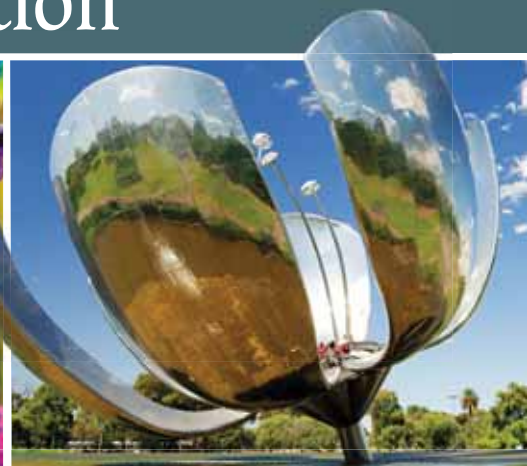


# 5

## Art & communication

<b>Vocabulary</b>	Communication; Jobs in visual arts
<b>Grammar</b>	Conditionals
<b>Reading</b>	A review
<b>Listening</b>	Announcements and messages
<b>Speaking</b>	Describing a photograph
<b>Writing</b>	An opinion essay
<b>Life skills project</b>	Powerful presentations



The tongue  
can paint what  
the eye can't see.  
Chinese proverb



### Proverb

Our words can describe experiences that no picture can show.

What do you think the proverb means? Do you agree with it?

### Ex 1

processing time – we can interpret a picture much more quickly than reading a text.  
memory – images go directly to our long-term memory.  
comprehension – more people understand the meaning of an image than text.

### Ex 2

- 1 get across
- 2 capture
- 3 point out
- 4 reject
- 5 reveal
- 6 illustrate
- 7 criticise
- 8 highlight
- 9 figure out
- 10 interpret

## Vocabulary Communication

- 1 Read the text. Find three reasons why **communication is improved when we use images.**
- 2 Rewrite the sentences replacing the verbs in bold with the correct form of the verbs in blue in the text.
  - 1 Have you **discovered** how to use the zoom on your camera yet?
  - 2 If she hadn't **shown me** the letters on Mona Lisa's eye, I would never have seen them.
  - 3 We've been learning how to **work out the meaning of** modern art.
  - 4 His latest self-portrait is amazing - it really **looks like** him.
  - 5 Draw a diagram to **explain** what you mean!
  - 6 The art historian's theory of the origin of the piece was **not accepted** by other experts.
  - 7 Watch the video on YouTube – at the end they **make known** how the trick was done.
  - 8 Do you think people should **say negative things about** artists' work online?
  - 9 I chose this image to **emphasise** the importance of good communication.
  - 10 In advertising they often **communicate** the message through humour.

## THE IMAGE RULES!

The digital age has brought us many ways to communicate through the spoken and written word, yet images rule! Here we **reveal** some of the reasons why.

First, processing time: it takes us about a minute to read just 200 words, yet we can **interpret** a picture in a tenth of a second. Next, memory: images go directly to our long-term memory, unlike words, which are processed by our short-term memory. Finally, comprehension: 95% of people will **figure out** the meaning of an image correctly compared to just 70% of people who will understand the written word.

Some academics have **criticised** our love of visuals, as they fear language will suffer. Others **reject** this view and **point out** that humans have been using images since we lived in caves. In the digital age, information presented visually can **capture** ideas and **get** the message **across** better than the written word alone. In blog posts, attractive photos can gain attention and **highlight** something in your article. Infographics **illustrate** complex information visually making it easier to follow. And memes can surprise us 😊, make us think 😊 ... or laugh out loud 😊.



## Vocabulary

### Lesson aims

Students learn and practise vocabulary related to communication. They read a text which integrates the vocabulary into a context. They also watch a video documentary about the Happy Birthday song and identify the main points discussed. **AIM HIGHER:** Students focus on phrasal verbs related to communication with friends.

### Warmer

Students look at the images and read the proverb: *The tongue can paint what the eye can't see*. Elicit the meaning in open class. Share the Background information about the photos below, then ask students to discuss the questions in small groups or pairs. Encourage students to talk about how powerful our imaginations are. Can they think of an example where this quote has been true for them? Do brief feedback on their opinions and ask them to say which image they think is the most powerful and why.

### Background information

The photo of the mask was taken in San Antonio, Texas, where the Day of the Dead is a huge festival lasting several days. It is probably part of the costume parade, or part of an altar or decorations at the ball. The Day of the Dead celebrates dead members of the family as still being part of the community and takes place on the 1st and 2nd of November every year.

The photo of the flower is the *Floralis Genérica*, a giant metallic flower which opens and closes every day in Plaza Naciones in Buenos Aires. It is 23 metres high, with six petals, each 20 metres high. The flower represents all the flowers in the world and also new hope every day when it opens.

Murals, like the one in the photo, are pieces of artwork which are painted on a wall. The word mural is Latin for *murus* which means wall. Some graffiti paintings and drawing are murals. One of the first modern graffiti murals was painted by a young American student who wanted to get the attention of a girl he liked, so he wrote messages on walls around the city.

## Vocabulary Communication

- 1 • Students read a text about digital images and how powerful they are.
  - Before beginning Ex 1, brainstorm if students think digital images – such as emoticons and memes – improve communication and, if so, why.
  - Ask students when they think the first digital image was produced, then share the information in the Background information box below to provide some historical input on images.
  - Students do the task. Check answers.
  - Elicit if the information in the text was similar to their ideas, and whether their opinions have changed about the quote in the opener.

### Background information

The first digital camera was invented in 1975. However, the first digital photograph was made in 1957. It was a scanned computer image created by an American called Russell Kirsch in 1957. It was a very small and unclear photograph of his young son.

A famous magazine named it as one of the '100 photographs that changed the world'. This was because the process used to make the image was very important in the development of digital photography. His invention helped engineers at NASA develop technology for space exploration in the 1960s. The original image of his son is in a museum in the United States.

- 2 • Students do the task. Check answers.

### Fast finishers

If students finish quickly, ask them to discuss if they think words or images have more importance in society today and why.

### 3 • Students do the task. Check answers.

#### AIM HIGHER ▲ Phrasal verbs

- Before beginning the AIM HIGHER section, ask students if they make a mistake or do something wrong – for example break their friend's new mobile – do they tell their friend about it immediately or pretend it never happened? Elicit ideas in open class.
- Ask students to read the text and find the phrasal verb which corresponds to admitting they made the mistake or did something wrong (*own up*).
- Ask students to look at the highlighted phrasal verbs in the text and clarify the meanings of any they know.
- Elicit the first sentence in open class and point out they may need to change some of the words to create the sentences.
- Students do the task. Check answers.
- Ask them to say which tip they agree with more and why.

#### Get online

- Go through the instructions and questions with the students.
- Provide or elicit some suggestions of online newspapers or famous advertising campaigns, for example, <https://www.theguardian.com/world/>, <https://www.express.co.uk/>, <https://www.perion.com/blog/7-examples-best-digital-advertising/>.
- Students do the task.
- When they have collected the information, ask them to choose three images and make some notes to share with the class.
- Students show and share.

#### Extra activity

Ask students to look back at the images from the online links used in the Get online section and tell them to compare the newspaper images and the advertising images and how they are used differently. Provide some questions to help them focus, eg *Where do the newspapers add images? How do the images help to get the message across? What kind of people do the advertising images use? Why?*

#### VIDEO Global English

- Students watch a video about the history of the Happy Birthday song and copyright issues surrounding it.

#### Video focus

The video contains some useful words that students may not be familiar with. If felt relevant, pre-teach the following vocabulary with the class before watching:

*copyright* (noun) – the legal right to control the production and selling of a book, play or piece of music

*licence fees* (noun) – an amount of money you pay a company or organisation to use something

- 1 • Ask students to read through the questions, then discuss them in pairs.
  - Elicit their opinions in open class.

### 2

- Write *Happy Birthday* on the board and draw a musical note. Ask students to make predictions about where and when they think the song originated from and who wrote it.
- Explain they are going to watch a video about the song.
- Ask students to watch the video and answer the question.
- Check answer and predictions in class.

### 3

- Students watch the video again and answer the questions.
- Pairs compare.
- Check answers as a class.

### 4

- Put students into small groups and ask them to discuss the questions.
- Do open class feedback on their opinions.

#### Ex 4 suggested answers

- It means that something is available for members of the public to view and use as they wish, without penalty or without a copyright.
- Copyright is fair because it protects artists' and performers' property and rights. If an artist needs to make a living from what they create, then they should be paid for this. / Copyright is not fair because people should be able to use other people's work for their own personal use, or in satire, for example.

#### Extra activity

In pairs or small groups ask students to explain if they have a song that is important for them and why. Do open class feedback on their suggestions to see if any of them have the chosen the same song.

#### Homework

Ask students to think of an image which represents something important for them. Invite them to bring the image into the next class and to explain what it is and why it is important.

#### Videoscript ► Teacher's Resource Centre



### Ex 3

- |              |            |           |             |
|--------------|------------|-----------|-------------|
| 1 illustrate | 2 gets     | 3 reveals | 4 figure    |
| 5 highlights | 6 rejected | 7 pointed | 8 criticise |

### 3 Complete the sentences with the correct form of verbs in blue in the text on page 58.

- Molly's presentation was very good. She used infographics to ..... the results of her findings.
- It's a very powerful image for the poster. It definitely ..... the message .....
- Had anyone ..... what his post meant before he explained it?
- Don't ..... me when you behave in exactly the same way!
- They are ..... this law in a way that has never been done before.
- At the end of the novel, the main character ..... his family secrets and then leaves to start a new life.
- Experts have always ..... these theories because there is no evidence to prove them.
- Did the bank ..... the risks in borrowing the money?

### Get online

Find some images online that are used to communicate a strong message, for example in online newspapers, advertising, campaigns, etc. Select a few and answer the questions.

- Explain where the images are being used and for what purpose (*point something out, criticise something, reveal something, etc.*).
- Explain why you think the image works/doesn't work well.
- Think of other ways to get the message across.
- Think of other ways to use the images.

### Get online

Students' own answers

### AIM HIGHER Phrasal verbs

Read the text and rewrite sentences 1–6 replacing the phrases in blue with the phrasal verbs in bold in the text. Make any other changes necessary.

#### COMMUNICATION TIPS AMONG FRIENDS

- When you have something on your mind, it helps to **open up** to someone about it.
- When a certain topic is uncomfortable for someone, **move on** to something else.
- If you know a secret about someone else, **keep it to yourself**.
- If you make a mistake, **own up** and face the consequences.
- Don't **butt in** on a conversation that doesn't involve you.
- Always **stick up for** your friends when they're being criticised unfairly.

- Sam was the only friend who **was on my side** during the argument.
- OK. I think we need to **change the subject** now.
- We agreed not to tell Danny, as he would **tell everyone else**.
- Have you ever **admitted it** when you've told a lie?
- When I'm chatting to my friends, my boyfriend has the bad habit of **interrupting**.
- If you could **talk about your feelings** more, it would make you feel much better.

### Aim higher

- put forward
- open up
- move on
- stick up for
- own up
- keep it to yourself
- butt in

## VIDEO Global English



### The Happy Birthday song

#### A In pairs, answer the questions.

- Do you usually like songs because of the words, the images on the video or the music?
- How do you usually listen to music?
- Do you download music from the internet or watch music videos on YouTube?
- Do you pay for any of the music you listen to?

#### Ex 1 suggested answers

Ideas for how people usually listen to music: On the radio or TV / through a streaming service / at gigs and concerts / on a phone, tablet or computer / from YouTube music videos / through headphones.

B Watch the video. What did people have to do if they wanted to use *Happy Birthday* in a film or a book before 2016?

C Watch the video again. Answer the questions.

- Why did the Hill sisters write songs?
- Which song did the Hill sisters copyright in 1893?
- Why was there a legal dispute in 2013?

D In small groups, discuss the issues in the video.

- What do you think it means if something is 'in the public domain'?
- Do you think copyright is fair and necessary? Why/Why not?

## Reading A review

### VIDEO Quick clip

### Critical thinking



#### Ex 1

1 She wants her CV photo to convey she is reliable and mature but also fun to work with.

First photo: pretty relaxed; second photo: a little crazy, shows her creativity; third photo: very intense, too serious

A Watch the video. What aspects of her character does Emily want her CV photo to get across, and what does she think each photo shows?

#### Ex 2

See page T61.

B Answer the questions.

- 1 Do you take selfies? What do you use them for and what aspects of your character do you want them to get across?
- 2 What other things do you usually take photos of?
- 3 Do you consider the photos you take to be a form of art? Why (not)?

#### Ex 1

Students' own answers

1 You are going to read a review of an exhibition. Have you ever been to an art exhibition or a museum? What was it? Did you enjoy it? Why/Why not?

#### Ex 2

The writer loved it.

2 Read the review quickly. What is the writer's opinion of the exhibition?

### SUB SKILL

### Skimming and scanning

To find information in a specific paragraph, first read the text quickly to get the main idea of each paragraph (skimming). Then read the question and look through the paragraph it relates to quickly to find the answer (scanning).

#### Ex 3

- 1 b
- 2 d
- 3 a
- 4 c
- 5 a
- 6 c
- 7 a
- 8 b
- 9 d
- 10 b

3 41 **EXAM** Read and listen to the text. Match the questions to one of the paragraphs (A–D).

Which paragraph ...

- 1 explains what Jansen's original aim was in designing the *Strandbeests*?
- 2 says when you can see a demonstration?
- 3 gives the location of the exhibition?
- 4 talks about a project that the artist is working on now?
- 5 explains why Jansen built the sculptures?
- 6 describes how one of the artist's creatures might survive on another planet?
- 7 gives information about how the exhibition starts?
- 8 explains how the exhibition is organised?
- 9 suggests who would like to see it?
- 10 mentions something the writer wasn't expecting?

#### Ex 4

- 1 F
- 2 T
- 3 T
- 4 F
- 5 F
- 6 F

4 41 **EXAM** Read the text again. Are the statements true or false? Explain your answers in your own words based on evidence in the text.

- 1 The *Strandbeests* will move in certain weather conditions.
- 2 All of the *Strandbeests* move in the same way.
- 3 Jansen's creations evolved by getting rid of pieces that didn't work well.
- 4 Some real fossils are included in the exhibition.
- 5 Recently NASA scientists helped Jansen make the *Strandbeests*.
- 6 The demonstration of Jansen's biggest work only happens on certain days.

5 **EXAM** Answer the questions in your own words.

- 1 What are the main features of the exhibition?
- 2 Why does the writer recommend it?

## Words in context

#### Ex 5

See page T61.

6 Match the words in blue in the text to the definitions.

- 1 A synonym for *interesting*.
- 2 The opposite of *noisily*.
- 3 A verb meaning *move slowly on all its legs*.
- 4 A word meaning *in the end, after a long time*.
- 5 A word meaning *totally, completely*.
- 6 A synonym for *be grateful for*.

#### Ex 6

See page T61.

7 Find these phrases in the text and choose the correct meaning (A–C).

- 1 *set them in motion*  
A move them back and forwards  
B start them working and moving  
C study how they move
- 2 *well worth the entrance fee*  
A a little bit expensive for what you get to see  
B the exhibition is good despite the price to enter  
C there is a good reason to visit it because the price is reasonable

#### Ex 7

- 1 b
- 2 c

#### Ex 8

See page T61.

### CRITICAL THINKING

8 Do you think that Theo Jansen's creations can be considered as 'art'? Why/Why not? Do you think Jansen's work is useful?



## Reading

### Lesson aims

Students watch a video about choosing photos. They read a text in the form of a review about an art exhibition. They identify the main and sub-topics in the text and answer true/false statements. They practise the sub-skill of scanning the text quickly to find specific information. They also use the text to focus on understanding words through context.

### VIDEO Quick clip

1 

- Students read the questions and say what they think the video is about (Emily is choosing a photo to use on her CV).
- They watch the video and do the task. Check answers.

2 • Students do the task. Check answers.

### Warmer

Write the following on the board – *an exhibition of different graffiti artists, an exhibition of historical objects, an exhibition of pencil drawings, an exhibition of famous photographs* – and ask students to think about which sounds the most and least interesting. Students exchange opinions in pairs. Do open class feedback to find out which is the most popular.

## Reading A review

1 • Students do the task. Check answers.

2 • Give students a time limit, eg one minute, to read the text to encourage them to read quickly.  
• Students do the task. Check answers.

3  01

- Highlight skimming and scanning strategies in the SUB SKILL box. If necessary, ask them to say how skimming and scanning strategies can be used in day-to-day life, eg skimming to get the general idea of a news story and scanning when to find relevant search engine results.
- Ask students to read through the statements, then listen to the text and follow in their books.
- Elicit what strategy they will use to do the task (skimming to look at general content then scanning to find the specific examples).
- Students do the task. Check.

### Extra activity

Ask students to cover up the Phrasal verbs box at the bottom of the text. Write up the three phrasal verbs from the box and ask students to find them in the text. Provide the paragraph or line to help them find them. Elicit what the students think they mean from context.

Students compare their ideas with the definitions. If students need more guidance, tell them to look at Phrasal verbs on pages 148–9.

4 • Students do the task. Check answers.

5 • Students do the task. Check answers.

## Words in context

- 6 • Ask students to locate the words in the box in the text from Ex 6 and elicit suggestions about their meanings.
- Focus on the first word, eg *fascinating*. Provide some strategies through questioning to help them, eg *What kind of word is it? Is it a positive or negative adjective? Can you think of a synonym? Can the sentence around the word help you to work out the meaning?*
  - Ask students to match the word to one of the definitions.
  - Students do the rest of task. Check answers.
- 7 • Students do the task. Remind them to look at the surrounding words and phrases to help them decide on the meaning of the phrases. Check answers.

### Fast finishers

Ask fast finishers to look through the text again and pick out two or three words they do not know or are not sure about their meanings, then ask a classmate (who has finished) to clarify the meanings for them or guess the meanings from context.

### CRITICAL THINKING

- 8 • Before doing the task, elicit what kind of sentences students can use when giving their opinion.
- Students do the task. Encourage them to think about what they consider a definition of 'art' to be, and examples of how Jansen's art might be useful. Check answers.
  - If time allows, extend the focus by sharing the Background information box below, then asking if they agree or disagree with the results of the survey.

### Background information

The British Government conducted a survey to ask people what they considered as art. The results showed 94% of British people think painting and sculpture are forms of art and 70% believe graffiti is art, but only 56% of British people think comic books and graphic novels are forms of art. Many people also believe that music is art but there is a clear difference between classical and contemporary music: 72% believe that classical music can be considered art but only 44% think the same for pop music. The survey also showed young British adults think video games are also a form of art (47%) but the percentage is lower for video games in older people with only 28%. The conclusion from the survey was that everything depends on a person's age as to what they feel can be called art.

## Homework

Ask students to write a short paragraph about their favourite painting and explain why.

Videoscript ► Teacher's Resource Centre

#### Ex 2 suggested answers

1 myself and my friends in social situations such as in a famous place, such as in front of a city landmark. I want to get across positive aspects of my character, such as I am fun or creative, for example.

2 I usually take photos of my friends, animals, and funny things I have seen.

3 My photos aren't art because they are just showing my life, which is mostly quite boring and ordinary. / My photos are art because I take care to make them interesting and beautiful.

#### Ex 4 suggested answers

1 True (line 6) – The *Strandbeests* move when there is wind.

2 true (lines 28–29) – Some of the *Strandbeests* move using propellers and others move using sails.

3 true (lines 30–31) – If Jansen saw that a piece wasn't working well, he got rid of it for the next version.

4 false (lines 32–34) – The 'fossils' featured in the exhibition are old versions of *Strandbeests* that may no longer work.

5 false (lines 37–49) – Jansen is helping NASA with design ideas based on the *Strandbeests*, but NASA is not helping Jansen to make them.

6 true (lines 52–55) – Jansen's biggest work, *Siamesis*, is demonstrated at certain times on Friday to Sunday only.

#### Ex 5 suggested answers

1 The main features are giant mechanical creatures created by the artist, as well as a commentary on how the design evolved, and a video.

2 The writer recommends it because the creatures are beautiful, elegant and fascinating, and the exhibition will appeal to people of all ages.

#### Ex 6

1 fascinating 2 silently 3 crawl 4 eventually

5 eventually 6 eventually

#### Ex 8 suggested answers

They can be considered art because they have been created as artworks, and they are beautiful and fascinating. / They aren't art because they are machines. They are engineering rather than art. Jansen's work is useful because it is helping NASA think about how to design a rover. Also, he intended his work to have a useful function: to stop erosion.



# BEASTS

## on the beach



**A** If you can only see one exhibition this summer and you're in the area, you must drop in to Singapore's ArtScience Museum to see *Wind walkers*. This exhibition displays the fantastic mechanical creatures of the Dutch artist and engineer Theo Jansen. Called *Strandbeests* – that's 'beach animals' in Dutch – Jansen built these strange wind-powered moving sculptures from plastic tubes and bottles connected with tape. In 1990, Jansen wrote an article in the newspaper revealing his idea to come up with a 'new species' that could fight climate change. He thought that if he invented something that could live on a beach, survive and learn, it would be able to move the sand and eventually stop erosion from rising tides.



**B** The exhibition is arranged in four sections and includes 13 large 'beasts'. The first room shows his workshop, including a very old Atari computer he used to design the creatures. In the second section, you can see the first *Strandbeests* and even set them in motion. What surprised me was just how noisy the creatures were; they creaked and cracked as all the parts moved. If I hadn't actually seen the machines in action, I would have thought they moved completely silently. After a while, though, you begin to appreciate just how beautiful they are. Over time, Jansen studied different types of movement, often from the animal world, such as sideways walking like a crab or caterpillar-like crawling. Some of the pieces use propellers and others sails, which are all on display in the next sections. Jansen used Darwinian evolution: if one piece didn't work efficiently, it was rejected for the next version. In fact, this also led to him creating 'fossils'. Among the works in the exhibition is an example of one – a piece called *Rigide Properans* which no longer moves.

**C** The last part of the exhibition focuses on Jansen's largest work called *Siamesis* with 72 legs, weighing over 200 kg. Now NASA is studying the *Strandbeests* closely to figure out if aspects of Jansen's beasts could help them design a rover – the vehicle that explores planets – that might survive Venus's surface temperatures of around 460° C. NASA believes that a mechanical rover like Jansen's creatures might be able to hold out long enough to send back valuable data. Jansen recently presented NASA engineers with an idea for a caterpillar – a small 'animal' that would crawl along the ground and which would be able to move over the rough surface of the planet.

**D** In conclusion, this is a wonderful exhibition that people of all ages will thoroughly enjoy – well worth the entrance fee. And if you go from Friday to Sunday, you'll be able to see a demonstration of the noisy, but elegant and fascinating *Siamesis* crawling across the gallery (see website for times). I highly recommend this brilliant exhibition.

### Phrasal verbs

drop in (to) (line 2) – visit (without an invitation)

come up with (line 9) – think of an idea or plan

hold out (line 44) – continue in a difficult situation

► Vocabulary list page 148–9



## Grammar Conditionals

### Zero, first, second and third conditional

Read the text and answer the questions.

<sup>1</sup> **If you look around, you find artistic inspiration anywhere and everywhere.** Some of art's most memorable images come from everyday domestic life. For example, <sup>2</sup> **Dali wouldn't have painted his melting clocks if he hadn't seen Camembert cheese melting in the sun!** Many artists, such as Monet, are inspired by the natural world. Others, like Picasso, look to history and myths for ideas. <sup>3</sup> **If you visit an art gallery, you will see that some artists are influenced by others** – compare Picasso with Goya, and Goya with Velázquez. <sup>4</sup> **If you were an artist, what would you paint?**



#### Ex 2

We use commas between the two clauses if the sentence begins with the if clause.

#### Ex 1

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

- 1 Match the sentences in **bold** in the text to the types of conditionals a–d.
  - a Zero conditional – to talk about facts and situations that are generally true  
*if + present simple, + present simple*
  - b First conditional – to talk about a real and possible situation or event  
*if + present simple, + will + infinitive*
  - c Second conditional – to talk about an unreal or unlikely situation or event  
*if + past simple, + would + infinitive*
  - d Third conditional – to talk about an unreal or hypothetical situation or event in the past  
*if + past perfect, + would + present perfect*

- 2 When do we use commas in conditional sentences?
- 3 In the conditional sentence below, what is 'd a contraction of in each clause? Which conditional tense is it?

*Picasso was influenced by Goya.  
However, if he'd been British, perhaps he'd have been influenced by Turner.*

#### Ex 3

See page T62.

► Grammar reference & practice page 126

#### Ex 1

- 1 want
- 2 are
- 3 have
- 4 is
- 5 would
- 6 had realised
- 7 'd heard
- 8 would
- 9 'd have asked
- 10 would

- 1 Choose the correct form of the verb to complete the sentences.

#### Watch out!

Remember that both *had* and *would* contract to *'d*.

Remember to use a comma after the *if* clause.

#### Ex 2

- 1 found
- 2 runs out
- 3 would buy
- 4 would have asked
- 5 take
- 6 had gone

- 2 **EXAM** Complete the sentences with the correct conditional form of the verb in brackets.

- 1 Who would you tell if you ..... (find) some money on the bus?
- 2 What will you do if your phone battery ..... (run out)?
- 3 If I were you, I ..... (buy) a more expensive camera.
- 4 If she'd posted that picture of me online, I ..... (ask) her to take it down again.
- 5 Whenever I'm in an interesting place, I ..... (take) a photo with my phone.
- 6 If I ..... (go) on one of the moon landings, I would have spent most of my time taking photos.

### Turn paintings into photos ... and photos into paintings

If you (1) **want / will want** to recreate a painting, but don't have the artistic ability, then follow the current trend of bringing it back to life as a photo! If you need some inspiration, there (2) **will be / are** lots of photos to see online, for example on a website called the *Remake Project*.

Interestingly, the idea of remaking images works the other way too. If you (3) **have / had had** any photos you love, it (4) **is / will be** possible to turn them into paintings, pop art, cartoons or sketches. Simply upload your photo to an App such as Prisma or Painnt, choose the effect you want and you'll have your own masterpiece.

#### Comments (2)

Miguel NOV 27 @ 18:52: What (5) **will / would** Vincent Van Gogh or Frida Kahlo have thought if they (6) **had realised / would realise** that one day their self-portraits would be recreated as photos with other people pretending to be them? [Reply](#) | [Share](#)

Jenny NOV 30 @ 22:03: If I (7) **'d heard / will hear** about the *Remake Project* sooner, I (8) **will / would** have done a recreation of the famous painting by Johannes Vermeer – *Girl with a Pearl Earring* for my aunt's birthday. I (9) **'d have asked / would ask** my cousin to be the model. What about you? Which famous painting or sculpture (10) **do / would** you choose? [Reply](#) | [Share](#)



## Grammar

### Lesson aims

Students learn and practise the use of conditionals.

**AIM HIGHER:** Students learn and practise alternatives to *if*.

### Test before you teach

Write the following sentence halves in two columns on the board and ask students to copy them, then match the halves to make complete conditional sentences.

- |   |                                     |
|---|-------------------------------------|
| 1 If someone hadn't uploaded that photo | a they'll give me another one free. |
| 2 The advert says if I buy two pictures | b if I had more time.               |
| 3 I'd do a sport                        | c no-one would have seen it!        |
| 4 You won't keep healthy                | d I would be in deep water!         |
| 5 If my mum found out                   | e if you don't eat more vegetables. |

Check answers as a class.

#### Answers

1 c 2 a 3 b 4 e 5 d

## Grammar

### Conditionals

#### Zero, first, second and third conditional

- Before beginning Ex 1, ask students to skim the text and say what it is about.
  - Give them a time limit to maintain skimming strategies, eg Look at the text for 30 seconds then say what it is about.
  - Students do the task. If students need further clarification, look at the Grammar companion on page XXX. Check answers.
- Elicit the answer in open class.
- Write the names of the three painters on the board – Picasso, Goya, Turner – and elicit what the students know about each one.
  - Focus on the conditional sentence and ask students to read it.
  - Before students answer the question, highlight the Watch out! box to help them make decisions.
  - Students do the task. Check answers, and encourage them to explain why. (It's a hypothetical situation in the past.)

#### Ex 3 answers

*if he'd been* = had; *perhaps he'd have been* = would. It's the third conditional.

- Before beginning Ex 2, ask students to share their homework suggestions about their favourite painting and elicit the names of the painters onto the board. Add the painters from the text in Ex 2 the list if no-one has suggested them (Vincent Van Gogh, Frida Kahlo, Johannes Vermeer). Elicit any information the students know about any of them (eg nationality, famous paintings, etc – see Background information box for ideas).
  - Ask students to quickly read the text and decide what it is about. Do brief open class feedback.
  - Students do the task. Check answers.

#### Background information

Vincent Willem Van Gogh, 1853–1890, was a Dutch Post-Impressionist painter whose famous works include *Vase With Fifteen Sunflowers*, *The Starry Night* and *Café Terrace at Night*. Although he is now one of the most famous painters in the world, Van Gogh only sold one painting while he was alive.

Frida Kahlo de Rivera, 1907–1954, was a Mexican artist who painted many self-portraits inspired by surrealism and magical realism, such as *The Two Fridas*, *Self-Portrait with Thorn Necklace and Hummingbird* and *Frida and Diego Rivera* (of Frida with her husband, painted as a wedding portrait). Her family home, the Blue House in Coyoacán, Mexico City, was opened as a museum in 1958.

Johannes (Jan) Vermeer Van Delft, 1632–1675, specialised in painting domestic interior scenes of ordinary life, and is praised for his skill and precision in his photo-realistic paintings such as *The Milkmaid*. His most famous painting is probably *Girl with a Pearl Earring*, following the Tracy Chevalier book of the same name published in 1999, and the related film in 2003.

- Students do the task. Check answers.

### Fast finishers

Ask fast finishers to identify the type of conditional used in each sentence in Ex 2.

### Alternatives to *if*

- Before beginning the grammar box, share the Language note below to help students get a better understanding of alternatives to *if*.
- Students do the task. Check answers.

#### Alternatives to *if* answers

as long as / provided that; in case; unless

#### Language note

When using the first conditional, *if* can be replaced by other words with a similar meaning, for example, *as long as* / *provided* / *providing* / *on condition that*. When using the negative, eg *if not*, we can substitute that for *unless*, for example, *I'll give you a ring if I don't arrive on time. I'll give you a ring unless I arrive on time.*

- 3 • Ask students to look at the first sentence in Ex 3 and use the rules from the grammar box to rewrite the sentence.
- Elicit the answer in open class, then ask students to do the rest of the task. Check answers.

#### Ex 3 suggested answers

- 1 Visitors are only allowed to take photos provided that they don't use the flash.
- 2 Unless we've done something wrong, we should be able to upload the clip now.
- 3 Take a cover for the camera in case it rains later.
- 4 You can use high-quality images for free as long as you go to these websites.
- 5 He wouldn't have posted it on Facebook unless he wanted everyone to know.
- 6 Our assignments are always checked with a plagiarism program in case we've copied someone else's work.

### Consolidation

#### 4 02

- Read through the instructions and remind students to first skim the text to get an idea of what it is about before they complete it and to also analyse the tense of each sentence to help them complete it with the correct form.
- Students do the task. Play the audio for students to listen and check their answers.

#### Ex 4 suggested answers

- 1 would own
- 2 know / will know
- 3 will agree
- 4 asked
- 5 would tell
- 6 would have missed
- 7 hadn't brought
- 8 hadn't used
- 9 wouldn't have had

### AIM HIGHER *I wish / If only*

- A • Ask students to read the message and elicit the equivalent form for *I wish / If only* in students' L1(s).
- Students do the task. Check answers.
  - For more detail about using *I wish* to talk about the present, share the Language note below.

#### Language note

Highlight to students that we can only use *I wish + would* to talk about things we can't change in the present, eg you can't say 'I wish I wouldn't wake up so late every day.' If you want to talk about something in the present that you can change, use the past simple: 'I wish I didn't wake up so late every day.'

- B • Students do the task. Check answers.

### Speak up

- 5 • Ask students to form pairs and answer the questions.
- If time allows, ask the class to share their views.

#### Ex 5 suggested answers

- 1 Art from a favourite photo because it has more of a personal meaning and it's also more original and modern. / A photo recreating a piece of art because it is a way of commenting on the original piece and creating something completely new.
- 2 Using a mobile phone in inappropriate situations like at the dinner table, when talking to other people (eg friends and family members) in public places (on the bus, in shops, on the street), in class. Or using a mobile phone when I'm supposed to be working / sleeping etc.

#### Extra activity

Ask students to form small groups or pairs and to look at the photo on the page and then discuss the following question: *If someone started talking loudly on the phone in the cinema, what would you do?*

### Homework

Students complete the following sentences:

- 1 I always take my mobile with me in case ...
- 2 If my mobile breaks down tomorrow, I'll ...
- 3 If I didn't have a mobile, I'd ...
- 4 If I had to buy a new mobile, I wouldn't ...

Grammar companion ► Student's Book page XXX

Unit 5 grammar practice ► Teacher's Resource Centre



Alternatives to *if*  
See page T63

## Alternatives to *if*

Read the sentences (1–4) and complete the rules with the correct words and phrases in bold.

- 1 They won't be able to find your house **unless** they use the navigation app.
  - 2 I'll send you a message later **in case** you forget.
  - 3 You can watch this film **as long as** you're over 18.
  - 4 She'll pass the course **provided that** she does the final project.
- We use \_\_\_\_\_ and \_\_\_\_\_ to describe an action that must happen or be true for something else to happen
  - We use \_\_\_\_\_ to explain why we are doing something
  - We use \_\_\_\_\_ to say that if something does NOT happen, something else will happen or be true

► Grammar reference & practice page 126

### 3 EXAM Rewrite the sentences using the word or phrase given in brackets.

- 1 Visitors are only allowed to take photos if they don't use the flash. (**provided that**)
- 2 If we haven't done anything wrong, we should be able to upload the clip now. (**unless**)
- 3 It might rain later, so take a cover for the camera. (**in case**)
- 4 You can use high-quality images for free if you go to these websites. (**as long as**)
- 5 He wouldn't have posted it on Facebook if he didn't want everyone to know. (**unless**)
- 6 Our assignments are always checked with a plagiarism program because we might have copied someone else's work. (**in case**)

Ex 3  
See page T63.

Ex 4  
See page T63.

## Consolidation

- 4 🎧 42 Complete the text with the correct form of the verbs in brackets. Listen and check your answers.

### Phones, phones everywhere!

If there were 100 people in the world, around 80 people (1) \_\_\_\_\_ (own) a mobile phone. If you own a mobile phone, you (2) \_\_\_\_\_ (know) that it's an essential form of communication and much more. However, if you think about the way we use mobile phones, you (3) \_\_\_\_\_ (agree) that there are lots of annoying habits people have. For example, if you (4) \_\_\_\_\_ (ask) a regular cinema-goer, they'd tell you the worst thing is that some people don't silence their phones during a film. If you spoke to people at a concert, they (5) \_\_\_\_\_ (tell) you they dislike it when all they can see are mobile phones instead of the band. Bringing a mobile to a meal is another big 'no' for many of us. You may be thinking, 'But I (6) \_\_\_\_\_ (miss) my friends' video chat if I (7) \_\_\_\_\_ (not bring) my mobile to lunch yesterday!' So disrespectful! However, by far the most dangerous offence is texting while driving. My brother learnt this the hard way. If he (8) \_\_\_\_\_ (not use) his phone while driving, he (9) \_\_\_\_\_ (not had) an accident last month.

## AIM HIGHER ▲ *I wish / If only*

### A Read the message and complete the rules.

Hi Chloe. I'm really sorry. 😞 I wish I hadn't said those things last Saturday. I know they were hurtful. I wish I knew what to do so that you can forgive me. I wish you would answer my messages or call me. 📱 😞❤️

12:43

We use *I wish* and *If only* at the beginning of a sentence to express a wish or a regret (*If only* is slightly stronger):

#### *I wish / If only* +

- \_\_\_\_\_ to express a wish for the present.
- \_\_\_\_\_ to express a wish for the future.
- \_\_\_\_\_ to express a regret, something that happened in the past that you would like to change.

#### Ex A

past simple;  
*would* + infinitive;  
*hadn't / had* + past participle

### B Complete the sentences with *I wish* or *If only* and the correct form of the verb in brackets.

- 1 \_\_\_\_\_ (you / criticise) the picture I drew yesterday. I put a lot of work into it.
- 2 I love going to exhibitions. \_\_\_\_\_ (my friends / enjoy) it too so that we could all go together.
- 3 I'd love to travel around Australia. \_\_\_\_\_ (I / had) a million euros!
- 4 \_\_\_\_\_ (you / stop) looking at your mobile phone all the time and listen to me!

► Grammar reference & practice page 126

#### Ex B

- 1 I wish / If only you hadn't criticised
- 2 I wish / If only my friends enjoyed
- 3 I wish / If only I had
- 4 I wish / If only you would stop

## Speak up

### 5 🗣 In pairs, answer the questions.

- 1 Which would you prefer to make: some art from a favourite photo or a photo recreating a piece of art. Why?
- 2 Do you have any bad habits regarding your mobile phone? Describe them.

#### Ex 5

See page T63.



Unit 5 63

## Vocabulary Jobs in visual arts

### Ex 1

2D arts: cartoonist, graphic designer, illustrator  
3D arts: architect, artisan, sculptor  
Photo and film: animator, camera operator, cinematographer  
Digital arts: animator, graphic designer, videogame designer

1 Copy and complete the table with the words from the box. Some words can go in more than one group.

animator architect artisan camera operator  
cartoonist cinematographer graphic designer  
illustrator sculptor videogame designer

2D arts	3D arts
Photo and film	Digital arts

### Ex 2

1 illustrator  
2 cartoonist  
3 sculptor  
4 videogame designer  
5 architect  
6 camera operator  
7 cinematographer  
8 animator

2 Complete the text with jobs from Ex 1.



When I leave school, I want to get a job in the visual arts. My teacher says that I should be an (1) ..... because I am good at drawing. She said I could also be a (2) ..... and draw funny pictures for magazines, but I think I would prefer to be a (3) ..... because I like making things with clay. My mum thinks I should be a (4) ..... because she says I spend too much time on my laptop. I am really interested in buildings, which makes me think that I would enjoy being an (5) ....., but you need to be good at maths to do that. Working in the film industry is also a dream of mine. I would love to be a (6) ..... on TV shows, or maybe a (7) ..... who organises the lighting, photography and camerawork of a film. Maybe being a (8) ..... would be the best idea, because then I could see my illustrations come to life on the screen!

### WORD SMART

Some words for jobs are formed from the verb or a noun-form with a suffix added (eg *design* – *designer*, *sculpt* – *sculptor*, *art* – *artist*).

### Ex 3

cartoonist, painter, musician, illustrator, politician, editor, comedian, decorator, programmer, journalist

3 Make nouns for jobs by adding suffixes *-ist*, *-er*, *-or*, or *-ian* to the words in the box. Make any other spelling changes necessary. Listen and check your answers.

cartoon paint music illustrate politics edit  
comedy decorate programme journal

cartoon – cartoonist

## Listening Announcements and messages

4 Listen to the words and check you understand the definitions.

*devastated* – feeling very shocked and upset

*belongings* – things you own

*blocking* – stopping movement through / vision towards a place

*refrain* – stop yourself from doing something

5 You are going to listen to people talking in five different situations. Listen and match each extract (1–5) to the situations (a–e).

- a explaining the morning's programme
- b giving instructions about how to use something
- c making a complaint
- d reporting lost property
- e providing some rules before an event

### Ex 5

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

6 EXAM Listen again. Match each speaker (1–5) to what each one recommends (a–h). There are three extra comments that you do not need.

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

- a take phones away from people before entering
- b introduce regulations to improve people's behaviour
- c provide lockers for visitors
- d pay attention to where they're supposed to be
- e visit two other amenities in the place
- f make sure they don't do anything to distract others
- g visit the place as many times as possible
- h find out what time lunch is

### SUB SKILL

#### Avoiding quick decisions

If you are unsure of an answer in a Multiple-matching listening task, wait until you hear the recording again, and then check or decide. Making a quick decision may mean that you choose an answer that belongs to another speaker, and you will get both answers wrong.

7 EXAM Listen again to decide on your final answers in Ex 6.

### CRITICAL THINKING

8 In pairs, answer the questions.

- When was the last time you made a complaint? Tell your partner what happened.
- Think of different ways of complaining. Which ways are the most/least effective? Explain why.

### Ex 8

See page T64.

### Ex 7

See page T64.

## Vocabulary | Listening | Speaking

### Lesson aims

Students learn about vocabulary related to jobs in visual arts. They practise listening and speaking skills and learn how to describe and compare different photographs. They also learn how to highlight the important words in conversation through stress.

### Warmer

Draw a mind map on the board with the words *visual arts* in the middle. Elicit different areas related to the topic such as kinds of visual art, jobs in visual arts, adjectives to describe visual art, tools for visual art, and then elicit an example for each one, eg *kinds – drawings; jobs – designer; tools – paint brush*.

Students brainstorm more words for each category. Encourage them to think of other categories they could include. Do open class feedback on their ideas, and as they provide input, write some of their ideas on the board mind map.

### Vocabulary Jobs in visual arts

- 1 • Students do the task. Check answers, then ask students to compare their mind maps from the Warmer activity to see if they had any of the jobs from Ex 1 in their mind map.

### Fast finishers

In pairs, students discuss which job from Ex 1 they would like to do / not like to do and say why.

- 2 • Before beginning Ex 2, go through the information in the **WORD SMART** box below the exercise and elicit other jobs which follow this rule from students. If necessary, provide prompts, eg *dance, write, teach*.
  - Read the instructions and ask students to skim the text to say what it is about.
  - Go through the first gap in open class and elicit an answer. Make sure students are aware that they need to add the article *a/an* as well as the corresponding job.
  - Students do the task. Check answers.

### Extra activity

Put students into pairs and ask them to take turning brainstorming and consolidating suffixes. Student A chooses a suffix and tells Student B. Student B has 30 seconds to think of jobs which use that suffix. Students change roles and repeat with a different suffix.

### 3 03

- Ask students to identify what part of speech the following are *-ist, -er, -or, or -ian*.
- Focus on the example in Ex 3 and ask students to create a job from the word *comedy* from the word box (*comedian*).
- Write the answer on the board and elicit if they can see anything that changes (spelling: *y* to *i*). If they are unable to clarify this, tell them.
- Share the information in the Language note to provide more input on suffixes.

- Students do the task. Remind them to think about the spelling as they do this. Play the audio and ask students to listen and check their answers.

### Language note

There are no specific rules for creating job nouns with suffixes but there are patterns, and some noun and verb forms ending in *-er* and *-or* suffixes are closely linked, eg *teach/teachers, write/writers, act/actors*. Students can be helped by suggesting they learn suffixes through word families, eg *writer, interpreter, translator*.

### Listening Announcements and messages

#### 4 04

- Write the words from the word box on the board and elicit any of the meanings the students may know.
- Ask students to listen to the words. Then check they have understood the definitions through concept-checking questions, for example, Which word is about your possessions? (belongings) / Which word is when you feel terrible about something? (devastated) / Which word is not doing something? (refrain). What's the difference between refrain and blocking? (refrain is not to do something and blocking is when you can't do something).

#### 5 05

- Students do the task. Check answers.

#### 05 Audioscript ► page XXX

- 6 • Students do the task. Check answers.
- 7 • Before playing the audio again, go through the information in the **SUB SKILL** box and elaborate on how this strategy is an important area when dealing with listening in exams. Then encourage students to say which answers they are not sure about.
  - Students do the task. Check answers.
  - Ask students to discuss the benefits of waiting to hear the audio again or whether they have changed any of their answers after the third listening.

#### Ex 7 answers

Speaker 1 c  
Speaker 2 e  
Speaker 3 b  
Speaker 4 d  
Speaker 5 f

- 8 • Students do the task. Check answers.

#### Ex 8 answers

- 1 Students' own answers
- 2 Suggested answers / ideas
  - complaining in person or on the phone is effective because the person you are complaining to can see you and respond to you; it's ineffective if the person you are complaining to needs time to think about what you are complaining about or needs to investigate your complaint
  - complaining by email or by letter is effective because you will have it in writing and it also gives the person you are complaining to time to investigate; it's ineffective if you don't get a reply or it's slow



## Speaking Describing a photograph

### 9 06

- Before beginning Ex 9, read through the **SUB SKILL** information box. Then ask students to look at the four photographs below and think of one sentence to speculate about two of the photos. Elicit their ideas.
- Read the instructions. Ask students to write the following headings in their notebooks *certainty*, *speculation* and *uncertainty*. Make sure they understand the meanings (when you are sure / when you guess or are not sure).
- Elicit an example of a phrase for each category or provide an example of each in random order and ask students to say which category they correspond to, eg I think / I'm sure.
- Ask students to listen and read, and as they do this, list the phrases they hear under the correct headings in their notebooks.
- If necessary, stop the audio at intervals to give them sufficient time to write down the phrases.
- Check answers.

#### Ex 9 answers

certainty: It's clear that

speculation: it looks as if; they might be tools; I think she must ...; the women might be ...; it's also possible; they could be ...; maybe; she could possibly be...

uncertainty: I don't know the exact word; I'm not sure what they are

### 10 07, 08

- Before beginning Ex 10, read the information in the **PRONUNCIATION** box. Then play the audio example sentence and ask students to say which words are stressed and extend input on this area by adding the **L1 influence** box information.
- Read the instructions with students.
- Students read the sentences and think about which words are stressed.
- Play the audio for students to choose the stressed words.
- Check answers.
- Ask students to say how many they predicted before listening to the paragraph.
- Pairs take turns saying the sentences. Student A reads and Student B listens and corrects if necessary, then vice versa.

#### L1 influence

English is a stress-timed language. This means that stress in a spoken sentence happens at regular intervals and the length it takes to say something depends on the number of stressed syllables, not the number of syllables itself. In other languages, which are not stress-timed, the stress would fall more equally on each word and syllable.

Stress timing can help speakers communicate meaning because the way a speaker says something can affect its meaning. Some non-native speakers use the same pattern as in their mother tongue when speaking English and this can make what they say difficult for native (or other non-native) speakers of English to understand because the sentences lose their meaning.

## SPEAKING GUIDE

### PLAN

- Read the task with students and give them some time to look at the photographs and come up with answers to the questions.
- Focus on the **USEFUL LANGUAGE** box and clarify any queries related to meanings or vocabulary.
- Elicit several phrases from students about the photos using the sentences from the language box.

### PRACTISE

- Read the instructions, then ask students to provide examples of language of certainty and speculation.
- Remind them they have a list in their notebooks of examples (Ex 9).
- Focus on the list of questions above and elicit when they would use the examples in the **USEFUL LANGUAGE** box and when they would use language of certainty or speculation when answering the questions about the photographs.
- Students discuss the photos in pairs.
- Invite volunteers to share some of their sentences in open class.

#### Speaking guide suggested answers

In the first photograph, a young man is painting a picture on a big canvas. He is holding a brush and some paints, and there's an open laptop on a desk. I think he might be an artist or possibly an art student. It looks as if he's in a studio because there is another painting on the right. This painting shows a person wearing purple clothes – I don't know the exact word, but it's a kind of large, loose coat that people in the past used to wear over their clothes when it was cold, and it has a hood. The person in the painting has a ghostly white face and I'm not sure if it's a man or a woman. The young man who is painting looks quite serious – he is concentrating on his work. In the second photo, some people are in a studio. However, they aren't painting. In the foreground, a young man is placing some silky, green material over a human form. It's clear that he is going to make some clothes. In the background, the other people are working on clothes too. I'm not sure, but they might be sewing because there is a sewing machine on the table. In the first photo, the man is working alone, whereas, in the second photo, the people are working together. I'm not sure but maybe they are fashion designers who are working on some designs for a fashion show.

#### Extra activity

Write the following question on the board: *How useful is it to spend your free time doing the activities in the photographs?* Ask students to take turns to answer the question in pairs.

#### Homework

Write up four or five important errors on the board collected during the monitoring stage and ask students to correct them.

## Speaking Describing a photograph

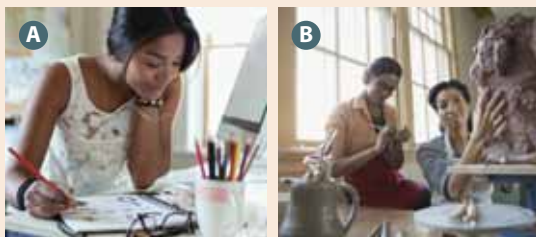
### SUB SKILL Making speculations

When comparing two photos, first compare what you can see, then extend your answer by speculating about things that are uncertain.

- 9 46 Read and listen to someone comparing two photographs and answering the question: *Who do you think the people in the photographs are?* Find phrases that express certainty, speculation and uncertainty.

Ex 9  
See page T65.

### Model description



'In the first photograph, a young person – a woman – is drawing something in a sketchbook. The woman looks happy – she is smiling and concentrating on her work. In the second photograph, two women are also in a studio. However, they aren't drawing. One of them is making something out of a kind of brown material, I don't know the exact word, but it's a soft kind of natural material that comes from the ground. It's clear that she's making a sculpture out of it because she's using her hands to shape an object. In the foreground in the first photo, there's a container with pencils in it, and in the background, there's a board with some papers on it. It looks as if the woman's at home. Whereas, in the second photo, the women are in a studio. There's some special equipment, and some wooden things on a table. I'm not sure what they are, but they might be tools. The woman on the left is holding something in her hand, and she's using a wooden tool. I think she must be using it to make something very small. The women might be friends who are doing a class to learn how to make sculptures, but it's also possible that they're professional artists. In the first photo, the drawings look like designs. I think they could be designs for some objects, like jewellery, so maybe the woman is an artisan, or she could possibly be an illustrator or a graphic designer.'

### PRONUNCIATION

In English, we stress the most important words, such as nouns, adjectives and verbs. We don't stress small grammar words such as pronouns, prepositions or articles.

- 47 It looks as if the woman is at home.

- 10 48 Look at the first three sentences of the model in Ex 9 and choose the words you think will be stressed. Then listen and note down the stressed words. Practise saying the sentences.

#### Ex 10

In the first photograph, a young person – a woman – is drawing something in a sketchbook. The woman looks happy – she is smiling and concentrating on her work. In the second photograph, two women are also in a studio.

## SPEAKING GUIDE

### TASK

Compare two photographs. Talk for one minute. Then answer the question: *Who do you think the people in the photographs are?*



### PLAN

Look at the two photographs. Think about what you can see. Remember to make comparisons between the two photos of things that are similar and things that are different. Think about things you can't see. Use the questions to help you. Then answer the question.

- What is the location?
- What objects can you see in the photo?
- What is the person/are the people doing?
- What does the person/do the people look like?
- Why do you think the person/people might be doing the activity?
- How do you think the people in the photo are feeling?
- What is the relationship between the people?

### PRACTISE

In pairs, take turns to compare the photographs and answer the question. Include some of the phrases in the **USEFUL LANGUAGE** box and from the Model description.

### USEFUL LANGUAGE

In the first / second picture we can see ... whereas in the other there's ...

Both pictures show ...

In the foreground / background ...

The woman / man on the left / right looks / is ...

It's clear that ...

It looks as if ...

I'm not sure, but they might be ...

I think she must be ...

They might be ...

It's also possible that they're ...

... look like ...

I think they might be ...

Maybe the woman / man is ...

She / He could possibly be a(n) ...

**Ex 1**

1 He thinks it's wrong.

2 To appreciate and reflect on art.

3 People don't look at the things they are photographing; other people can't see the paintings due to the number of people taking photos in front of them; taking photos is distracting for other people; flash can damage artwork.

4 They can look at photographs online or they can buy a postcard.

**1 Read the opinion essay and answer the questions.**

- 1 What is the writer's opinion of taking photos in galleries?
- 2 What does the writer think is the purpose of art galleries?
- 3 What four problems with taking photos in galleries does the writer mention?
- 4 What two solutions does the writer offer for visitors who want to see the art after they leave the gallery?

**2 Read the text again and find the following features:**

- 1 three words that contrast ideas
- 2 two words that introduce additional ideas
- 3 a phrase to say *if that's true* or *if that's correct*.
- 4 a phrase to summarise what you have said

**3 The writer uses different devices to present their arguments in a persuasive way. Find the following in the text and answer the questions.**

- 1 a description of a personal experience  
Where does the writer use this and why?
- 2 arguments against the writer's opinion  
Why is it a good idea to include these?
- 3 a reporting verb  
What effect does the verb have?
- 4 an appeal to the reader  
What effect does this have?

**Ex 3**

See page T66.

**Ex 2**

1 However (paragraph 1);  
Nevertheless (paragraph 2); but (paragraph 2)

2 Moreover (paragraph 2);  
Furthermore (paragraph 4)

3 If that's the case

4 To sum up, ...

**Should people be allowed to take photographs in museums and galleries?**

- 1 Last week, my friends and I went to the Louvre Museum in Paris and the guards wouldn't let us take any photos. My friends were angry because of this. However, I completely agree with the museum's policy.
- 2 A gallery is somewhere to appreciate and reflect on art. Nevertheless, many people spend their time taking photos rather than looking at the things they're photographing! Moreover, due to the number of people taking photos in front of paintings, you can't see them, and it's therefore impossible to appreciate them.
- 3 Some people claim that they take photos to study the paintings later, but if that's the case, there are high-quality photographs available online. If you only view art on a tiny screen, you don't get its full impact.
- 4 To sum up, I believe that art galleries should not allow visitors to take photos, due to the fact that it's distracting for other people. Furthermore, even though using a flash is forbidden, some people do it anyway, and that can damage the artwork. Buy a postcard or download a photo if that's how you want to look at art!

15 Marco Castillo

**Paragraph 1**

Introduce the topic and state your opinion.

**Paragraph 2**

Give reasons and examples to support your opinion.

**Paragraph 3**

Give counter-arguments to your opinion, and argue against them.

**Paragraph 4**

Summarise and restate your opinion.





## Writing

### Lesson aims

Students learn how to write an opinion essay about a topic and learn how to express their ideas through language for giving opinions. They also practise speaking by talking about if they agree with the writer's opinion.

### Warmer

Write the following question on the board and ask students to give their opinions in pairs. *If you could be an artist, what kind of artist would you like to be?*

## Writing An opinion essay

- 1
  - Focus on the information in the sticky notes next to the text and ask students to read it.
  - Elicit what kind of writing the instructions are for, eg Is it about a description, a story, giving your opinion?
  - Write the title of the text on the board and take a class vote on whether they agree, disagree or abstain. Elicit student opinions on the topic.
  - Students do the task. Check answers.
  - Ask students to say if the writer includes any of their opinions.
- 2 • Students do the task. Check answers.

### Extra activity

Students think about what they can see and speculate about what the people are doing in the photo. Pairs compare their descriptions.

- 3
  - Read the instructions with the students then ask them to read the first description and question, locate the information and answer the question.
  - Elicit the answer.
  - Students do the rest of the task. Check answers.

### Ex 3 answers

1 'Last week, my friends and I ...' (paragraph 1). It emphasises the author is speaking from experience and also makes the experience relatable.

2 'Some people claim ...' (paragraph 3). It's a good idea to include them because you can then argue against them.

3 'claim' (paragraph 3). It casts doubt on the sentence being reported.

4 'Buy a postcard or download a photo if that's the way you want to look at art!' It speaks directly to the reader and asks them to change their behaviour.

- 4 • Write *because of* on the board and elicit its use.
  - Read the information in the **SUB SKILL** box.
  - Elicit examples of linking words of cause and result from students.
  - Students do the task. Check answers.

#### Ex 4 answers

because of; due to; therefore; if that's the case; due to the fact that

- 5 • Read the instructions with students and elicit one example of each usage.
  - Ask students to do the rest of the task. Check answers.

#### Ex 5 answers

Give a cause: because; because of; due to; due to the fact that  
 Explain a result: as a result; consequently; if that's the case; therefore

- 6 • Ask students to skim the text to say what it is about.
  - Elicit the answer to the first sentence.
  - Students do the rest of the task. Check answers.

#### Fast finishers

Ask them to think of a sentence about their opinion of abstract art and to include a cause and result in their sentence.

### Speak up

- 7 • Before beginning Ex 7, share the Background information box to provide more input on abstract art.
  - Highlight the phrases for giving opinions in the box on the right.
  - If possible, show some examples of abstract paintings to the students on the board, for example, Pollock – Number 5; Kandinsky – Composition VII; Rothko – Orange, Red, Yellow.
  - Students form pairs to discuss their ideas.
  - Monitor closely and remind students to use language of opinions.
  - Elicit their opinions after a few minutes of pair discussion.

#### Ex 7 suggested answers

Agree with the writer's opinion: abstract art is intellectually challenging, therefore it's interesting. It can be interpreted in different ways, so it's accessible for everyone. You don't need to know a lot about art to understand the feelings it expresses. It can be very beautiful.

Disagree with the writer's opinion: abstract art is pretentious and elitist. Just because it's perceived as intellectually challenging, doesn't mean it's good art.

#### Background information

In the 20th century many artists began creating abstract paintings because they wanted to create something new and different from the typical painting of landscapes and people. Jackson Pollock was one of the most famous abstract artists. He used a method called drip painting. This method is done by dipping a paint brush in paint or pouring it on the canvas and letting the painting paint itself. Pollock became the most famous drip painter of his time and sold one of his paintings for \$140 million which was then the world record for the highest price ever paid for an abstract painting.

### WRITING GUIDE

#### PLAN

- Explain the task to the students and ask them to read the planning instructions.
- Students make notes on their ideas.
- Monitor closely to provide guidance if necessary.

#### ORGANISE

- Read through the instructions with students.
- Go through the information in paragraphs 1–4 and elicit possible examples of language for each area.
- Students organise their notes.
- Monitor closely to provide guidance if necessary.

#### DRAFT

- Ask students to read through the instructions.
- Focus on the **USEFUL LANGUAGE** box and ask students to choose what they would like to include in their essay.
- Students complete the draft.
- Remind students to look at the model on page 66 to help them and the suggestions of points to include.
- Monitor closely to provide guidance if necessary and suggest they look at the Writing companion for further guidance if needed.

#### CHECK

- Students use the checklist questions to check their work.

#### WRITE

- Students write their final draft. If necessary, give them a time limit to encourage them to focus.

#### Fast finishers

Students go through their final draft again using the checklist questions. If time allows, encourage them to show and share with other students.

### Homework

Ask students to write a short paragraph giving their opinion on which look more artistic – black and white photos or coloured ones and why.

Writing companion ► Student's Book page 136

## SUB SKILL Linking words and phrases of cause and result

When you are writing an opinion essay, it helps strengthen your argument if you give examples and reasons, using linking words and phrases, to explain your opinion.

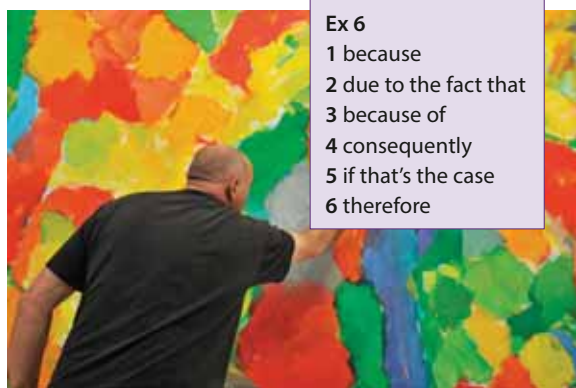
Ex 4  
See page T67.

- 4 Look back at the text in Ex 1 and find five linking words and phrases of cause and result.
- 5 Look at the words and phrases of cause and result in the box. Which phrases are used to give a cause of an action or situation? Which phrases are used to explain a result or an action or situation?

as a result because because of  
due to due to the fact that

Ex 5  
See page T67.

- 6 Choose the correct words and phrases to complete the text



- Ex 6  
1 because  
2 due to the fact that  
3 because of  
4 consequently  
5 if that's the case  
6 therefore

In my view, abstract art is one of the most interesting types of art (1) **because / because of** it makes people think. However, I think that it's unpopular with many people (2) **due to the fact that / as a result** they don't understand it. I think this is (3) **therefore / because of** a lack of identifiable objects in abstract art, and (4) **consequently / because of**, the viewer has to try to interpret the artist's message by looking at the shapes and colours in the piece of art. However, some abstract paintings include texture, and (5) **if that's the case / because of**, this can give the viewer clues about the artist's feelings. For example, very rough textures and dark colours might indicate anger. Personally, I love abstract art and (6) **if that's the case / therefore** I can't understand why many people don't agree with me about this fascinating art form.

## Speak up

- 7 Work in small groups. Discuss whether or not you agree with the writer's opinion in the text in Ex 6. Give reasons.

Ex 7  
See page T67.

## WRITING GUIDE

### TASK

Write an essay expressing your opinion on the topic 'Should people be allowed to use their mobile phones to record and take photos at concerts?'  
Write 140–190 words.

### PLAN

Read the essay title and decide on your opinion. Brainstorm ideas for arguments to support your opinion, and make notes. Think of counter-arguments against your opinion. List as many ideas as you can.

### ORGANISE

Choose your strongest arguments to use in your essay. Think of examples and reasons to support your opinion. Organise your notes into a paragraph plan.

Paragraph 1: Introduce the topic and state your opinion.  
Paragraph 2: Give reasons and examples to support your opinion.  
Paragraph 3: Give counter-arguments to your opinion, and argue against them.  
Paragraph 4: Summarise and restate your opinion.

### DRAFT

Write a first draft of your essay. Use the model text on page 66 and the ideas below to help you. Consider including:

- two or three arguments to support your opinion
- a description of a personal experience
- one or two counter-arguments
- words that contrast ideas
- words that introduce additional ideas
- words and phrases of cause and result

### CHECK

Use the checklist to check your work.

Have you ...

- ... organised your ideas into logical paragraphs?
- ... given examples to support your opinions?
- ... included at least one counter-argument?
- ... used appropriate linking words?
- ... used words and phrases of cause and result?

### WRITE

Write your final draft.

### USEFUL LANGUAGE

I completely agree / disagree.	It's my belief that ...
In my opinion...	It could be argued that...
I believe ...	Some people claim that ...
	This suggests that ...

► Writing reference page 138

Unit 5 67

### Skills vlog

- 1 Decide on an argument for your topic.
- 2 Read different opinions about it and choose information to support your argument; take notes and keep track of your sources.
- 3 State your argument and outline what you're going to say in an introduction; then take the points and talk about them in turn, giving evidence and reasons to support your arguments, including visual data like graphs and charts; use transitions to indicate new points; end with a conclusion.
- 4 Make note cards but don't write your presentation out in full; practise your body language; practise with the technology you will use in your presentation; practise with a friend.

## VIDEO Skills vlog Flipped classroom



Watch the video and answer the questions.

- 1 What should you do first when you have a topic for a presentation?
- 2 How do you do research?
- 3 What tips do Lucy and Jacob give about organising a presentation?
- 4 How do you prepare and practise?

### Ex 1

1 give an interesting fact; begin with a story; set out the problem

2 a fact about the Eiffel Tower leaning away from the Sun; a story about the first person to swim across the English Channel; uploaded images on social media sites can be copied and saved by anyone

1 49 Listen to someone explain how to organise a presentation. Answer the questions.

- 1 What tips does she give for starting a presentation?
- 2 What examples does she use to illustrate the techniques?

2 Put the ideas below in the correct order to make a presentation.

### Problems facing young people in cities

- Recommend the next steps to be taken: list of action points.
- List possible strategies for implementing the solutions and discuss the pros and cons.
- Give possible solutions and some examples.
- Describe the current problems.
- Choose the best solutions and strategies and explain your choice.

### Ex 2

- Describe the current problems.
- Give possible solutions ...
- List possible strategies ...
- Choose the best solutions ...
- Recommend the next steps ...

### WORD SMART

We can use verb + noun collocations to describe gestures and body language. Remember that with parts of the body we use possessive adjectives (*my, your, his, her, etc.*).

3 Match the verbs (1–8) to the nouns (a–h) to form collocations. Make a list of 'Dos and Don'ts' for presentations.

- |         |                              |
|---------|------------------------------|
| 1 fold  | a clearly                    |
| 2 make  | b at the audience            |
| 3 put   | c your tone and pace         |
| 4 stand | d your arms                  |
| 5 speak | e up straight                |
| 6 vary  | f eye contact with people    |
| 7 turn  | g your hands in your pockets |
| 8 smile | h your back to the audience  |

### Ex 3

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

## GUIDE TO POWERFUL PRESENTATIONS

### PROJECT

Give a two-minute presentation about this topic: *Have mobile phones changed our lives for the better or worse?*

#### STEP 1

Research the topic on the internet, read different opinions about it and make notes of ideas for your presentation.

#### STEP 2

Decide on your opinion and outline what you are going to say. Choose your main points. For each point, give evidence and reasons to support your arguments. Plan an introduction and a conclusion.

#### STEP 3

Write note cards for your presentation and practice giving your presentation. Check the presentation isn't too long or too short. Practice with the technology you will use.

#### STEP 4

Give your presentation to the class. Pay attention to your body language.

### USEFUL LANGUAGE

I will explain why I believe that ...  
I'll make three main points.  
Now I'd like to talk about ...  
So we've looked at three main reasons why ...  
To rephrase my main points, ...  
Let's move on to ...  
I'd like you to look at this table.  
This chart shows ...  
That brings us to the end of my talk.

Evaluation Rubric page 108



## Life skills project

### Lesson aims

Students learn about powerful presentations by watching a video. They learn about how to organise and explain ideas and how to use body language as a tool to reinforce their presentation. They also look at collocations for body language and gestures.

### Warmer

Ask students to take some notes to answer the following question: *If your friend had to give a presentation about a topic at school, what advice would you give him/her?* Do open class discussion on their advice.

### VIDEO Skills vlog

### Video focus

The video contains some useful words and phrases about powerful presentations that students may not be familiar with. Teach or check the meanings of the following vocabulary with the class before watching:

*tick off* (phrasal verb) – mark something on a list to show you have done it

*move on* (phrasal verb) – to start to discuss a new subject

*source* (noun) – someone or something that supplies information



- Explain students are going to watch a video about how to prepare a presentation.
- Students watch the video and do the task. Check answers.

### 1 09

- Explain students are going to listen to someone talking about how to organise a presentation.
- Students listen to the audio and do the task. Check answers.

05 Audioscript ► page XXX

- 2 • Brainstorm students' opinions about problems facing young people in cities.
  - Ask students to read the instructions in Ex 2 and then say which of the ideas in the box their opinions refer to ('Describe the current problems').
  - Students do the task. Check answers.
- 3 • Before beginning Ex 3, read the information in the WORD SMART box.
  - Students do the task. Check answers.
  - Elicit if any of the 'dos' were the same as any of their suggestions in the Warmer activity.

### Ex 3 suggested answers

Dos: make eye contact with people; stand up straight; speak clearly; vary your tone and pace; smile at the audience

Don'ts: fold your arms; put your hands in your pockets; turn your back to the audience

## GUIDE TO POWERFUL PRESENTATIONS

Before focusing on Step 1, review the dos and don'ts when giving a presentation and ask students to read through the project task and the steps. Clarify any queries and explain they will go through each step again with you.

### ► STEP 1

- Read the instructions to students in open class, then give them time to research their topic.
- Remind students to think of their argument and then to use this to guide their presentation and research.

### ► STEP 2

- Elicit language the students could use for the presentation through questioning, eg
  - What can you say to start your presentation?
  - What can you say to move to a different point?
  - What can you say when you want your audience to look at some information?
  - What can you say as a concluding sentence?
- Ask students to look at the **USEFUL LANGUAGE** on the right and match them to the different questions, eg *What can you say to start your presentation? – I will explain why ...* Elicit suggestions.
- Read through the instructions for Step 2.
- Students research and prepare their opinion and outline. Encourage students to incorporate visual aids where appropriate, eg graphs or images.
- Remind students to check if they have included language to express cause and results by looking at Ex 5 and Ex 6 on the previous page.
- Give students a time limit to complete this step and remind them as time moves on.
- Monitor closely to provide guidance when necessary.

### ► STEP 3

- Read the instructions with students.
- Students make their note cards.
- Students check timing and practise which technology they will use (where appropriate).
- When ready, put students into small groups to do a presentation rehearsal.

### ► STEP 4

- Students take turns giving their presentations.
- Ask students watching to write down one thing they like from each presentation.
- When finished, ask groups to check each other's presentations using the Evaluation rubric on page 126.

Teacher's evaluation rubric ► page XXX

Videoscript ► Teacher's Resource Centre

Unit 5 vocabulary practice standard / plus  
► Teacher's Resource Centre

## Exam focus

### Lesson aims

Students practise the vocabulary and grammar studied in Unit 5. There is an opportunity for continuous evaluation in the cumulative practice exercise.

- 1 • Students skim the text, then say what it is about and where it suggests going.
  - Check answers, then ask students to complete the first gap.
  - Elicit the correct answer and ask students to show how they made a choice – Did they look at the surrounding information before and after the gap? Did they read the full sentence again to check?
  - Students do the rest of the task. Check answers.
  - When finished, add the answers on the board for students to check again.

### Fast finishers

Ask students to make new sentences with the words they have not chosen for the gaps.

- 2 • Read the instructions with students.
  - Do the first sentence in open class on the board.
  - Ask students to state the conditional used in the answer (first conditional).
  - Students do the task. Check answers.
- 3 • Students do the task. Check answers.

### Extra activity

Students form pairs and discuss if they prefer using their mobile phones or a camera to take photos and why. What are the advantages and disadvantages of each?

## Cumulative practice

- 4 • Ask students to read the instructions.
  - Do the first sentence transformation in open class.
  - Students do the rest of the task. Check answers.

### Homework

Students think of and write down four questions about Unit 5, two about a grammar area and two about a vocabulary area for the next class for their classmates to answer.

Exam practice ► Student's Book page 144

Progress check ► Workbook page 47

First exam trainer ► Workbook pages 98–116

Wordlist ► Workbook page XXX

Unit 5 vocabulary list ► Teacher's Resource Centre

Unit 5 vocabulary practice standard/plus  
► Teacher's Resource Centre

Unit 5 test standard / plus ► Teacher's Resource Centre

Unit 5 listening test ► Teacher's Resource Centre

Unit 5 speaking test ► Teacher's Resource Centre

## Exam focus Unit 5

### 1 Choose the correct words to complete the text.



If you're having a staycation in the city this summer, don't forget to (1) ..... to the Community Arts Centre, where there's a (2) ..... new exhibition about advertising. It shows how advertisements use deep psychological insights to get their message (3) ..... . The exhibition also (4) ..... how many famous artists started life in the business. Did you know that, before he was famous, Andy Warhol worked as a commercial (5) ..... , producing many popular and memorable images for magazines and advertising billboards? And Dr Seuss, or Theodore Seuss Geisel, author of the famous children's books, worked as a (6) ..... for clients such as Ford and Standard Oil in 1940s America, where his distinctive humorous illustrations were aimed at adults, not kids. Nick Park, the famous British (7) ..... who won an Oscar for his film *The Curse of the Were-Rabbit*, (8) ..... a series of hilarious TV adverts for a UK electricity company in the 1990s. The exhibition runs until the end of September.

Ex 1

- 1 c
- 2 a
- 3 d
- 4 b
- 5 b
- 6 c
- 7 d
- 8 a

- |                     |                      |
|---------------------|----------------------|
| 1 A hold out        | B drop out           |
| C drop in           | D capture            |
| 2 A fascinating     | B crawling           |
| C silent            | D elegant            |
| 3 A over            | B up                 |
| C along             | D across             |
| 4 A figures out     | B reveals            |
| C paints            | D rejects            |
| 5 A sculptor        | B illustrator        |
| C camera operator   | D architect          |
| 6 A cinematographer | B videogame designer |
| C cartoonist        | D graphic designer   |
| 7 A cartoonist      | B artisan            |
| C graphic designer  | D animator           |
| 8 A came up with    | B rejected           |
| C criticised        | D interpreted        |

### 2 Join the two sentences with *if* to make conditional sentences.

- 1 We must text Cora. Otherwise she won't figure out what to do.
- 2 Jake wanted to speak to you earlier. He would have told you the news.
- 3 I'm not an artist. I would like to paint like Alyssa Monks.

Ex 2

- 1 If we don't text Cora, she won't figure out what to do. / Cora won't figure out what to do if we don't text her.
- 2 If Jake had spoken to you earlier, he would have told you the news. / Jake would have told you the news if he had spoken to you earlier.
- 3 If I were an artist, I would like to paint like Alyssa Monks. / I would like to paint like Alyssa Monks if I were an artist.

### 3 Find and correct one mistake in each sentence.

- 1 If you enjoy connecting with your friends and sharing your experiences on social media, you probably used your phone to take photos.
- 2 And if you won't be lucky enough to have one of the newest top-quality phones, it's likely that you will get much better-quality photos with a proper camera.
- 3 So, if you've got a camera and you want to take great photos, you would benefit from learning a few of the basics about photography.
- 4 We run a day's course in basic photography and we guarantee that if you attend, you learn how your camera works, and how to use it to make your photos look better.
- 5 Look at the photo below, for example. It looks pretty good, but it will look better if it had been cropped slightly.
- 6 And if the photographer had used a zoom lens, it will have been even clearer.

Ex 3

- 1 used use
- 2 ~~won't be~~ aren't
- 3 ~~would benefit~~ will benefit
- 4 learn will learn
- 5 ~~will look~~ would look
- 6 ~~will have been~~ would have been

## Cumulative practice

Unit ① ② ③ ④ ⑤ ○ ○ ○

### 4 Complete the second sentence so that it has a similar meaning to the first. Use between two and five words, including the word given in brackets. Do not change the word given.

- 1 Sonia hasn't taken a photo with her camera for ages. (**since**)  
It ..... Sonia took a photo with her camera.
- 2 We had to queue because we didn't buy tickets in advance. (**bought**)  
If we ..... , we wouldn't have had to queue.
- 3 We will be too late to catch the train. (**left**)  
By the time we get to the station, the train .....
- 4 Jez helped Salma with her project but she could have done it on her own. (**helped**)  
Jez needn't ..... Salma with her project. She could have done it on her own.
- 5 He forgot to bring his mobile, so he couldn't phone you. (**left**)  
He couldn't phone you because he ..... at home.
- 6 I've always enjoyed Martin Scorsese's films. (**somebody**)  
Martin Scorsese ..... films I've always enjoyed.
- 7 They were confident about passing the exam.  
They were sure that they ..... pass the exam. (**to**)
- 8 It isn't possible that you saw Jessie because she's on holiday.  
You ..... Jessie because she's on holiday. (**can't**)

Ex 4

- 1 it's been ages since
- 2 had bought tickets in advance
- 3 will have left
- 4 have helped
- 5 had left his mobile
- 6 is somebody whose
- 7 were going to
- 8 can't have seen