minister is having his portrait painted.
 I got my hair dyed purple for the party.*

Note that *get something done* is more informal.

7 Read the sentences. Who does the job in each case? Choose the correct answers.

- Phil got his house painted last week.
 a Phil b someone else
- Diana will have new pictures taken next month.
 a Diana b someone else
- I'm fixing my computer.
 a me b someone else

- Ex 7**
 1 b
 2 b
 3 a

8 Rewrite the sentences using have / get something done.

- Someone pierced Sue's nose yesterday.
Sue had her nose pierced yesterday.
- A mechanic has repaired Pete's scooter.
- Gilly is going to cut my hair.
- The optician is testing my eyes tomorrow.
- The artist drew her caricature.
- Helen's mum will make her a dress.

Ex 8

- Pete has had his scooter repaired.
- I'm going to have / get my hair cut.
- I'm having / getting my eyes tested tomorrow.
- She had / got her caricature drawn.
- She will have / get a dress made.

9 CONSOLIDATE Complete the text with the correct passive form of the verbs in brackets.

Graffiti: ART OR CRIME?

Graffiti (1) ___ (**consider**) by some people to be art. Many others believe people who paint buildings, which then have to (2) ___ (**clean**), are vandals and should (3) ___ (**punish**). It seems that the public and the police now want to have something (4) ___ (**do**) about the problem, so graffiti vandals (5) ___ (**take**) to court. In 2010, three young men from London (6) ___ (**send**) to prison for spray-painting on tube trains. The cost of repainting the trains (7) ___ (**estimate**) to be £60,000. A more recent case was Tox, who (8) ___ (**jail**) for criminal damage. He has been writing his name on trains, bridges and walls for over ten years and (9) ___ (**give**) fines before his recent trial. The prosecutor claimed that Tox 'has no artistic talent'.



Ex 6

- The sculpture was sold for €2 million.
- The opening of the exhibition will be attended by the prime minister.
- Our work might be displayed in the school entrance.
- A 30-year-old woman has been arrested in connection with the art theft.
- The artist is being interviewed for a magazine article.
- This painting must have been painted by Miró.

UNIT 7

↔ See Self-study grammar notes pp138–9

7 Vocabulary

Ex 4

people: artist, model, sculptor
equipment: brush, easel, paint, palette
other: bust, gallery, pedestal, portfolio, sculpture

Topic words

Art

Ex 1

The correct order is take, save to hard drive, enlarge, print, frame, hang.

1 Order the photography verbs in the box in the order in which they happen.

enlarge frame hang print save to hard drive take

1 take

2 Complete the sentences with the verbs from Ex 1.

- I ___ some great photos last weekend. Do you want to see them?
- These photos are too small, so I'm going to ___ them.
- I usually ___ copies of my best photos for my album.
- This photo is the best. I'm going to ___ it and ___ it on my bedroom wall.
- Don't leave your photos on your camera. ___ them ___ your ___.

Let's talk

3 What do you do with your photos after you've taken them?

4 Categorize the words in the box.

artist brush bust easel gallery model paint palette pedestal portfolio sculptor sculpture

people	equipment	other
artist		

5 Replace the words in bold with the correct words from Ex 4.

- There's a really good exhibition of Titian's work at the National **Museum**.
- Painters mix their paints together on a **portfolio**.
- Lisa del Giocondo was the **sculptor** for the painting the *Mona Lisa*.
- My father has a **pedestal** of Beethoven on his piano.
- Painters apply paint to a canvas with a knife or a **palette**.
- I went to an outdoor exhibition of Henry Moore's **sculptors** last week.
- Who's your favourite **bust** – Picasso or Dalí?
- Michelangelo's *David* stands on a **palette** in the Galleria Dell'Accademia in Florence.

Ex 2

- took
- enlarge
- print
- frame; hang
- Save (them) to (your) hard drive

Vocabulary in Action

Talking about art exhibitions

6 Read the dialogue and choose the correct alternatives.

A What are you doing on Saturday?

B I was thinking about going to that new gallery.

A You mean the one that was opened by the Queen?

B Yeah. There's a ¹photography/portfolio exhibition on.

A And a ²sculptor/sculpture display in the garden.

B I know. All the photos were ³taken/framed by children, weren't they?

A In fact, both exhibitions were created by child ⁴artists/models.

B Amazing. There's a good shop there too.

A I could buy some new ⁵paints/easels and a ⁶palette/bust.

B Great, you can give me a painting to ⁷hang/print in my bedroom.

7  2:15 Listen and check your answers.

8 Now prepare a dialogue about art exhibitions.

Ex 5

- Gallery
- palette
- model
- bust
- brush
- sculptures
- artist
- pedestal



IS IT ART?

Vocabulary

LESSON AIMS

Students learn and practise photography verbs and vocabulary related to artists and art equipment.

Topic words

Art

LEAD-IN

Write these verbs on the left-hand side of the board.

- 1 record
- 2 take
- 3 paint
- 4 draw
- 5 make
- 6 spray

Write these nouns on the right-hand side of the board.

- a a photo
- b a caricature
- c graffiti
- d everyday life
- e a portrait
- f a slideshow

Students match the verbs to the nouns to make art collocations. (Answers: 1 d, 2 a, 3 e, 4 b, 5 f, 6 c)

- 1 • Students look at the photography verbs and put them in the order in which they happen.
 - Check answers and pronunciation as a class.
- 2 • Students read the sentences and complete them using the correct form of the verbs from Ex1.
 - Check answers as a class.

Let's talk

- 3 • Students discuss the question in small groups.
 - Discuss the question as a class.

- 4 • Students categorize the words in the box.
 - Allow them to use a dictionary to help if necessary.

FAST FINISHERS

Ask students to add more words of their own to the table. Discuss as a class.

- 5 • Students read the sentences and replace the words in bold with words from Ex 4.
 - Check answers as a class.

TRANSFER ERRORS

Students often use the word *museum* incorrectly, confusing it with *gallery*. This confusion often arises because certain art galleries in their own country may, in their own language be referred to as 'museums' and students often translate this directly into English. A clear distinction is made in English between a *gallery*, which is a space principally devoted to displaying paintings, photographs or similar, and a *museum*, which is used to refer to buildings displaying a wider range of objects and artefacts of historical importance. Examples of famous galleries include the National Gallery in London, the Uffizi in Florence and the Prado in Madrid. Famous museums include the British Museum in London, the Louvre in Paris and the Acropolis Museum in Athens.

Optional extension

Students write a short paragraph including as many of the words from Ex 4 as possible. Encourage them to be humorous or original. Ask students to read their paragraphs for the class to hear and find out who managed to include the most words. Students vote for the best, funniest or most original paragraph.

Vocabulary in Action

Talking about art exhibitions

- 6 • Tell students to read the dialogue through for gist first before they start completing it.
 - They then read the dialogue again and choose the correct alternatives.
- 7  2.15
 - Play the recording. Students listen and check their answers.
- 8 • Students prepare their own dialogue about art exhibitions.
 - Tell them to include at least eight art words from the unit in their dialogue.

LESSON AIMS

Students learn and practise collocations with *do* and *make* and word families related to art and artists. They also practise word stress in nouns.

Word building

do and make

LEAD-IN

Books closed. Dictate these sentences to students:

- 1 *The gallery did a slideshow with the photos.*
- 2 *The photo was made by Iain Macmillan.*

Tell students that each sentence actually contains a mistake and ask them to identify and correct it. (Answers: 1 **made** a slideshow, 2 was **taken** by)

- 1 • Students complete the phrases using *do* or *make*.
 - Check answers as a class.
- 2 • Students choose the correct alternatives.
 - Elicit more examples of creating or constructing something, eg *make a mistake*, and more examples of general activities or work, eg *do nothing*, etc.



Language note

Students often use *do* and *make* incorrectly and this is usually because both verbs translate as just one verb in their own language. The general rule of *do* 'to talk about general activities or work', and *make* 'to talk about creating or constructing something' holds true in many cases but there are a large number of fixed expressions with *make* and *do* which do not conform to these rules particularly neatly, eg *do the cooking*, *make the bed*, etc. These have to be remembered on a case-by-case basis.

- 3 • Students read the words and decide whether they collocate with *do* or *make*.
 - Remind them to apply the general rules in Ex 2.
- 4 • Students read the definitions and match them to the collocations in Ex 3.
 - Check answers as a class.
- 5 • Students write sentences about themselves using collocations with *do* and *make*.
 - Ask students to read out some of their sentences.

Word families

- 6 • Students complete the table with the word families.
 - Check answers and spelling as a class.
- 7 • Students read the sentences and complete them with the correct form of the words from Ex 6.
 - Check answers as a class.

8 CONSOLIDATE

- Tell students to read the text through for gist first before they start completing it.
- Check answers as a class.



FAST FINISHERS

Students write true or false statements based on the text. When the class has finished Ex 8, ask students to read out their sentences for their classmates to decide if they are true or false, working from memory.



Extend cultural knowledge

Manga comics as we know them today originated in the mid-20th century, although their origins go much further back in the history of Japanese art. In the last 50 years these comics have become a major business with variations appearing all around the world.

A *mangaka* is an artist who specializes in these comic strip stories. Although many of these artists study the form, it is not a prerequisite. One of the most successful, Naoko Takeuchi /'na:həʊkə 'ta:kei:ʃi:/ (Japan, 1967) won a major competition, but actually studied chemistry.

PRONUNCIATION

Word stress

a 2:16

- Play the recording for students to identify which syllable in each noun is stressed.
- Check students understand that it is very important to stress the correct syllables in words in order not to confuse the listener.

b • Students identify the stress pattern in each word.
• Check answers as a class.

c 2:17

- Play the recording. Students listen and repeat.



TRANSFER ERRORS

Students often have difficulties pronouncing words correctly when the written form is similar to their own language but the stress pattern is different. Make sure students pay particular attention to such words.



Homework: Workbook pages 52–53

Ex 1

- 1 make
- 2 do
- 3 do
- 4 make

Ex 2

- 1 make
- 2 do

Ex 3

do: a part-time job, someone a favour, your best
make: a choice, a commitment, an announcement, an impact, the grade

Ex 4

- 1 make a choice
- 2 make the grade
- 3 do your best
- 4 do a part-time job
- 5 do someone a favour
- 6 make an announcement
- 7 make a commitment
- 8 make an impact

Word building

do and make

1 Complete the phrases with do or make.

- 1 ___ a decision
- 2 ___ some cleaning
- 3 ___ an English course
- 4 ___ some money

2 Choose the correct alternatives.

- 1 We usually use **do/make** to talk about creating or constructing something.
- 2 We usually use **do/make** to talk about general activities or work.

3 Form collocations with do or make and the words in the box.

a choice a commitment a part-time job
 an announcement an impact someone a favour
 the grade your best

4 Match the definitions to the collocations in Ex 3.

- 1 choose one of several options
- 2 attain results at the necessary level
- 3 use all of your potential
- 4 work for limited periods of a day or week
- 5 act in a helpful way to another person
- 6 give information
- 7 promise to do something
- 8 cause a great effect

5 Write sentences about you using do and make.

Word families

6 Complete the word families.

noun	person	adjective
architecture		
competition		
art		
surrealism		
photography		

7 Complete the sentences with words from Ex 6.

- 1 Did you know that the ___ Norman Foster designed the Bilbao Metro?
- 2 Jim entered the London Underground photography ___ last year.
- 3 Snaps is the best shop in town for cameras and ___ equipment.
- 4 ___ was a movement supported by ___ such as Salvador Dalí and André Breton.
- 5 Jack's so ___. He can paint, sketch and take wonderful photos.

Ex 5

Students' own answers

8 CONSOLIDATE Complete the text with the words in the box.

paint artists best galleries make (x2) do competitions

**Ex 7**

- 1 architect
- 2 competition
- 3 photographic
- 4 Surrealism; artists
- 5 artistic

Ex 8

- 1 artists
- 2 best
- 3 do
- 4 make
- 5 paint
- 6 galleries
- 7 competitions
- 8 make

Mangaka are very special (1) ___. They are the people who devise and illustrate Japanese manga comics. There are thought to be over 3000 mangaka in Japan doing their (2) ___ to entertain comic fans. Many artists (3) ___ a manga course at art school and so they have to (4) ___ a commitment to their career at an early age. However, if they are successful, they can earn a lot of money. Some of the best-known manga artists only sketch their drawings and have assistants to (5) ___ the pictures.

Manga is big business all over the world, not just in Japan. You can visit exhibitions of manga comics in (6) ___ in Europe and the USA. There are also (7) ___ where young artists hope to become famous. Whatever the pictures show, manga should always (8) ___ an impact on the reader.

PRONUNCIATION

Word stress**a** 2.16 Listen to the nouns. Which syllables are stressed?

- 1 architecture
- 2 surrealism
- 3 competition

b Read the words. Which stress pattern do they have?

photography politician commitment
 reading pedestal newspaper assistant
 exhibition gallery individual

c 2.17 Listen and repeat.**Ex 6**

noun	person	adjective
architecture	architect	architectural
competition	competitor	competitive
art	artist	artistic
surrealism	surrealist	surreal
photography	photographer	photographic

Pronunciation

Ex a

- 1 architecture
- 2 surrealism
- 3 competition

Ex b

- 1 reading, pedestal, newspaper, gallery
- 2 photography, commitment, asstant
- 3 politician, exhibition, individual

Communication skills

LESSON AIMS

Students listen to a radio programme about 3-D street art.

Listening 3-D street art

LEAD-IN

Books closed. Use the programme summary in Ex 2 on page 84 as a dictogloss. This is a dictation read out at almost natural speed. Students write down the words they hear, then try to reconstruct the text using their knowledge of the language as well as what they heard. You then read the text again for them to complete any gaps. Do not read the text more than three times. Students check their texts by comparing it with the original.

1 2.18

- Students read the words and check their meaning.
- Play the recording for students to listen and repeat.

- ### 2
- Students read the summary of the radio programme and say whether they would like to join the project.
 - Encourage students to say why they would or wouldn't like to join.

3 2.19

- Play the recording for students to take notes.
- Check students understand that they do not need to understand every detail at this point.

Extend cultural knowledge

3-D street art is artwork, usually in chalk, which is drawn on the pavement, on the road or in pedestrian areas where it can be seen, for free, by a large number of people. It is in fact two-dimensional, but when viewed from a specific vantage point, it creates a perfect illusion of a three-dimensional image which blends into the surrounding urban environment. Artists spend a lot of time working out the detailed perspective required for these artworks before they actually start drawing it. They often design compositions which are very dramatic, for example, huge holes in the road, stairs going down into the ground with monsters and fantastic creatures climbing up, waterfalls pouring down into the ground, and frequently use mythological and classical themes. Street art in the form we know it today first appeared in the 1980s although the geometrical principles it is based on have existed for centuries.

Kurt Wenner, the inventor of street art, is an

outstanding artist who was well-established as a graphic artist before he was 18. He later studied art and became an illustrator for NASA before selling everything he owned and moving to Rome. He lived there for 25 years during which time he became famous throughout Italy and then overseas for his street art. The art form he started has spread around the world, with numerous artists creating street art using the techniques he invented. He has always been heavily involved in education, and over the years has taught many thousands of children to use chalk to create artwork.

For more information, visit:
www.kurtwenner.com

4 DEVELOPING SKILLS

- Read through the information in the box with the students.
- They then use the strategy and their notes from Ex 3 to eliminate any answers in Ex 5 which are obviously wrong.

5 2.19

- Play the recording again for students to choose the best answers.
- If they have problems, play the recording twice. The first time they should focus on eliminating options which they are sure are incorrect or only partly correct, and the second on choosing the best answers.

6 Let's talk

- Students describe any 3-D street art which they have seen.
- Tell them to use as much vocabulary from the unit in their description as possible.

Optional extension

Students find out more about Kurt Wenner or another 3-D street artist to talk about in the next lesson. They can also choose a photo of a piece of 3-D street art they like and prepare to talk about it.

 **Homework:** Workbook page 56

 **Audioscript**

See Teacher's Book page T164–165

LESSON AIMS

Students compare and contrast two photos in detail.

Speaking

Comparing and contrasting photos

LEAD-IN

Books closed. Write these jumbled sentences on the board and ask students to put the words in order.

- 1 three / photo / in / I / see / people / can / the
- 2 woman / angry / left / the / on / the / quite / seems
- 3 graffiti / girl / looking / some / at / young / is / a / there
- 4 there / city / any / trees / aren't / think / I / they / in / are / a / because

Check answers as a class and write the sentences on the board. (Answers: 1 I can see three people in the photo. 2 The woman on the left seems quite angry. 3 There is a young girl looking at some graffiti. 4 I think they are in a city because there aren't any trees.) Extend the activity by asking students to tell you other phrases they saw in Unit 4 for describing photos, eg *The man with a beard ...*, *They might have taken the photo because ...*, etc.

1 2.20

- Students look at the photos, and listen and read the extract.
- Ask them which words and phrases helped them identify the photos.

2

- Students read the extract again and find examples to match to the categories.

- Check answers as a class.

3

- Students discuss the question in pairs or small groups.

- Discuss the question as a class.

PRONUNCIATION

Intonation

a 2.21

- Play the recording for students to listen to the intonation in the sentences.
- Ask them if the intonation patterns in their own language are similar or not.

b 2.21

- Play the recording again. Students listen and repeat.

! TRANSFER ERRORS

Many students have quite serious problems with sentence stress in English. Sentence stress is very important in spoken communication as it helps the listener identify the key words of a sentence. Students often impose the sentence stress patterns of their own language on English and these may unintentionally confuse the listener as they try to extract the key information from what is being said. Students also often feel very vulnerable changing their natural sentence stress patterns. They therefore need a lot of support and regular practice to really master the stress patterns of the language they are learning.

Speaking Initiative

TASK Choose two of the photos to compare and contrast.

► Think

- Read the task with the students.
- Give them time to decide which two photos they think are the most interesting.

► Plan

- Students write a list of similarities and differences.
- Help with vocabulary and pronunciation as necessary.
- Read through the information in the box with the class.

► Speak

- Read through the expressions in the Phrase bank with the students.
- Draw their attention to the Analyse box.
- In turn students describe their photo to the class.
- Do not interrupt, but make a note of common errors to go over with the class afterwards.



Homework: Workbook page 57

Ex 3
life facts / general description: born in 1907 in Mexico, became an internationally popular painter, famous for ... , influenced by ... , died in 1954
early life: marked by ... , injured in a traffic accident, started painting in hospital, married, divorced, married again
main achievements: in 1939, her paintings were exhibited in Paris, one of her paintings was bought by the Louvre
summary of achievements: one of the most talented and successful women painters of the 20th century, an inspiration to women artists everywhere

Ex 1
 She sold a painting to the Louvre museum in Paris.

Ex 2
 1 Paragraph D
 2 Paragraph A
 3 Paragraph B
 4 Paragraph C

A biography

- 1 Read the biography. What did Frida Kahlo do that no other Mexican artist had done before?
- 2 Which paragraph ...
 - 1 gives a summary of Kahlo's achievements and says why she is important today?
 - 2 says where and when she was born and gives a general idea of who she was?
 - 3 describes her personal life?
 - 4 talks about her achievements?
- 3 **WORD POWER** Complete the table with examples from the text.

life facts / general description	early life	main achievements	summary of achievements
<i>born in Mexico</i>			

FRIDA KAHLO

A biography of an artist

- a Frida Kahlo was born in 1907 in Mexico. She became an internationally popular painter, famous for her vibrant colours and dramatic symbolism. Her paintings were influenced by the indigenous cultures of Mexico and European styles.
- b Kahlo's early life was marked by bad luck. **In 1925**, she was badly injured in a traffic accident and was in hospital **for over three months**. **During this time**, Kahlo started painting the first of many self-portraits. Although she **eventually** recovered, Kahlo was in pain **for the rest of her life**. Four years later, in 1929, she married Diego Rivera, another painter. Theirs was a stormy marriage and **finally** they divorced, but they got married again **a few years later**.
- c Kahlo continued to paint and in 1939 her paintings were exhibited in Paris. This was the key to her later success as one of her paintings was bought by the Louvre. This was the first time that a modern Mexican artist's work had ever been bought by the world-famous Parisian museum.
- d Kahlo's later life was a period of pain and suffering and she died in 1954 **after a long illness**. She was one of the most talented and successful women painters of the 20th century. Her success is an inspiration to women artists everywhere.



● IS IT ART?

LESSON AIMS

Students write a description of a famous artist and learn how to use sequencing words and time expressions.

A biography

LEAD-IN

Books closed. Read the following sentences to students and ask them to identify the famous artist.

- 1 She was born in 1907 and she died in 1954.
- 2 She was married to another famous artist.
- 3 She was from Central America.
- 4 She didn't have a happy life.
- 5 Her paintings and self-portraits use very vibrant colours.
- 6 She was badly injured in a traffic accident in 1925.

Check the answer as a class. (Answer: *Frida Kahlo*)

- 1
 - Ask students if they know anything about Frida Kahlo, eg *She had polio when she was a child., Traditional Mexican culture was very important in her paintings., Her family home was called La Casa Azul., etc.*
 - They then read the biography and answer the question.
 - Check students understand that they do not need to understand every detail at this point.



Extend cultural knowledge

Frida Kahlo /'fri:də 'kɑ:lə/ (Mexico, 1907–1954, painter) always claimed she was born in 1910 because she wanted the year of her birth to coincide with the Mexican revolution and the beginnings of modern Mexico. However from her birth certificate we now know that she was actually born three years earlier. She was born in 'La Casa Azul' (The Blue House), named because of its bright blue walls, in the suburb of Coyoacán in Mexico City. She lived much of her life there and it is now one of the most visited museums in Mexico.

Kahlo was in terrible pain for most of her life, in part due to the deformation of her right leg as a result of polio when she was six, and also due to an accident in 1925; she was riding on a bus which crashed and left her with a broken spine and dozens of other injuries.

Both Kahlo and her husband, Diego Rivera, were communists and Leon Trotsky stayed with them in the late 1930s when he escaped from the Soviet Union.

Kahlo's work didn't achieve worldwide fame until after her death but, by the 1980s, her distinctive, brightly-coloured, folk-art paintings, many of them self-portraits, were being displayed around the world. In recent years her life has inspired numerous other works of art, films, novels and plays.

- 2
 - Students read the text and match the paragraphs to the descriptions.
 - Check answers as a class.



FAST FINISHERS

Students write three comprehension questions based on the text. When the class has finished Ex 2, students read out their questions for classmates to answer from memory.

Optional extension

Ask students to look at the text and tell you where they might expect to see a text of this type, eg *in an encyclopaedia or reference book*. Ask them if they have read anything similar in their own language recently and, if they have, where they read it and who it was about. Then ask them if there is any other information which could be included in a biography like this, eg *how much her paintings are sold for, where you can see her work, which artists have followed her style, etc.* Finally ask them what style of language is used for the biography, eg *semi-formal factual style*.

3 WORD POWER

- Students complete the table with examples from the text.
- Collate examples on the board.

Optional extension

Write these sentences on the board. Students decide if the sentences are true or false.

- 1 Frida Kahlo sold her paintings all around the world.
- 2 She recovered quickly from the traffic accident.
- 3 She was painting a self-portrait the day she had the accident.
- 4 Her marriage to Diego Rivera was a very happy one.
- 5 The Louvre bought one of her paintings from her exhibition in Paris.
- 6 Her death in 1954 was completely unexpected.

Check answers as a class. (Answers: 1 *True*, 2 *False*, 3 *False*, 4 *False*, 5 *True*, 6 *False*)



4 CONNECTORS

- Students decide which connectors are sequencing words and which are time expressions.
- Discuss as a class and encourage students to give example sentences using the connectors.

- 5 • Students then find the words in bold in the text, identify whether they are sequencing words or time expressions and add them to the table in Ex 4.

Language note

Point out that many of these expressions are what we refer to as semi-fixed expressions. This means that the basic connector remains the same and always functions in the same way grammatically, but that certain elements within it can be changed to make various possibilities, eg *as a child / teenager / young woman, a few moments / seconds / days / weeks / months / years later, for over five / ten / twenty-five months / years, etc.*

- 6 • Students read and then rewrite the sentences using the connectors in brackets.
- Check they understand that the meaning must remain unchanged but that they may need to make some changes.

Extended answers

Ex 6

Possible answers:

- 1 As a child, Miguel Barceló was introduced to painting by his mother.
- 2 He held his first solo exhibition in 1974 at a gallery in Majorca.
- 3 Soon after, he enrolled at the School of Fine Arts in Barcelona.
- 4 A few years later, he started experimenting with different materials in his works of art.
- 5 He lived in Naples for over five months and prepared a series of works made with volcanic ash from Mount Vesuvius.
- 6 By the age of 30, he had been awarded a prestigious cultural award.
- 7 He spent six months in Mali in 1998 and during this time he was influenced by the desert landscape.
- 8 Since the late 1980s, he has divided his time between Paris, Majorca and Mali.

Writing Initiative

TASK Write a biography of a famous artist.

Think

- Read the task with the students.
- Give them time to decide who they are going to write about and to research his / her life and achievements.

Plan

- Read through the information in the box with the class.
- Students organize their information into chronological order within four paragraphs.
- Help with vocabulary and spelling as necessary.

Write

- Students write a first draft of their biography.
- Refer students to the *Developing writing skills* section on Student's Book page 147.

Check

- Draw students' attention to the checklist.
- They work through the checklist to make sure they have included all the correct information in their biography.

Improve

- Students write a final draft of their biography including all their changes and corrections.



Homework: Workbook page 59

Ex 4

sequencing words: since the early 20th century, after that
time expressions: for many years, as a child, in May 2014, in January of the same year

4 **CONNECTORS** Read the connectors in the box. Are they sequencing words or time expressions?

for many years in May 2014	since the early 20th century in January of the same year	as a child after that
-------------------------------	---	--------------------------

sequencing words	time expressions

5 Find the connectors in bold in the text and add them to the table in Ex 4.

6 Write sentences with the words in brackets. Make any necessary changes.

- Miguel Barceló was introduced to painting by his mother. (as a child)
- He held his first solo exhibition at a gallery in Majorca. (in 1974)
- He enrolled at the School of Fine Arts in Barcelona. (soon after)
- He started experimenting with different materials in his works of art. (a few years later)
- He lived in Naples and prepared a series of works made with volcanic ash from Mount Vesuvius. (for over five months)
- He was awarded a prestigious cultural award. (by the age of 30)
- He spent six months in Mali in 1988 where he was influenced by the desert landscape. (during this time)
- He divides his time between Paris, Majorca and Mali. (since the late 1980s)



i

Writing Initiative

TASK Write a biography of a famous artist. Write 120–150 words.

Think

Choose an artist you like and research his / her life and achievements.

Plan

Organize the information in chronological order.

- Paragraph A
Give some background information about him / her.
- Paragraph B
Describe his / her personal life.
- Paragraph C
Talk about his / her achievements.
- Paragraph D
Summarize his / her achievements and say why he / she is important today.

Using the correct form

Think carefully about verb forms.
Do you need an active or a passive verb?

**Ex 5**

sequencing words: eventually, finally, a few years later, after a long illness
time expressions: in 1925, for over three months, During this time, for the rest of her life

Write

Prepare the first draft of your biography.

Check

Use the checklist to review your biography.

- I've written four paragraphs.
- I've used passive and active verbs.
- I've used time expressions and sequencing words.
- I've checked my spelling and punctuation.

Improve

Write the final draft of your biography.

➔ See *Developing writing skills* p147

Ex 6

See Extended answers on T87.

UNIT 7

87



How to ... learn English outside the classroom

a Summer holiday menu
£29.95 per person
 excluding service

A 15% service charge is added to all bills

b Buy one get one free
BURGERS
 This week only at **BOSTON BURGERS**
 Buy one full-size mega-burger
and get another FREE!
 (Maximum order of TWO burgers per customer)



e All rights reserved.
 Unauthorized copying
 prohibited.

c **LO-COST**
travel
 Great summer giveaway
 We're offering 10,000 flights
for £2.99
Don't wait - book now!
 Terms & Conditions apply.

f

Adult (after 5pm Fri, Sat-Sun)	£9.30
Adult (all other times)	£8.30
Child (14 & Under) (after 5pm Fri, Sat-Sun)	£6.00
Child (14 & Under) (all other times)	£5.80
Student/Senior (Mon, Wed-Sun)	£6.40
Bargain Tuesday	£5.30

Weekend prices apply to Bank Holidays
Adult - additional £2.10 for 3-D films
Child/Student/Senior - an additional £1.50 for 3-D films
 3-D Glasses 80p per pair

- Ex 1**
- a a restaurant
 - b a fast food restaurant
 - c a travel agent's
 - d an online store
 - e a CD / DVD / Blu-ray
 - f a cinema

- Ex 2**
- 1 True
 - 2 False (The price is £29.95 plus a 15% service charge, a total of £34.44.)
 - 3 False (It costs £41 because you have to pay for the 3-D glasses too.)
 - 4 True
 - 5 False (Click the first button.)
 - 6 False (There is a limit of two burgers per customer so the maximum would be four burgers.)

1 Look at the examples of English. Where would you see them?

English outside the classroom

English is not only a classroom language. When you see English outside the classroom, think about what it means. Use the context to help you understand.



2 Read the examples carefully. Are the statements true or false?

- 1 All flights will cost a maximum of £2.99.
- 2 Meals cost 15% less than the advertised price.
- 3 It costs a family with two children £37.80 to see a 3-D film on Saturday.
- 4 You can't make copies of this material.
- 5 Click the second button to pay for your purchases.
- 6 Two people can buy ten mega-burgers and pay for five.

3 Find words or phrases that mean ...

- 1 restrictions or limitations.
- 2 not including.
- 3 a special day with no school or work.
- 4 without permission.
- 5 the place you pay in a shop.

4 CHALLENGE For a week, write down all the examples of English you see online, in newspapers and magazines or in adverts and bring them to class.

- Ex 3**
- 1 Terms & Conditions
 - 2 excluding
 - 3 Bank Holiday
 - 4 unauthorized
 - 5 checkout

Lifelong learning skills

LESSON AIMS

Students learn to pay attention to examples of English outside the classroom.

How to ... learn English outside the classroom

- 1 • Draw students' attention to the examples of English.
 - In pairs, students discuss where they would see them.
 - Check answers as a class.
- 2 • Read through the information in the box with the students.
 - Check students understand that there is one statement for each item in Ex 1.
 - Ask students to correct the false statements.



FAST FINISHERS

Students write additional true or false statements for the items in Ex 1. Ask students to read some of their sentences for the class to decide if they are true or false.

- 3 • Ask students to find words in the texts to match the definitions.
 - Check answers and pronunciation as a class.
- 4 **CHALLENGE**
 - Students collect as many examples of English as they can find during a week.
 - Suggest they use a digital camera to help them keep a record of what they find.
 - Use some of their examples for further comprehension work in a later class.

Optional extension

Students identify new words and phrases in the examples of English they find. They prepare definitions for these words and find out how to pronounce them. Allow them to use a dictionary to help if necessary.

Workbook answer key

Ex 4

zoologist

Ex 5

Advantages: 2, 3, 5, 8

Disadvantages: 1, 4, 6, 7

Reading (p50)

Ex 1

1 D 2 B 3 C 4 A

Ex 2

- 1 astronomy
- 2 far-flung
- 3 brainpower
- 4 accurate
- 5 reliable

Ex 3

1 b 2 c 3 d 4 b 5 d

Ex 4

- 1 a large group of people contributing to a task via the internet
- 2 **Possible answer:** Probably people, because they can describe a galaxy by comparing it to something else, such as 'cigar-shaped'.

Writing (p51)

Ex 1

- 1 However
- 2 In addition
- 3 On the other hand
- 4 Furthermore
- 5 What's more

Ex 2

- 1 Technology has more advantages than disadvantages.
- 2 Students' own answers

Ex 3

- 1 I agree that, I think that, In my opinion,
- 2 many people believe that, Some people argue that, they think that
- 3 it's true that, there's no doubt that

Ex 4

alienation, communications, the environment, health, unemployment

Ex 5

For: health, communications, the environment

Against: unemployment, alienation

UNIT 7

Vocabulary (pp52–53)

Ex 1

- 1 abstract (quiz answer b)
- 2 sculpture (b)
- 3 cave painting (b)
- 4 still life (b)
- 5 portraits (c)

Ex 2

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

Ex 3

- 1 gallery
- 2 take
- 3 palettes
- 4 sculptor
- 5 bust
- 6 model
- 7 portfolio
- 8 pedestal

Ex 4

- 1 make
- 2 make
- 3 doing
- 4 made
- 5 did
- 6 make

Ex 5

do: a part-time job, someone a favour, your homework, a course, your best
make: a commitment, a choice, the grade, money, an announcement, a decision, an impact

Ex 6

- 1 make
- 2 make
- 3 doing
- 4 made
- 5 do

Ex 7

1 e 2 b 3 d 4 a 5 c

Ex 8

- 1 architectural
- 2 competitors
- 3 artistic
- 4 surrealist
- 5 photography

Ex 9

- 1 surrealist
- 2 hanging
- 3 photography
- 4 made
- 5 frame
- 6 doing
- 7 pedestal
- 8 sculptor

Pronunciation (p53)

/ɑ:/ are, far, heart, laugh, market

/æ/ mat, at, flat, hat, sat

Grammar in context (pp54–55)

Ex 1

- 1 are visited
- 2 gave
- 3 is being repaired
- 4 won't be sold
- 5 hasn't finished
- 6 should be given

Ex 2

- 1 is being built
- 2 weren't made
- 3 will be removed
- 4 hasn't been repaired
- 5 had been seen

Ex 3

- 1 was, designed – a
- 2 will, be held – b
- 3 is sold – a
- 4 has, been stolen – b
- 5 was painted – b
- 6 are, being exhibited – a

Ex 4

- 1 They weren't designed by Herzog & de Meuron. They were designed by Santiago Calatrava.
- 2 They won't be held in Tokyo. They will be held in Rio de Janeiro.
- 3 Cars and motorbikes aren't sold at Sotheby's. Fine art and jewellery are sold there.
- 4 It hasn't been stolen twelve times. It has been stolen two times / twice.
- 5 The Duomo ceiling wasn't painted by Michelangelo. The Sistine Chapel ceiling was painted by him.
- 6 Many of Henry Moore's sculptures aren't being exhibited at the Royal College of Art. They are being exhibited at the Yorkshire Sculpture Park.

Ex 5

- 1 was designed
- 2 was converted
- 3 had not been used
- 4 have been kept / were kept
- 5 be seen
- 6 are held / have been held
- 7 have been invited
- 8 are being made

Ex 6

- 1 found the thieves guilty
- 2 have just found some ancient cave paintings in Spain
- 3 visit the British Museum
- 4 are showing a Richard Long exhibition now
- 5 can buy some beautiful souvenirs and postcards in the museum shop

Ex 7

- 1 Madrid Airport wasn't designed by Calatrava.
- 2 Lunch is served in the café.
- 3 Mobile phones must be turned off in the exhibition.
- 4 The Chinese Terracotta Army statues have been seen by millions of people.
- 5 This gallery is being closed for renovations.

Ex 8

- 1 have / get a tattoo done
- 2 is having / is getting his hair cut
- 3 have / get our eyes tested
- 4 had / got a tooth removed

Workbook answer key

Ex 9

- 1 Julia had / got her ears pierced last week.
- 2 My sister hasn't had / got her wedding dress made yet.
- 3 I can't talk now – I'm having / getting my photo taken.
- 4 When did you have / get your tattoo done?
- 5 I'm going to have my hair cut next week.

Ex 10

- 1 have explored
- 2 was born
- 3 moved
- 4 lives
- 5 has been rescued
- 6 includes
- 7 was filmed

Ex 11

- 1 perform
- 2 cut
- 3 given
- 4 taken
- 5 understand
- 6 written
- 7 done
- 8 use

Communication skills (pp56–57)

Listening (p56)

Ex 1

- 1 c 2 b 3 a

Ex 2

weird, frightening, amazing, interesting, scary, menacing, gruesome

Ex 3

- 1 True
- 2 False – It was a giant spider.
- 3 False – The speaker didn't really get what the artist was trying to achieve.
- 4 True

Ex 4

- 1 dialogue 1
- 2 dialogue 3
- 3 dialogue 1
- 4 dialogue 2
- 5 dialogue 3
- 6 dialogue 2

Ex 5

- 1 I wonder how they managed to make all those plants grow from the wall.
- 2 It's so light and airy, with all that smooth white polished concrete.
- 3 I learnt so much about the human body, and it really made me think about what it means to be alive.
- 4 Although it was educational, I think there are better ways to learn about those things.

Speaking (p57)

Ex 1

Students' own answers

Ex 2

- 1 S 2 D 3 D 4 S 5 S
6 D 7 D 8 D

Ex 3

- 1 a 2 a 3 a

Ex 4

Size: huge, medium-sized, small
Shape: curved, long, round, square, wide
Texture: rough, smooth
Colour: black and white, bright, dark
Material / made of: metal, stone, wood

Ex 5

Students' own answers

Reading (p58)

Ex 1

- 1 C 2 A 3 D 4 B

Ex 2

- 1 clearing out
- 2 fate
- 3 harnesses
- 4 garden shed
- 5 given away
- 6 finds
- 7 attic

Ex 3

- 1 for over 17 years
- 2 a popular TV show about antiques
- 3 almost half a million euros
- 4 3300 years old
- 5 He coloured it with tea.
- 6 Staff at the British Museum noticed that an ancient horse sculpture had modern harnesses, so the sculpture must have been forged.

Ex 4

- 1 False – 'Shaun created the forgeries in their garden shed.'
- 2 False – '(which) was bought by Bolton Museum'
- 3 True – 'Experts had said that the statue was Egyptian and 3300 years old.'
- 4 False – 'their lack of attention to detail'; 'the horses were wearing modern harnesses'
- 5 True – 'the staff of the British Museum ... spotted something strange'
- 6 False – 'but he was in prison'

Writing (p59)

Ex 1

- 1 in
- 2 During
- 3 By
- 4 for
- 5 In the end
- 6 Now

Ex 2

- 1 after the first sentence in paragraph D
- 2 at the end of paragraph B
- 3 at the end of paragraph C

Ex 3

- 1 He was an important 20th-century artist.
- 2 He was famous for his surrealist paintings.

Ex 4

Born in Figueres, 1904
Studied art at San Fernando Academy of Fine Arts, Madrid
Personal life: 1920s moved to Paris, got involved in surrealist movement. Met Gala. 1940s moved to New York
Achievements: Developed surrealist style and 'critical paranoia' method. Also involved in film-making, fashion design and advertising
Why he is important today: Iconic 20th-century artist

Ex 5

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

UNIT 8

Vocabulary (pp60–61)

Ex 1

- 1 d – colleague
- 2 f – bride
- 3 b – teammate
- 4 e – groom
- 5 a – relative
- 6 c – parents

Ex 2

- 1 leader
- 2 follower
- 3 extrovert
- 4 introvert
- 5 ally
- 6 enemy

Ex 3

- 1 a/d 2 d/a 3 b/c 4 c/b

Ex 4

- 1 b 2 c 3 a 4 e 5 d

Ex 5

- 1 out
- 2 for
- 3 going
- 4 out
- 5 up
- 6 make

Ex 6

- 1 split up
- 2 go out
- 3 fall out
- 4 ask out
- 5 make up
- 6 fall for

Ex 7

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

1



2initiative

Teacher's Resources

Language

Grammar practice at two levels
Vocabulary practice at two levels
24 Curricular worksheets

Skills

Improving reading skills
Improving writing skills
Improving listening skills

sample
unit

Unit 7
included in
this sample



Mike Sayer
Hilary Plass

1 Circle the correct alternatives.

- 1 My watch **made/was made** in the United States.
- 2 Lots of books **publish/are published** every day.
- 3 Our local cinema **is showing/is being shown** old films this week.
- 4 Amy **has received/has been received** a nice letter from her grandmother.
- 5 Credit cards **will accept/will be accepted** here.
- 6 The window **must have left /must have been left** open all night.

2 Rewrite the sentences in the correct passive form using the words in brackets.

- 1 Great shoes are sold in my shop. (last summer)

- 2 Astronomy is taught at my school. (next term)

- 3 The post office is closed. (last week)

- 4 The match isn't cancelled. (yesterday)

- 5 The film festival isn't held. (next summer)

3 Rewrite the sentences in the passive form.

- 1 Japanese companies produce a lot of electronic goods every year.

- 2 Scientists have discovered a new flu vaccine.

- 3 We are going to perform a play next month.

- 4 The children will bring food and drink.

- 5 World-class athletes have broken a lot of records at this year's World Championships.

- 6 Some of Europe's top models wore his designs.

- 7 Joe realized that the fall had broken his leg.
Joe realized that _____
- 8 The TV company is repeating the show tonight.

4 Complete the sentences with the correct form of the verbs in brackets.

- 1 DVDs _____ (can / rent) at our local shop.
- 2 All the doors _____ (must / lock) every evening before you go home.
- 3 Compositions _____ (should / hand in) by three o'clock yesterday.
- 4 Peter always _____ (have to / tell) what to do.
- 5 This piece of art _____ (might / paint) by Picasso himself.
- 6 The floor _____ (need / clean) before your mum gets home.

5 Correct the errors in the sentences.

- 1 An exhibition will held in August.

- 2 Our local supermarket has being closed all day.

- 3 The centre is be designed at the moment.

- 4 John should have promoted by now.

6 Order the words to make sentences.

- 1 have / cleaned / coat / I / had / my / .

- 2 your / cut / get / you / hair / did / Where / ?

- 3 having / tested / I'm / my eyes / tomorrow / .

- 4 going to / Jack / done / a / tattoo / is / get / .

7 Translate the sentences into your own language.

- 1 A new drama series is being shown on TV tonight.

- 2 Works of art can be seen all over the city.

- 3 The party should have been organized better.

- 4 Peter had his hair cut yesterday.

1 Match the words to the definitions.

- 1 canvas
 2 street art
 3 portrait
 4 still life
 5 landscape
 6 sculpture
 7 photo

- a a work of art that is a solid object
b art that represents objects, not living things
c a picture of a country scene
d a picture made with a camera
e material that is good for painting on
f it is found in public places, like graffiti
g a picture of a person's face

2 Complete the sentences with the words in the box.

enlarge frame print take hang save

- 1 It's a beautiful painting – I think you should _____ it and _____ it on the wall.
2 You should _____ the file to your hard drive if you don't want to lose it.
3 The castle looks really small in this photo, so I'll have to _____ it.
4 How many photos did you _____ when you went on holiday?
5 My gran hasn't got a computer so I usually _____ some of my photos and send them to her by post.

3 Circle the correct alternatives.

- 1 Which **sculptor/sculpture** do you prefer, Rodin or Brâncuși?
2 The Louvre in Paris is probably the world's most famous art **gallery/museum**.
3 In the centre of the studio was a large **portfolio/easel** holding a portrait of a young woman.
4 The **bust/model** of the Egyptian queen Nefertiti in the Neues Museum in Berlin is 3300 years old.
5 After 1860, impressionist Claude Monet worked from a **brush/palette** limited to pure light colours.
6 Instead of careful brush strokes, Jackson Pollock dripped, poured, and splattered **painting/paint** on to his canvases.

4 Complete the sentences with the correct form of do or make.

- 1 I have to _____ some cleaning before my parents get home. It's a mess in here.
2 Could you _____ me a favour? I've left my phone at your house. Can you bring it with you?
3 What course should we take? We must _____ a decision today.
4 The headteacher will _____ an announcement about school uniforms today.
5 Every year Sally _____ a part-time job at a seaside café to earn some money for her summer holiday.
6 At the moment, Joanna _____ a course in computer science at her local college.
7 Becoming a Marine is really difficult. It's very hard to _____ the grade.
8 When she told Joe he was lazy, it really _____ an impact on him. He immediately started working harder and his grades got better.
9 We didn't really _____ any money from the exhibition but we had a great time.
10 It doesn't matter whether you win or lose, but you should always _____ your best.
11 Jenny finds it difficult to _____ a commitment to her job. She still wants to travel and do other things.
12 Have you _____ a visit to the gallery yet?

5 Read the sentences. Then write phrases from Ex 4 that mean the same.

- 1 Try your hardest! _____
2 I hope you're successful. _____
3 It's had a big effect on me. _____
4 Can you help me? _____

6 Circle the correct alternatives.

- 1 There is a **photographer/photography** exhibition at the new art gallery.
2 She has entered her latest sculpture in a national art **competitor/competition**.
3 **Surrealism/Surrealist** originated in the 1920s and was prominent in painting, literature and the cinema.
4 One of the great figures of modernist **architect/architecture** was Antoni Gaudí.
5 The Uffizi Gallery in Florence is full of great works of **art/artist**.

1 Complete the sentences with the correct form of the verbs in brackets.

- 1 In the past, Japanese houses _____ (build) of paper.
- 2 Hundreds of lucky winners _____ (choose) every day.
- 3 An important art exhibition _____ (hold) in the gallery at the moment.
- 4 News just in! London Bridge _____ (close) because of an accident.
- 5 While the gymnasium _____ (repair), we couldn't do any sport.
- 6 By the time the journalists got there, the demonstrators _____ (arrest) by the police.
- 7 In the future, all international flights _____ (book) online.

2 Rewrite the questions in the passive form.

- 1 Where did they hold the meeting?

- 2 Where has she invested all the money?

- 3 How many languages do they speak in South Africa?

- 4 Which film are they going to show?

- 5 How much money have they stolen?

- 6 How many people had the gunman shot by the time the police arrived?

3 Write answers to the questions in Ex 2 using the prompts.

- 1 It / in the staffroom.

- 2 All the money / the stock market.

- 3 11 official languages / in South Africa.

- 4 *Shrek*.

- 5 A million euros.

- 6 Four / by the time the police arrived.

4 Complete the sentences with the words in the box and the correct passive form of the verbs in brackets.

must can't should needn't may can

- 1 I'm not sure, but I think the flight _____ (delay). Hang on. I'll check for you.
- 2 The fire brigade _____ (call). It was a waste of their time to come out to rescue a cat.
- 3 These posters _____ (put) up on all the walls. It's vital that we do it now.
- 4 Jessica _____ (fire) on her first day at work. It's impossible.
- 5 The edges _____ (fold) on both sides to make them nice and neat. At least, that's the advice in the instructions.
- 6 If there's a rain delay, the match _____ (complete) tomorrow.

5 Write sentences using *have / get something done* and the words in brackets.

- 1 My car was broken. (repair / last week)

- 2 I don't agree with the score I got in my test. (check / right now)

- 3 Sue's room looks very dull. (redecorate / next summer)

- 4 Matt didn't call an expert to fix the computer and now it doesn't work properly. (should fix / by an expert)

6 Translate the sentences into your own language.

- 1 A new album has been released.

- 2 Posters are going to be printed to advertise the event.

- 3 The vases might be broken.

- 4 The children must have been taught well.

- 5 Sally got her ears pierced yesterday.

1 Write words for the descriptions.

- This type of painting usually includes fruit and flowers.

- This type of painting doesn't show things as they really are. Instead, it expresses the artist's thoughts and feelings.

- This is a picture of someone, usually just showing their face.

- This is a picture that someone takes with a camera.

- You can find this in public places such as walls or even on the pavement. _____
- This is prehistoric art that we can find in underground places.

2 Complete the sentences with the correct verbs.

- I think I'll _____ this picture and put it on my desk.
- It's such a small photo! Why don't you _____ it?
- How many photos did you _____ when you went to Paris?
- I'm going to _____ some pictures on my bedroom wall.
- In order to save paper, I only _____ a selection of my best photos.

3 Write words for the definitions using the words in the box. You don't need all the words.

gallery	brush	palette	model	easel	bust
artist	pedestal	portfolio	sculpture	sculptor	

- a board that an artist uses for mixing paints on _____
- a tool that painters can use to paint with _____
- a solid object that someone makes as a work of art _____
- a building where you can look at works of art _____
- a model of the head and shoulders of a person _____
- a base or support where you can put a statue _____
- a collection that artists make of their work _____
- something an artist uses to hold a painting _____

4 Complete the text with words from Ex 3.

These days, art can be created in so many different ways, from traditional painters who mix their paints on (1) _____ and apply them with (2) _____ on canvases supported on wooden (3) _____, to graffiti (4) _____ who use spray paint to cover walls with brightly coloured images. In the same way, (5) _____ may use a (6) _____ to produce a life-like (7) _____ or work with a variety of materials to produce more abstract sculptures. Modern art exhibitions are held not only in established (8) _____, but also in places like old warehouses.

5 Complete the collocations with *do* or *make*.

- _____ a course a degree
- _____ a journey a visit
- _____ an impression an impact
- _____ someone a favour your best
- _____ a decision a plan
- _____ a promise a commitment
- _____ the grade money

6 Complete the sentences with phrases with *do* or *make*.

- It doesn't matter if you're good or bad at something, but you should always try hard and _____.
- The house was a mess. Before he went out, he _____.
- It will all become clear soon as my boss is going to _____ this afternoon about the company.
- You can only join the Air Force if you pass all the courses and exams and _____.
- I wonder whether you could _____ me _____ and post this letter for me?
- She was shocked at her poor grades last term so this term she has _____ to work harder and do all her homework on time.

7 Write the best options to complete the sentences.

- He is a very _____ person.
a art b artist c artistic
- Only the best _____ will win the first prize.
a competition b competitor c competitive
- Li Xinggang was the chief _____ of the famous 'bird's nest' stadium in Beijing.
a architecture b architect c architectural
- Have you seen the _____ exhibition that opened last week?
a photography b photographer c photographic
- Salvador Dalí's paintings have a dreamlike, _____, quality.
a surrealism b surrealist c surreal

Tate Modern

A Tate Modern is one of a family of four different art galleries which have been designed to house Britain's collections of modern art. Unlike the two regional Tate art galleries which can be found in Liverpool and on the south coast, Tate Modern is truly vast. It is built inside a disused power station which had been left neglected and in disrepair for years before it was converted into its present use in the year 2000.

B Whereas its smaller sister gallery, Tate Britain, which is also located in London, concentrates on displaying British art, Tate Modern holds the country's collection of international art. It houses great works by modern masters such as Picasso and Matisse, as well as British artists, but only when their work is relevant within an international context. Another significant difference between Tate Modern and its London counterpart is

that Tate Modern is not permitted to show works of art which date from before the start of the 20th century.

C Since it opened, Tate Modern has become a popular and iconic building, and over 20 million people have been to visit its permanent collection and its award-winning special exhibitions. Its most striking feature is the enormous turbine hall which visitors first enter once they've gone through security. It's so huge that being commissioned to put on an exhibition within its space is considered one of the most demanding of tasks for any artist, partly because so many people will see and comment on whatever installation is placed in the hall, but largely because it's so difficult for an artist to think on the scale that the hall demands.

Developing skills

Make sure you understand what pronouns like *this, that, he, they, who*, etc refer to in the text.



1 Skim the first paragraph of the text and find the pronouns. What do they refer to in the text?

- 1 which (line 2) _____
- 2 it (line 5) _____
- 3 which (line 6) _____
- 4 its (line 8) _____

2 Find words in the text that mean ...

- 1 very large. _____, _____, _____
- 2 not looked after properly. _____
- 3 changed (from one thing to another). _____
- 4 unusual and noticeable. _____
- 5 difficult (to do). _____

3 Answer the questions in your own words.

- 1 What sort of art is exhibited at Tate Modern?

- 2 Why is it difficult for artists to produce art for the turbine hall?

4 Are the statements true or false? Quote words from the text to support your answers.

- 1 Tate Modern is the largest of the Tate galleries.

- 2 Tate Modern is the only Tate gallery in London.

- 3 The building that houses Tate Modern was specially built for the purpose.

- 4 Both Tate Modern and Tate Britain display works by British artists.

- 5 Many of the paintings in Tate Britain are older than those in Tate Modern.

- 6 The gallery's permanent collection is the only thing housed in the turbine hall.

A biography

Practising connectors

1 Circle the correct alternatives.

- In/On** the 1930s, Picasso painted Guernica.
- Denis has been an artist **for/since** August 2006.
- In/At** one time, the painters Van Gogh and Cézanne worked together.
- By/On** the end of the year, the show will have closed.
- During/Through** his teenage years, Leonardo da Vinci studied art.
- Webster is **momently/currently** holding an exhibition of her work.
- Michelangelo worked on his masterpiece **for/during** many years.

2 Complete the mini-biographies with the sequencing words in the boxes.

a few years later after eventually

- (1) _____ leaving art college, Penny Lewis started working as a photographer for a local magazine. Then, (2) _____, she got a job on a well-known national magazine. (3) _____, she became famous and held an exhibition of her work.

afterwards in the end then

- First of all, John painted the figure in the foreground. (1) _____, he started painting the background, and, (2) _____, he added some details. (3) _____, after working for many days, he finished the painting.

Improving your writing

3 Read the biography opposite and note the examiner's comments.

4 Correct time expression errors 1–6 in the biography in Ex 3.

- 1 _____ 3 _____ 5 _____
2 _____ 4 _____ 6 _____

5 Match time expressions 1–4 to time expressions in the biography in Ex 3 that have a similar meaning.

- in about 1982 or 1983 _____
- from 1966 to 1969 _____
- from the 1960s until now _____
- during her old age _____

A person I really admire is the world-famous photographer Annie Leibovitz. She was born ¹at 1949 in Connecticut in the USA. It's one of the world's most populated countries. ²In leaving school, she studied Art at the San Francisco Art Institute ³on the late 1960s. Since then she has worked all over the world and become one of America's greatest-ever portrait photographers.

⁴At the 1970s, Annie Leibovitz worked for a rock music magazine called *Rolling Stone*. It's something I'd like to do. As a result, she was able to meet and photograph all the great rock stars of that era. ⁵At the early 1980s, she began working for an entertainment magazine called *Vanity Fair*. In her new job, she photographed almost everybody famous, from presidents to film stars, from famous writers to notorious criminals.

⁶On later life, she has continued to work hard and has shown her photos in many important exhibitions. What makes her photography special is her use of strong colours and very unusual or shocking poses.

Examiner's comments

Be careful with time expressions! Is all the information necessary?!

6 Find the two pieces of unnecessary information in the biography in Ex 3 and cross them out. Then select the two pieces of useful information from the list and decide where to put them in the biography.

- Most famously, in 1980, she took photos of John Lennon just hours before he was shot in front of his house in New York.
- My grandmother was also born in 1949.
- She was one of six children.
- Photography is a subject a lot of people in my school are interested in.

7 Write a biography of a famous photographer or artist (about 100 words). Use appropriate time expressions.

Include:

- life facts and a general description of the person
- information about their early life and achievements
- information about their later life and why they are important today.

8 Check your written work carefully and correct any errors.

1  **Read and listen to the words. Match them to the definitions.**

- | | |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> 1 mould | a cut into an artistic shape |
| <input type="checkbox"/> 2 carve | b fall down |
| <input type="checkbox"/> 3 pack | c shape |
| <input type="checkbox"/> 4 collapse | d press together |
| <input type="checkbox"/> 5 design | e plan on paper |

2 **Read the opening paragraph of a radio interview. What do you think it will be about?**

Presenter Hello and welcome to *The Art Show*. On today's show, we talk to Mick Loft, an artist and sculptor who works in a neglected and undervalued field – sand sculpting. We've all had a go at building a sandcastle on the beach, but sand sculptors turn simple sand into a wide variety of artistic shapes, some of which are small and delicate, while others are huge and monumental. In fact, they turn what is just a bit of fun for most people into an art form.

Developing skills

First eliminate answers that are obviously wrong in multiple-choice questions. If an answer is only partly correct, look for a better option.



3 **Read the opening paragraph in Ex 2 again. Which answer below is obviously wrong? Which two are only partly correct?**

Mick Loft ...

- a** usually works in fields. _____
- b** only makes sandcastles. _____
- c** usually builds large sculptures. _____
- d** generally creates art from sand. _____

4  **Listen to the radio interview and choose the best answers.**

- 1** Mick Loft draws inspiration from ...
- a** visiting castles and other monuments.
 - b** only abstract forms of art.
 - c** different building techniques.
 - d** a wide variety of different sources.
- 2** When planning a sand sculpture, Mick ...
- a** uses architectural drawings.
 - b** works from a photo.
 - c** works from a detailed drawing.
 - d** uses a three-dimensional model.
- 3** When sculpting, Mick uses ...
- a** old sand that's dried out.
 - b** sand from the beach he is on.
 - c** a rough sort of sand.
 - d** sand that's quite hard.
- 4** Next Saturday, people can see Mick ...
- a** take part in a sand sculpture competition.
 - b** show off his techniques in a one-man show.
 - c** build a sandcastle on a beach.
 - d** judge other people's sandcastles.

5  **Listen again and answer the questions.**

- 1** What does Mick use to shape sand into artistic forms?
- _____
- _____
- 2** What exactly does Mick do when planning a sand sculpture?
- _____
- _____
- 3** How does Mick prepare sand so that it holds its shape?
- _____
- _____
- 4** What is happening on Great Hampton beach next Saturday evening?
- _____
- _____

The future is mobile

- A** Ten years ago the mobile phone was just a device for making calls and sending text messages. Nowadays, it is a camera, MP3 player, alarm clock, games console and, in some cases, even a DVD player or GPS navigator; and most of us wouldn't dream of leaving the house without it.
- B** Mobiles work by combining the technology of ordinary phones with the ¹**wireless** technology of radios. When someone talks into the phone their voice, or data from an SMS, is converted into radio waves which are sent to a nearby ²**transmission** tower, called a base station. The call is then sent through the telephone network until it reaches a base station near the call recipient. From there, radio waves are emitted and these are detected by the receiving telephone and converted back into speech or data. The first mobile phone systems were developed on this basis by Ericsson in the 1950s. These early models were not very popular as they were costly and enormous, weighing around 40kg. A smaller version, weighing 3kg, was developed soon after – it included an antenna to improve transmission and a ³**rotary dial**, much like a traditional phone. The problem was that there were few base stations in most cities, so these phones were not truly mobile because users had to stay within a limited area or their call would cut out.
- C** These days, phone coverage is not a problem as most countries have numerous base stations. Many modern handsets have touch screens, which eliminate the need for buttons, and large ⁴**displays** for watching films and playing games. Mobiles are even replacing credit cards in Japan, thanks to a technology known as Near Field Communication (NFC). A NFC ⁵**chip** in the handset allows you to place your phone near a sensor in a shop which then sends the details to your bank and debits your account. Some top-of-the-range kitchen appliances, such as dishwashers, can also be switched on using your mobile when you are not at home.
- D** As for the future of mobile phones, the sky is the limit. A new prototype from Nokia, the *Morph*, uses nanotechnology to cover the phone's surface with millions of tiny solar fibres which power it using the sun's energy. The transparent handset will be completely flexible, meaning you can bend it to wear it as a watch if you go running, or unfold it to make a computer screen and keyboard if you need to do your homework.
- E** So, if leaving your mobile at home seems stressful now, this may be unthinkable in the future. Don't rush out to buy the *Morph* yet though, as it won't be on the market for at least seven years.

1 Choose the best answers according to the text.

- 1 Mobile phones ...
- a work using radio cables.
- b can help you find your way round a city.
- c today have small screens for watching films.
- d have been around since the early 20th century.
- 2 The first mobile phones ...
- a had big buttons.
- b only worked in the countryside.
- c did not have buttons.
- d only worked if you lived next to a base station.
- 3 Some modern mobile phones ...
- a are powered by nanotechnology.
- b eliminate the need for bank accounts.
- c use a similar technology to dishwashers.
- d can be used instead of cash in a shop.

2 Match words 1–5 in the text to definitions a–e.

- a screens
- b disk with numbered finger-holes that you use to call a number
- c broadcast of electromagnetic waves from one location to another
- d tiny piece of silicon with electronic connections
- e without cables

3 Find words in the text that mean the same as ...

- 1 a mechanical gadget. _____
- 2 a long and thin conductor, often made from wire, that sends out or receives electromagnetic signals. _____
- 3 the area within the range of a telephone network. _____
- 4 a surface on a device that registers the touch of a finger as input. _____
- 5 technology on such a small scale that it is invisible to the human eye. _____

The human race – ancient migrations

A Fossils found by paleoanthropologists suggest humankind probably originated in Africa, but there have always been doubts surrounding these theories. However, an exciting project is helping prove that we can all trace our history back to a small east African population, and is giving clues as to why humans have ¹**migrated** throughout ancient history.

B The Genographic Project is an initiative by *National Geographic* that traces human migration through the analysis of DNA characteristics. The five-year project, which finishes in 2010, aims to collect DNA using blood samples from 100,000 people around the world. Members of the public and indigenous tribes are invited to donate their samples, which will be used together with geological and anthropological data to map the history of human migration, and provide individuals with a means to finding out more about their roots.

C The findings of the study are proving interesting. It seems that a group of humans left Africa around 50,000 years ago, 150,000 years after the first humans, or *Homo sapiens*, evolved. Why they left is unclear, but a long, dry period in Africa caused by an Ice Age in the northern part of the globe and volcanic eruptions in Asia could be the key. At that stage the population probably dropped to around 2000 individuals, and humankind was on the brink of extinction. The first humans to leave Africa fleeing these conditions settled in Eurasia, and within

a couple of thousand years some of them had walked across the land bridge that then separated south Asia and Australia. Soon after, humans ²**inhabited** the Middle East, and around 15,000 years later, Europe. The most recent regions to be colonized were the Americas, around 15,000 years ago.

D Why we continued to migrate after leaving Africa is uncertain, but we know that what allowed us to do so may have been the ‘great leap forward’, when we developed a more modern spoken language and the ability to make more refined tools around 50,000–70,000 years ago. Once we had colonized most of the planet, between 5000 and 10,000 years ago, after the last Ice Age, humans swapped their nomadic, ³**hunter-gatherer** lifestyles for the ⁴**sedentary** agricultural communities which form the basis of today’s rural and urban settlements.

E Perhaps the most crucial conclusion of the Genographic Project is that we are all a lot more closely related to each other than we thought, which should encourage us to try to understand one another rather than fighting wars. It also gives an alternative perspective on the immigration issues we face today, reminding us that, at one point or another, we have all been immigrants. Finally, it reveals that climate change has a key role in population ⁵**displacement**, warning us that we can’t ignore phenomena like global warming.

1 Answer the questions in your own words.

- 1 What is the Genographic Project?

- 2 Why did humans continue to travel after they had left Africa?

2 Are the statements true or false? Quote words from the text to support your answers.

- 1 The Genographic Project reveals that our history is very different from what we previously believed.

- 2 Humans managed to reach Australia using simple boats.

- 3 There were humans on every continent 20,000 years ago.

- 4 The Genographic Project is about similarities shared by people everywhere.

3 Match words 1–5 in the text to definitions a–e.

- a subsistence lifestyle based on hunting animals and gathering edible plants
- b not moving to different areas
- c went from one country to another
- d when a population is forced to move to another place
- e lived in

4 Find words in the text that mean the same as ...

- 1 scientists who study human fossils. _____
- 2 native. _____
- 3 colonized an area and made a life there. _____
- 4 moving from place to place rather than staying in one place.

- 5 small communities, often in remote areas. _____

Magic numbers

- A** Magic numbers have fascinated people for centuries. There are two very popular magic numbers, the first being the golden ratio (1.61803399). A famous example of this number in use is the Parthenon in Athens, as almost all the proportions of the different parts of the building conform to this ratio. Many other buildings around the world also appear to be based on this magic number. For example, the pyramids in Egypt or even the United Nations building in New York seem to have used the golden ratio in their design.
- B** But the golden ratio isn't just connected to architecture. Look at a pentagram (a five-pointed star), a butterfly or a flower, and you will probably notice something very special. All of them, although very different, have one thing in common, there appears to be a ¹**symmetry** – a balance between the different parts. For example, a pentagram contains ten isosceles triangles (a triangle where two of the sides are the same length). In all these triangles the ratio between the longer side to the shorter side is the same – there is a fixed pattern.
- C** There is also a second magic number that is very popular. This is connected to a Roman engineer called Vitruvius. He admired Greek architecture and wrote

De architectura, a book that has influenced people for more than 15 centuries. His magic number refers to the human body and in particular the ratio between the ²**span** of the arms, from one fingertip to the other, and the height of the human body.

- D** This magic number has been incredibly important over the years. For example, the artist Leonardo da Vinci was extremely fascinated by mathematics. Many people say that he used the golden ratio in lots of his paintings, including the *Mona Lisa*. But the fact is that he seems to have been influenced far more by the ideas of Vitruvius, and one of da Vinci's most famous works is called *Vitruvian Man*. In this drawing, the span of the man's arms is ³**equal** to his height. In other words, the ratio of the *Vitruvian Man*'s arm span to his height equals one. These are said to be the perfect ⁴**proportions** for a person. So, is the span of your arms equal to your height?
- E** Both these magic numbers are believed to be special as they can be found in nature and are ⁵**aesthetically** pleasing, or nice to look at. Of course, in maths these numbers are important as they come up again and again and are found in many calculations, both in geometry and algebra.

1 Choose the best answers according to the text.

- 1 The golden ratio ...
- a is the only magic number.
- b can't be found in the natural world.
- c has been used in the design of many buildings.
- d was discovered in Greece.
- 2 The pattern in a pentagram is special because ...
- a all the parts are equal.
- b it contains ten parts.
- c the ratio between the parts is never the same.
- d there is a common ratio between the parts.
- 3 The *Vitruvian Man* ...
- a shows a portrait of Vitruvius.
- b is based on the golden ratio.
- c is believed to show the ideal human proportions.
- d is repeatedly used in geometry and algebra.

2 Match words 1–5 in the text to definitions a–e.

- a relating to beauty
- b same in value, amount or size
- c relationship between two things in size and shape
- d width of something
- e when something has two identical halves

3 Find words in the text that mean the same as ...

- 1 a relationship between the size of two numbers or amounts.

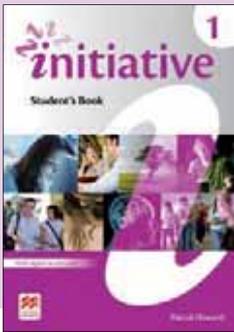
- 2 the way something is made so that it works or looks a certain way.

- 3 a set of lines, shapes or colours that are repeated regularly.

- 4 someone who designs things like buildings and bridges.

- 5 the distance from the bottom to the top of an object.

For students



Student's Book / Digital Student's Book



Communication Trainer (level 1)

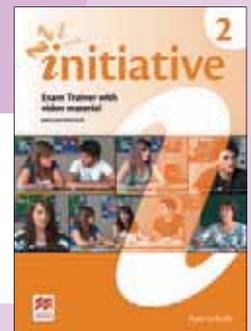
Available in print.

Online access via an access code in the level 1 print *Student's Book*.

The Trainers are packed with the Workbooks

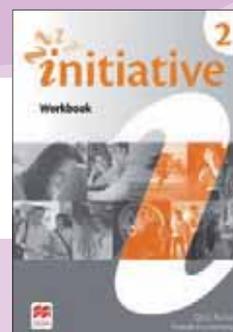
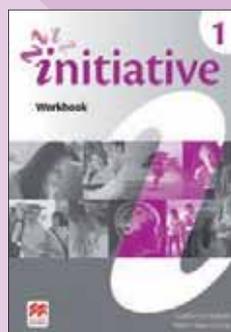
Exam Trainer (level 2)

The Oral Exams videos and worksheets can be accessed via an access code in the level 2 print *Student's Book*.



Student's Resource Centre

with access to audio files and videos



Workbook / Online Workbook



Student Website for Bachillerato

Sounds: The Pronunciation App



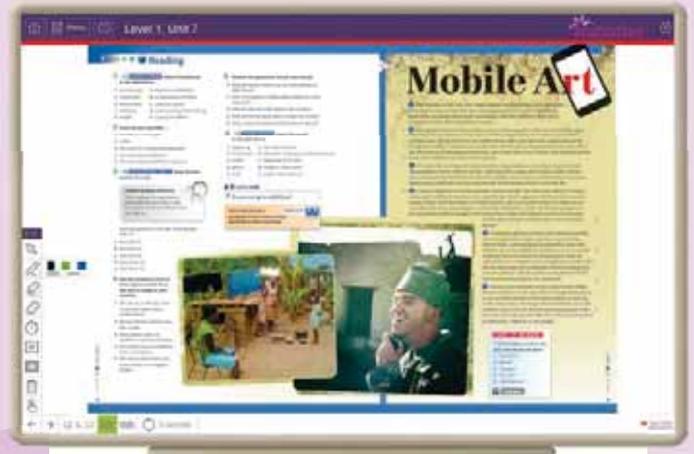
For teachers

Teacher's
Book



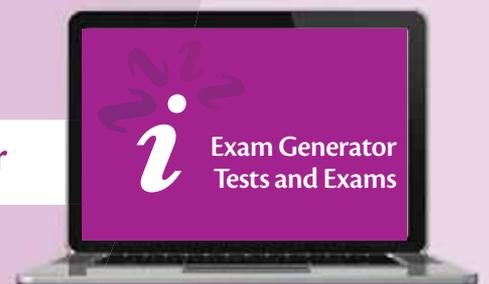
Teacher's Resources:

- Grammar and Vocabulary worksheets (at 2 levels)
- Skills worksheets
- Curricular worksheets
- Tests and exams



Teacher's Digital Resource Centre
(with downloadable Presentation Kit)

Exam Generator



Class
Audio CDs



initiative

21st century skills • Lifelong learning • Exam success • Integrated video

Student Components



Student's Book with digital access code



Workbook with 21st century skills section



Communication Trainer with authentic video material

Teacher Components



Teacher's Book



Teacher's Resources



Class Audio CDs



Student's Digital Material

Initiative digital material is compatible with multiple devices

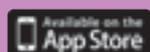


Digital Resource Centre:

- Teacher's Presentation Kit
- Editable Teacher's Resources
- Tests and exams
- Communication Trainer with authentic video material



Wordlists available on Sounds: The Pronunciation App



Student Website
www.macmillanbachillerato.es



Exam Generator

