

Unit Walkthrough

Introduction & Vocabulary

5 Art & communication

Vocabulary Communication: jobs in visual arts
Grammar Conditionals
Reading A review
Listening Announcements and messages
Speaking Describing a photograph
Writing An opinion essay
Life skills project Powerful presentations

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 highlighted verbs in the text.

- 1 How we discovered how to use the phone 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 meant.
- 6 The art historian's theory of the origin of the genre was well 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 Follow this image to emphasise the importance of good communication.
- 10 Be 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 hold more power than we realise. First, processing time: it takes us about a minute to read just 200 words, yet we can **integrate** 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 **convey** the message so **well** better than the written word alone. In blog posts, attractive photos can gain attention and **highlight** something in your article. Infographics **present** complex information visually making it easier to follow. And memes can **satirise** us **or** make us **laugh** or **laugh out loud**.

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.

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

A complete range of skills and language work accompanied by key life skills project ensures 360 learning.

Essential vocabulary focus helps increase students' lexical knowledge with optional Aim Higher features offering flexible extension options.

Eye-catching images and age-relevant topics generate interest and engage Bachillerato students.

Global English videos supplied by the Guardian and Reuters offer students authentic material and a range of accents to prepare them for the real world outside the classroom.

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

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

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- 4 Think of other ways to use the images.

AIM HIGHER Phrasal verbs

Read the text and rewrite sentences 1-4 replacing the phrases highlighted 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 built in on a conversation that doesn't involve you.
- Always stick up for your friends when they're being criticised unfairly.

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

VIDEO Global English

The Happy Birthday song

- 1 Watch the video. What did people have to do if they wanted to use Happy Birthday in a film or a book before 2016?
- 2 Watch the video again. Answer the questions.
 - 1 Why did the Hill sisters write songs?
 - 2 Which song did the Hill sisters copyright in 1935?
 - 3 Why was there a legal dispute in 2015?
- 3 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?

Get online

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?

Reading

Quick clip videos offer **personalised topic** introductions by young adults to engage students and offer them a springboard for their own speaking.

Thought-provoking questions stimulate students' **critical thinking skills**- an essential ability for future success.

Reading A review

VIDEO Quick clip **Critical thinking**

1. 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?

2. Answer the questions.

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

3. 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?

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

Task **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 questions and look through the paragraph to relate to quickly to find the answer (scanning).

1. Read and listen to the text. Match the questions to one of the paragraphs (A-D). Which paragraph ...

- explains what James's original aim was to designing the Strandbeest?
- says when you can see a Strandbeest?
- gives the location of the exhibition?
- talks about a project that the artist is working on now?
- explains why James built the sculptures?
- describes how one of the artist's creations might survive on another planet?
- gives information about how the exhibition starts?
- explains how the exhibition is organised?
- suggests who would like to see it?
- mentions something the writer wasn't expecting?

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

- The Strandbeest will move to certain weather conditions.
- All of the Strandbeest move in the same way.
- James's creations evolved by getting rid of pieces that didn't work well.
- Some real fossils are included in the exhibition.
- Recently NASA scientists helped James make the Strandbeest.
- The demonstration of James's biggest work only happens on certain days.

Words in context

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

- A synonym for intriguing.
- The opposite of easily.
- A verb meaning move slowly on all its legs.
- A word meaning to the end, after a long time.
- A word meaning briefly, completely.
- A synonym for be grateful for.

7. Find these phrases in the text and choose the correct meaning (a-c).

- setters in motion
 - move them back and forwards
 - start them working and moving
 - study how they move
- walk with the intention for
 - a little bit expensive for what you get to see
 - the exhibition is good despite the price to enter
 - there is a good reason to visit it because the price is reasonable

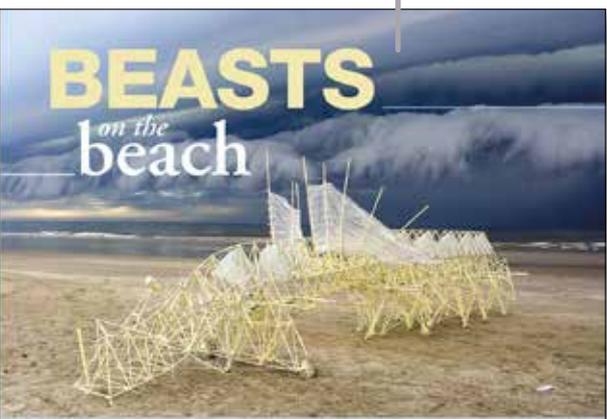
CRITICAL THINKING

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



Alternative reading topics and striking images stimulate students and encourage **text engagement**.

BEASTS on the beach



1. If you see any new exhibition this summer and you're in the UK, you must stop in to Singapore's ArtScience Museum to see their exhibition. This exhibition displays the futuristic, mechanical creations of the Dutch artist and engineer Theo James. Called Strandbeest - that's 'beast' and 'beach' in Dutch - James's built these strange, wind-powered sailing sculptures from plastic tubes and fabric connected with tape. In 1980, James wrote an article in the newspaper revealing his idea to cross up with a 'beast species' that would help climate change. He thought that if he invented something that could live on a beach, survive and even, it would be able to raise the sea level and eventually stop causing that.

2. The exhibition is arranged in four sections and includes 13 large 'beasts'. The first room shows his walking (including a very old Ansat computer he used to design the creature for the second section, you can see the first Strandbeest and even sat there in person. What surprised me was just how noisy the creature were, they creaked and clicked as all the parts moved. It had's already open the machine's mouth, I would have thought they were completely silent).

3. While though, you begin to appreciate just how beautiful they are. One time, James showed different types of movements, often from the second world. Such as sideways walking like a crab or serpentine like crawling. Some of the pieces use propellers and wheels, which are all on display in the next section. James said that while evolution, if one piece didn't work properly, it was rejected for the next version. In fact, this idea led to him creating 'beasts'. And the works in the exhibition is an example of one - a piece called Signal Propeller which is larger than...

4. The last part of the exhibition focuses on James's biggest work called Dinosaur's eggs 12 eggs, weighing over 200kg. Some NASA is studying the Strandbeest's ability to square out if aspects of James's beasts could help.

5. They change a name - the vehicle that requires plants - that might survive Earth's surface temperatures of around 400°C. NASA believes that a combination of the James's creations might be able to hold out long enough to send back valuable data. James recently presented NASA engineers with an idea for a concept - a small 'animal' that would live along the ground and which would be able to survive over the rough surface of the planet.

6. In conclusion, this is a wonderful exhibition that people of all ages will thoroughly enjoy - and worth the entrance fee. And if you go from Friday to Sunday, you'll be able to see a demonstration of the beasts, but suggest not overlooking the great artwork across the gallery (see website for times). I highly recommend the Strandbeest exhibition.

Phrasal verbs

Stop in (to) the 2 - not (without an invitation) come up with the 6 - think of an idea or plan hold out the 6 - continue in a difficult situation

► Phrasal verbs page 148-9

Key sub-skills focus for both general English and **exam skills** development.

Essential **vocabulary** clearly highlighted in the text and **phrasal verbs** are accompanied by their definitions.

Grammar

Grammar dealt with in an efficient way which reviews students' prior knowledge whilst an inductive approach encourages recognition to aid understanding and increase autonomy.

Grammar reference and practice section provides extra information for reference and self-study.

Aim higher offers additional material for students looking to broaden their grammatical knowledge even further.

Grammar Conditionals

Zero, first, second and third conditional

Read the text and answer the questions.

1 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, 'Dad wouldn't have painted his melting clocks if he hadn't seen Salvadori cheese melting in the pan. Many artists, such as Monet, are inspired by the natural world. Others, like Picasso, look to history and myths for ideas.' If you visit an art gallery, you will see that some artists are influenced by others - compare Picasso with Goya, and Goya with Velázquez. **2** If you were an artist, what would you paint?



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 the connection of the two clauses? Which conditional form is it?

Painters were influenced by Goya, Monet, if he'd been blind, perhaps he'd have been influenced by Goya.

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

Watch out!
Remember that both *if* and *would* contracts to *'ll*.
Remember to use a comma after the *if*-clause.

1 **1000** 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 **(not post)** that picture of me online, I **(take)** 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 **(visit)** 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, there's a new trend of bringing it back to life as a photo! If you need some inspiration, here **(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, post art, cartoons or sketches. Simply upload your photo to an App such as *Picture to Paint*, choose the effect you want and you'll have your own masterpiece.

1000 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?

1000 If **(7)** I 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)** **(10)** have asked / would ask my cousin to be the model. What about you? Which famous painting or sculpture **(11)** do / would you choose?

64 Unit 3

Exam type questions give practice of specific task types for exam preparation.

Watch out! section offers handy tips on how to avoid typical grammar errors.

Alternatives to if

Read the sentences (1)–(6) 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 **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 **so** to explain why we are doing something.

We use **so that** if something does **NOT** happen, something else will happen or be true.

1000 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**)

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AIM HIGHER *I wish / if only*

Read the message and complete the rules.

Hi Chloe, I'm really sorry. **1** I wish I hadn't sent those things last Sunday. I know they were beautiful. **2** I wish I knew what to do so that you can forgive me. **3** I wish you would answer my messages or call me.

We use *I wish* and *if only* 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.

1 Complete the sentences with *I wish* or *if only* and the correct form of the verb in brackets.

1. You / cancel the picture I show 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!

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Consolidation

1 **02** 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 street, 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)** ... (take) a regular cinema-goer, they'll tell you the worst thing is that some people don't silence their phones during a film. If you speak 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)** ... (use) my friends' voices that if I **(7)** ... (not bring) my mobile to lunch yesterday' so disappointed! However, by far the most dangerous offence is texting while driving. My teacher Matt told this the hard way. If he **(8)** ... (not send) his phone while driving, he **(9)** ... (not have) an accident last month.

Unit 3 65

Speak up

5 **10** 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.



Unit 3 65

Personalised speaking tasks encourage students to react to the topic whilst putting into practice the grammar of the lesson.

Vocabulary & Listening

Second **vocabulary** lesson **broadens students' lexical knowledge** with relevant and useful vocabulary for *Bachillerato*

Listening lessons expose students to typical **exam texts** to **raise awareness** of exam format

Vocabulary Jobs in visual arts

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

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).

3 03 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

64 Unit 5

Listening Announcements and messages

4 04 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 05 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

6 05 **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

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

CRITICAL THINKING

8 In pairs, answer the questions.

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

Exam-style questions help prepare students for most common exams

Word Smart sections increase lexical knowledge and promote autonomous learning

Sub-skills focus **gives exam success tips** as well as **life skills advice**

Engaging questions stimulate **critical thinking skills**- essential for **students' future success**

Speaking

A focus on **essential sub-skills** helps students develop the key skills and equips them with key exam techniques.

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 06 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.

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.

07 It looks as if the woman is at home.

10 08 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.

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 ...	I think she must be ...
Both pictures show ...	They might be ...
In the foreground / background ...	It's also possible that they're ...
The woman / man on the left / right looks / is look like ...
It's clear that ...	I think they might be ...
It looks as if ...	Maybe the woman / man is ...
I'm not sure, but they might be ...	She / He could possibly be a(n) ...

Unit 5 65

Exam-style speaking tasks provide students with practice for both exams and life outside the classroom.

Pronunciation section offers tips and tricks to **aid listening comprehension** and **improve speaking skills**

Writing

Students practise a **variety of text types** which prepares them for a range of exams.

Writing An opinion essay

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 see 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?

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!

By Marco Castilo

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.



Organisation and presentation of ideas develops students' coherence and cohesion skills.

Invaluable tips help develop students' essential sub skills both for general and exam writing.

Invaluable tips help develop students' essential sub skills both for general and exam writing.

Linking words and phrases of cause and result

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

1 Look back at the text in Ex 1 and find five linking words and phrases of cause and result.

2 Look at the words and phrases of cause and result in the box. Which phrases are used to give a result of an action or situation? Which phrases are used to explain a result or an action or situation?

as a result / because / because of / consequently / due to / due to the fact that / if that's the case / therefore

3 Choose the correct words and phrases to complete the text.

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 textures, and (5) **if that's the case / because of** this can give the viewer clues about the artist's feelings. For example, very bright colours 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.

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 160–180 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 / in my opinion / I believe ...	It's my belief that ... / It could be argued that ... / Some people claim that ... / This suggests that ...
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Writing composition page 600

Life Skills Project

LIFE SKILLS PROJECT Powerful presentations

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?

1 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.

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

GUIDE TO POWERFUL PRESENTATIONS

PROJECT Give a two-minute presentation about this topic: *How 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 126

68 Unit 5

Clearly-structured, optional **Life Skills Projects** offer students invaluable practice of a range of academic and social skills necessary for their future.

Carefully-scaffolded tasks offer an invaluable framework for production.

Students practise a variety of **exam-type tasks** for a complete exam preparation.

Cumulative exercises help build students' exam technique with regular practice and facilitate progress monitoring.

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.

- | | |
|---------------------|----------------------|
| 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.

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

3 Find and correct one mistake in each sentence.

- If you enjoy connecting with your friends and sharing your experiences on social media, you probably used your phone to take photos.
- 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.
- 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.
- 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.
- Look at the photo below, for example. It looks pretty good, but it will look better if it had been cropped slightly.
- And if the photographer had used a zoom lens, it will have been even clearer.

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.

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