

Unit Walkthrough

LEVEL 1 - UNIT 5

Introduction & Vocabulary

5 Art & communication

<p>Vocabulary: Communications jobs in visual arts</p> <p>Grammar: Conditionals</p> <p>Reading: A review</p> <p>Listening: Announcements and messages</p> <p>Speaking: Describing a photograph</p> <p>Writing: An opinion essay</p> <p>Life skills project: Powerful presentations</p>	
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What do you think the proverb means? Do you agree with it?

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 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.

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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.

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 Had anyone _____ what his post 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?

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 (point something out, 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.

AIM HIGHER Phrasal verbs

Read the text and rewrite sentences 1-6 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 butt 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, as he would tell 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 interrupting.
- 6 If you could talk about your feelings more, it could make you feel much better.

VIDEO Global English

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

3 Watch the video again. Answer the questions.

- 1 Why did the Hill sisters write songs?
- 2 Which song did the Hill sisters copyright in 1937?
- 3 Why was there a legal dispute in 2013?

4 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?

1 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?

The Happy Birthday song

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

Reading A review

VIDEO Quick clip **Critical thinking**



- 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?
- 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?

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?

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

SKILL **Skimming and scanning**

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

3 **01** **EXAM** Read and listen to the text. Match the questions to one of the paragraphs (A–D). Which paragraph ...

- explains what Janssen's original aim was in designing the Strandbeests?
- says when you can see a demonstration?
- gives the location of the exhibition?
- talks about a project that the artist is working on now?
- explains why Janssen built the sculptures?
- describes how one of the artist's creatures 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?

4 **01** **EXAM** Read the text again. Are the statements true or false? Explain your answers in your own words based on evidence in the text.

- The Strandbeests will move in certain weather conditions.
- All of the Strandbeests move in the same way.
- Janssen'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 Janssen make the Strandbeests.
- The demonstration of Janssen's biggest work only happens on certain days.

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

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

Words in context

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

- A synonym for interesting.
- The opposite of noisy.
- A verb meaning move slowly on all its legs.
- A word meaning in the end, after a long time.
- A word meaning totally, completely.
- A synonym for be grateful for.

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

- set them in motion
 - move them back and forwards
 - start them working and moving
 - study how they move
- well worth the entrance fee
 - 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

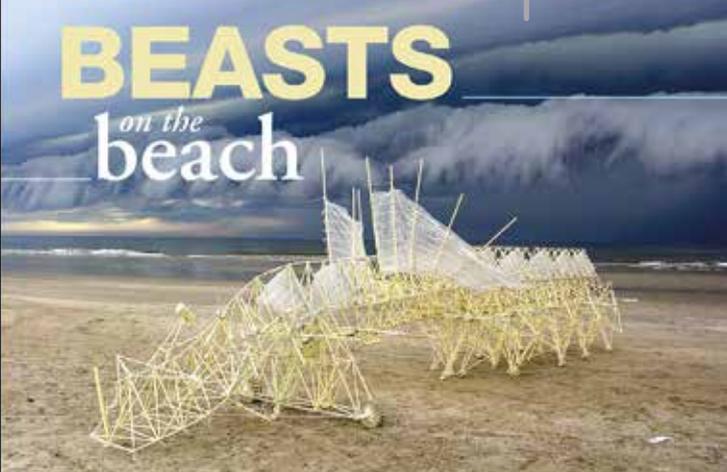
8 Do you think that Theo Janssen's creations can be considered as 'art'? Why/Why not? Do you think Janssen's work is useful?



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

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 creations of the Dutch artist and engineer Theo Janssen. Called Strandbeests – that's 'beach animals' in Dutch – Janssen built these strange wind-powered moving sculptures from plastic tubes and bottles connected with tape. In 1990, Janssen wrote an article in the newspaper revealing his idea to create 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 breed, 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 Alan computer he used to design the creatures. In the second section, you can see the first Strandbeests and even see 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, Janssen studied different types of movement, often from the natural world, such as caterpillars walking like a crab or caterpillar-like crawling. Some of the pieces use propellers and other bits, which are all on display in the next sections. Janssen used Darwinian evolution: if one piece didn't work efficiently, it was rejected for the next version. In fact, this also led to his creating 'beasts'. Among the works in the exhibition is an example of one – a piece called Righele Propenza which no longer moves.

C The last part of the exhibition focuses on Janssen's largest work called Starbeest with 72 legs, weighing over 200 kg. Now NASA is studying the Strandbeests closely to figure out if aspects of Janssen's beasts could help them design a rover – the vehicle that explores planets – that might survive Mars's scorching temperatures of around 450°C. NASA believes that a mechanical rover like Janssen's creatures might be able to hold out long enough to send back valuable data. Janssen 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 robots, but elegant and fascinating machines crawling across the gallery (see website for times). I highly recommend this brilliant exhibition.

Phrasal verbs

drop in (line 2) – visit (without an invitation)
 come up with (line 8) – think of an idea or plan
 hold out (line 44) – continue in a difficult situation

► Phrasal verbs page 140–9

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

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

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

Time-efficient inductive approach reviews students' prior knowledge and 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, **Dali wouldn't have painted his melting clocks if he hadn't seen Casembert 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. **2** If you visit an art gallery, you will see that some artists are influenced by others – compare Picasso with Goya, and Goya with Velázquez. **3** If you were an artist, what would you paint?



- Match the sentences in bold in the text to the types of conditionals a–d.
 - Zero conditional – to talk about facts and situations that are generally true if + present simple, + present simple
 - First conditional – to talk about a real and possible situation or event if + present simple, + will + infinitive
 - Second conditional – to talk about an unreal or unlikely situation or event if + past simple, + would + infinitive
 - Third conditional – to talk about an unreal or hypothetical situation or event in the past if + past perfect, + would + present perfect
- When do we use commas in conditional sentences?
 - In the conditional sentence below, what is 'if' 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.

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

► Grammar companion page 117

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

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

Watch out!

Remember that both *had* and *would* contract to *'d*. Remember to use a comma after the *if* clause.

- Who would you tell if you **(find)** some money on the bus?
- What will you do if your phone battery **(run out)**?
- If I saw you, I **(buy)** a more expensive camera.
- If she'd posted that picture of me online, I **(ask)** her to take it down again.
- Whenever I'm in an interesting place, I **(take)** a photo with my phone.
- 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** 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 Paint, choose the effect you want and you'll have your own masterpiece.

EXERCISES

1 **EXERCISE** **2** **EXERCISE** 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?



2 **EXERCISE** **3** **EXERCISE** If **(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? **EXERCISE**

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

- They won't be able to find your house **unless** they use the navigation app.
 - I'll send you a message later **in case** you forget.
 - You can watch this film as long as you're over 18.
 - 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** to say that if something does NOT happen, something else will happen or be true.

► Grammar companion page 117

3 **EXERCISE** Rewrite the sentences using the word or phrase given in brackets.

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

Consolidation

4 **EXERCISE** 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 90 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) _____ (mind)** 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 the hard way. If he **(8) _____ (not use)** his phone while driving, he **(9) _____ (not had)** an accident last month.

AIM HIGHER **EXERCISE** *Wish / if only*

A Read the message and complete the rules.

Hi Chloe, I'm really sorry. **Wish I hadn't said** those things last Saturday. I know they were hurtful. **Wish I knew** what to do so that you can forgive me. **Wish you would answer** my messages or call me. **Wish I could** 12:01

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

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.

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

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

► Grammar companion page 117

Speak up

5 **EXERCISE** In pairs, answer the questions.

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



Unit 5 61

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

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

Writing

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

Carefully-structured writing tasks guide students through each stage of the writing process enabling skills development and successful production.

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 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?

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



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

LINKING LINKING words and phrases of cause and result

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

- 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 consequently due to due to the fact that if that's the case therefore
- 6 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 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.

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 ... |

Speaking

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

A **variety of topics** helps students generate ideas to be able to speak in a range of real-life contexts.

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

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)) ...

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?

WORD SMART

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

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 viny	f eye contact with people
7 turn	g your hands in your pockets
8 smile	h your back to the audience

Problems facing young people in cities

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

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. Practise 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 ...
 It'd like you to look at this table.
 This chart shows ...
 That brings us to the end of my talk.

48 Unit 8

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 essential framework for production.

Exam Focus

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

Cumulative exercises help build students' exam technique with regular practice whilst also facilitating 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 Theodor Seuss Geisel, author of the famous children's books, worked as a (6) _____ for clients such as Ford and Standard Oil in 1930s 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 painter	b rejects
5 a sculptor	b illustrator
c camera operator	d architect
e cinematographer	f videogame designer
g cartoonist	h 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 Gora. 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 Ayaan Manks.

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.

Cumulative practice

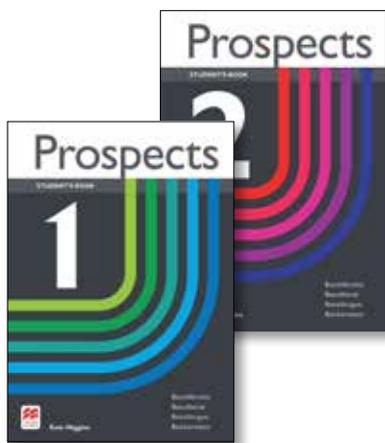
Unit 1 2 3 4 5 6 7 8 9 10

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. (ought)
 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 Joe helped Selma with her project but she could have done it on her own. (helped)
 Joe needed _____ Selma 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. (start)

48 Unit 5

Key Components for Students



Student's Book



Workbook

with access to Student's Resource Centre

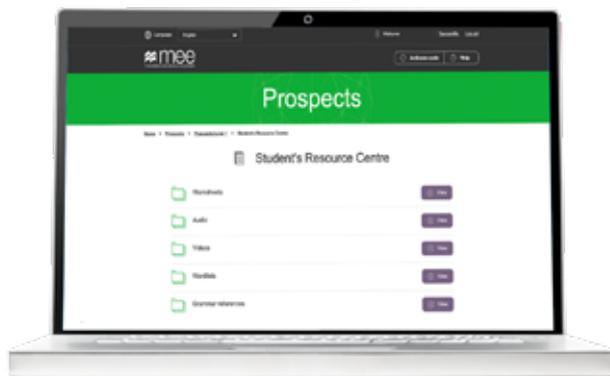
Original new sections in Workbook 2 to support students in their final year of school:

- Build your Phrasal Verbs
- Countdown to your Exams
- Future Prospects

Digital Components

Student's Resource Centre

- Vital videos (*Global English*, *Quick clips* and *Skills Vlog*)
- Student's Book and Workbook audios
- Wordlists in Castilian and Catalan
- Grammar, Vocabulary and Skills Worksheets



Digital Student's Book



Interactive version of the Student's Book with integrated audio and video material, compatible with all devices.



Digital Workbook

Vital videos

Engage students with a wide range of videos that offer a variety of contemporary English in real-life contexts.



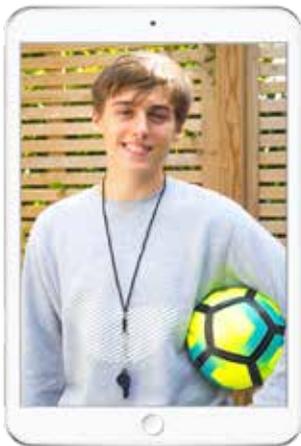
Global English

Students are exposed to a **range of accents and cultures** through authentic footage supplied by **Reuters** and **The Guardian**.

The Guardian



REUTERS



Quick clips

Clips of older teenagers offer relevant and relatable content.

Skills Vlog

Videos focusing on **Life Skills** provide students with tips for academic and everyday life.

Project pages present life skills videos in a flipped classroom format.



Key Components for Teachers



Teacher's Book

A wide range of tips for lesson planning and exploiting course content in class.

Videos

Three vital videos in every unit (*Global English*, *Quick clips* and *Skills Vlog*) with accompanying activities keep students motivated and give you the option to vary the format of your lessons with **Flipped Classroom videos**.



Macmillan Advantage:

Access to premium services such as course resources, extra content, professional development opportunities and more.

Presentation Kit

Versatile versions of the Student's and Workbook for projection in class.



INTRODUCING... Prospects

A series of short videos and supporting documents are available in Advantage to help you get the most out of your course.

Digital Components

Teacher's Resource Centre

An extensive bank of resources designed to help you deliver engaging lessons to your classes.

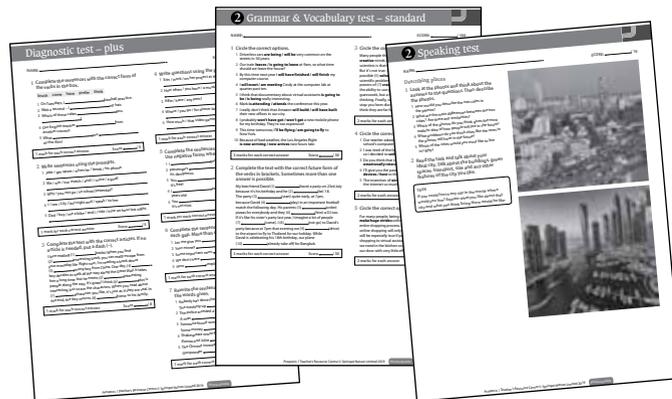


• **Videos and scripts**

• **Audios, scripts and answer keys**
(for the Student's and Workbook)

• **Tests:**

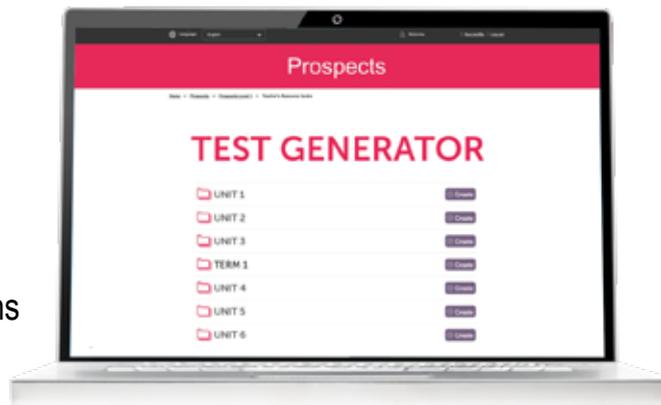
- Diagnostic
- End-of-unit
- End-of-term
- End-of-year



• **Grammar, Vocabulary and Skills Worksheets**

• **Test Generator for Level 2**
for Upper-Secondary and
University Entrance Exam
practice:

- 10 ready-to-use exams
- 10 generate-your-own exams



With extra, related support materials in Advantage.