

# 5

## Smile!

**WDYT?**  
(What do you think?)

**Who took the first selfie?**

**Vocabulary:** describing art and photography; types of art and word families

**Grammar:** the passive: present and past; active and passive; the passive: questions and answers

**Reading:** an online article on wildlife photography

**Listening:** an audio guide at a museum

**Speaking:** talking about photos

**Writing:** an online post

**Project:** a timeline about the history of selfies



Video skills p61



Real-world speaking p67



Project pp70–71

### Exercise 3

**Suggested answers:**

**Positive opinions:** funny, original

**In between:** realistic, abstract, colourful

**Negative opinions:** boring, shocking

### Exercise 4

- 1 The Mona Lisa.
- 2 Dan likes it because it is realistic, colourful and funny.
- 3 Emma doesn't like it because it's traditional and a bit boring.

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## Describing art and photography

- 1 Look at pictures a–e. Which one do you like best, and why?
- 2 Check the meaning of the words for describing art in the box. Which would you use to describe pictures A–E?

abstract boring brilliant colourful funny  
original realistic shocking traditional ugly

- 3 Complete the diagram with the adjectives from exercise 2.



- 4 28 Listen to two friends, Dan and Emma, discussing a work of art. Answer the questions.

- 1 Which picture are they talking about?
- 2 Who likes the work of art and why?
- 3 Who doesn't like it and why?

## Vocabulary

**Lesson aims** Students learn vocabulary for describing art and photography. Students learn about positive and negative adjectives for giving opinions.

### Warmer

Write the artworks and artists below on the board in a jumbled order. In pairs, students race to match the name of the works of art with the artists' name.

*Mona Lisa* (Leonardo da Vinci)

*Poppy Field* (Claude Monet)

*Guernica* (Pablo Picasso)

*The Starry Night* (Vincent Van Gogh)

*Marilyn Monroe* (Andy Warhol)

Ask if they are familiar with these paintings and whether they have seen them anywhere, e.g. in a gallery, on a poster, on a postcard, etc.

### WDYT? Who took the first selfie?

Discuss students' use of selfies:

*Why do people take selfies?*

(Suggested answers: to boost self-confidence, compete with others, feel important and be seen, express identity or because everyone does.)

*Are selfies art?*

(Positive arguments to encourage debate: they are 'self-portraits', like many great masters did of themselves; they are a visual form of communication smartphone cameras allow the 'artist' to craft photos to make art; they are a way to explore who you are and tell your story.)

*Are selfies new?*

(Suggested answer: no, the general concept of a photo taken by you of yourself is not a new idea.)

Then return students to the question and elicit their ideas in a brief class discussion.

## Describing art and photography

- Elicit what all the pictures have in common.  
(a smile, the title of this unit)
  - Students do the task in pairs.
- Allow students to use a dictionary. If necessary, organise the class into groups to share dictionaries and also cut down the time required.
  - Challenge** Encourage students to be more detailed in their descriptions and to use other words they know, e.g. art form, type of art, etc.

### Extra activity

- Ask students to underline the stressed syllable in the words in the box, then use the Quick review audio to drill the pronunciation.
- abstract boring brilliant colourful funny original shocking traditional ugly

- Students do the task.
  - Reinforcement** Share with students how many words should go in each section.

### Fast finishers

Write more adjectives on the board in a jumbled order for students to unscramble and add to the Venn diagram:

*lvveli, leadeidtl, aarunlt, ludl, gtttohug-irvnokgpo, vdiiv, nrgtfihetni*

(Answers: **positive:** lively, thought-provoking, vivid  
**neutral:** natural, detailed **negative:** frightening, dull)

- See the audioscript on pXXX.
  - Give students time to read the questions before they listen. Remind them to underline the key words.

5   29 See the audioscript on pXXX.

- Ask students to complete the information. Help with vocabulary and allow the use of online dictionaries if appropriate.
- Ask students which sentence is not true and elicit a possible correct answer.
- Play the audio for students to check their answer.

### Extra activity

Read out these definitions, or write them on the board, for students to match some of the more difficult vocabulary in this exercise:

*create special effects on an image* (add filters)  
*a photo taken from a short distance away* (close-up)  
*have a face that looks good in a photo* (photogenic)  
*to make small changes to a photo to improve it* (retouch)  
*become very popular on the Internet* (go viral)  
*see/not see the picture clearly* (in/out of focus)



### Culture note

**The selfie's rise** has been surprisingly rapid and incredibly influential, as young people upload more and more selfies onto social media year on year. Every day, 350 million photos are uploaded to Facebook, and 95 million photos and videos are shared on Instagram.

One of the most popular photo-sharing apps with teenagers is Snapchat, whose 186 million users send videos and photos which disappear after 10 seconds.

6 • Students do the task.

### Fast finishers

Ask students to use the words in personalised sentences. They can peer-check their sentences or read them out to the class when everyone has finished.

- 7 • Refer students to the example sentence, then students do the task in pairs.
- 8 • Students do the task.
- Elicit instructions from around the class and try to agree on the steps to create the perfect selfie.

## VIDEO SKILLS

- 9 • Before students watch the video, ask them to read questions 1 and 2.
- Check that students understand the title 'A different kind of portrait'.
  - Play the video.
  - Elicit answers from the class for questions 1 and 2. You could ask students to discuss their answers in pairs first and then share their answers with the class.

### Exercise 9

- 1 The video is called 'A different kind of portrait' because the artist uses old technology which people send him to make his portraits.
- 2 Students' own answers

- 10 • Ask students to look at the questions in exercise 10 and check understanding.
- Play the video again.
  - Ask students to discuss questions 1–3 in pairs.
  - Invite pairs to share their answers with the class.

### Exercise 10

- 1 The video is a mini-documentary or news report.
- 2 Students' own answers.
- 3 Possible answer: The voiceover gives us more information about the art and the artist, and the footage and images show us the art.

### Further practice

- Vocabulary → Workbook p42
- Vocabulary extension → Workbook p104
- Vocabulary → On-the-Go Practice
- Video skills worksheet → Teacher's Resource Centre

### Homework

Elicit some sequencing words, e.g. *First, Then, Next, After that, Finally*.

Ask students to write a neat version of their list of instructions for taking the perfect selfie (exercise 7) using full sentences and sequencing words.

**Exercise 5**

- 1 selfie
  - 2 self-portrait
  - 3 add filters
  - 4 share
  - 5 selfie stick
- It is not true that men take more selfies than women.

**6** Copy and complete the table with the words from exercise 5.

nouns for photographic equipment	<i>selfie-stick</i>
other nouns	<i>self-portrait</i>
verbs for editing photos	<i>add filters</i>
other verbs	<i>press the shutter</i>
adjectives	<i>close-up</i>

**7** Work in pairs. Imagine you're teaching someone how to create the perfect selfie. Write a list of instructions.

How to make the perfect selfie.

- 1 use a selfie-stick
- 2 (...)

**8** Swap your instructions with another pair. Have they forgotten anything?

**Exercise 6**

- Suggested answers:**
- nouns for photographic equipment:** lens, tripod
- other nouns:** selfie, photo shoot
- verbs for editing photos:** edit, retouch
- other verbs:** share, go viral
- adjectives:** in/out of focus, photogenic

**Exercise 7**

- Suggested answers:**
- 2 choose an interesting background and make sure you are standing in a safe place
  - 3 check the lighting – natural lighting is better
  - 4 smile and press the shutter
  - 5 check the image is in focus
  - 6 take a few photos so you have options
  - 7 edit your favourite selfie or add a filter



**5** **29** Complete the information about selfies with words in the box. Which fact do you think is not true? Listen and check.

add filters close-up edit go viral  
 in/out of focus lens photogenic photo shoot  
 press the shutter retouch self-portrait selfie  
 selfie-stick share tripod

**Selfies: amazing but true?**

- The astronaut Buzz Aldrin took the first space 1 (...) in 1966.
- Makati City in the Philippines is the 'selfie capital of the world'.
- The first ever 2 (...) was painted by the 21-year-old Italian artist Parmigianino in 1524.
- The average age of selfie takers is 23.6, and is getting younger.

**VIDEO SKILLS**



**9** Watch the video and answer the questions.

- 1 Why is the video called 'A different kind of portrait'?
- 2 Would you buy this art? Why/Why not?

**10** Work in pairs. Discuss the questions.

- 1 What type of video is this?
- 2 Which adjectives describe the video: informative, entertaining, funny, dramatic, persuasive?
- 3 This video has voiceover over images of the art and footage of the artist working. Does this work well for this type of video? Why/Why not?

- Thirty-six per cent of young people admit that they retouch or 3 (...) to their selfies before they 4 (...) them online.
- Men take more selfies than women.
- You aren't allowed to use a 5 (...) at Disney parks or the Colosseum in Rome.

## An online article

## Exercise 1

## Suggested answers:

It's a photo of a monkey looking in the mirror of a scooter. It could be a portrait by a tourist or a wildlife photographer. It might be a selfie because monkeys are very clever.

## Exercise 2

- 1 a monkey
- 2 is a wildlife photographer
- 3 a type of monkey

- 1 Describe the main photo on p63. Do you think it is a selfie or a portrait? Why?

**Subskill: Using images and captions to help understand a text**

Images and captions can often give you clues about the key themes in an article.

- 2 Look at all the pictures on p63 and read the captions. Guess the answers for 1–3.

- 1 Naruto is **a monkey/a wildlife charity**.
- 2 David Slater **works for an animal charity/is a wildlife photographer**.
- 3 A macaque is **a type of monkey/an Indonesian village**.

- 3  30 Read and listen to the article. Check your answers to exercises 1 and 2. Which sentences in the text confirm the answers?

- 4 Read the information about macaques. Then match 1–5 with a–h to make sentences.

- 1 Crested macaques are **b**
- 2 The macaque population has **d**
- 3 People who hunt macaques aren't **e**
- 4 The macaques' habitat is **a**
- 5 People sometimes **c**

- a threatened by human activity.
- b called 'yaki' in Indonesia.
- c capture baby macaques.
- d been reduced by 90%.
- e often punished.

- 5 **Word work** Complete sentences 1–5 with verbs in the box. Then find the expressions in the text and check the meaning.

earn own raise reach sue

- 1 If you (...) the copyright of an image, you can decide how it is used.
- 2 If you (...) someone, you make a legal complaint against them.
- 3 You (...) someone's trust when you have a good relationship for a long time.
- 4 Two people (...) a settlement when they agree on the result of a negotiation.
- 5 Wildlife charities often (...) awareness of endangered species.

- 6 Read the text again and answer the questions.

- 1 Why couldn't David Slater make money from the photo?
- 2 What is PETA?
- 3 Why did PETA say that Naruto owned the copyright?
- 4 Where did David take the photos of the macaques?
- 5 What did David do to make the monkey selfie possible?
- 6 Who won the legal battle?

- 7 Choose the best option to complete the sentences, according to the text.

- 1 David Slater (...)
  - a sued Naruto
  - b was a member of PETA
  - c** wanted to help the endangered monkeys
- 2 Naruto (...)
  - a helped David to set up the photographic equipment
  - b** used David's camera to take a selfie
  - c was captured by a hunter
- 3 In the settlement, David Slater agreed (...)
  - a to adopt Naruto
  - b not to use the monkey selfie
  - c** to give money to charity every time the monkey selfie is used

- 8  Work in pairs. In your opinion, why does David Slater say 'Every photographer dreams of a photograph like this'? Discuss.

- fame
- personal satisfaction
- money
- professional success

## Exercise 5

- 1 own
- 2 sue
- 3 earn
- 4 reach
- 5 raise

## Critical thinking

See T63 for answers.

## CRITICAL THINKING



- 1 **Apply** Who owns your photos? Identify all the places where your photos are published. Write a list. Think about:
  - a photos that you take and share
  - b photos of you that other people take
- 2 **Analyse** Who do you think should own copyright of the photos in a and b above? Is it the person who takes the photo, the person who appears in the photo, or the place where the photo is published?
- 3 **Evaluate** Identify situations where this could be a problem.

## Research

Find out who owns the copyright in photos that are shared online.

## Exercise 6

- 1 Because people argued that he didn't own the copyright.
- 2 A charity – People for the Ethical Treatment of Animals.
- 3 Because Naruto had taken the photo.
- 4 On the Indonesian island of Sulawesi.
- 5 He earned the trust of the monkeys, he set up the tripod and he designed the lighting, composition and background.
- 6 David Slater.

# Reading and critical thinking

**Lesson aims** Students read an online article about a wildlife photographer's legal issues with copyright and practise the reading Subskill: Using images and captions to help understand the text. Students use critical thinking skills to discuss copyright issues.

## Warmer

Elicit what an *endangered species* is (a type of plant or animal that is at risk of extinction, i.e. of there not being any left on Earth).

Ask if they know of any endangered animals (giant panda, snow leopard, mountain gorilla, Bengal tiger, polar bear, orangutans, Javan rhino ...).

Elicit reasons why these animals are in danger (global warming, deforestation (so the animals' homes are destroyed), hunting and illegal trafficking (= people catching them and taking them to other countries as pets or for other reasons)).

## An online article

- Focus students' attention on the photo of the smiling monkey. Elicit descriptions as a class.
  - Don't give students the answers – they will read the text in exercise 3 to learn if their guesses are correct.

### ► Subskill: Using images and captions to help understand a text

Remind students that by looking at images and captions before they start reading, they can activate whatever knowledge they already have about the topic. This helps them to start creating a context.

Highlight that captions may draw attention to something in the image that is not obvious, but which is relevant to the text, e.g. Macaques are fascinated by their own image – this explains why they are looking at the mirror.

- Before students do the task, ask them to read about the Subskill: Using images and captions to help understand a text.
    - Reinforcement** Elicit what *caption* means (a text about an image).
    - Discuss the Subskill as a class and feed in extra information from the notes above.
    - Don't confirm answers. Remind students that they are only guessing – reading the text will give them the answers.

- 3 30 See the audioscript on pXXX.

- Before students do the task, elicit what students know about Indonesia and its islands. Draw students' attention to the text title. Explain that the sub-title is a play on words (*Monkey business* is a commonly used phrase for behaviour that is not acceptable or is dishonest).
  - Ensure students have time to read the whole text, and don't just look for the answers to exercises 1 and 2.
- 4 • Point out the white box containing information about macaques.
    - Ask students to match 1–5 with a–e.

### Fast finishers

Ask students to find three examples of the past perfect in the text.

(Answers: Naruto had taken the photo; since he had taken the photo; Slater had already spent.)

- Word work** Students do the task.
  - Reinforcement** Highlight that *legal* (question 2) is used to talk about things connected with the law, e.g. *a legal battle is a disagreement between two (or more) groups involving lawyers*.
  - After students have found the words in the text, check the meaning of each expression as a class.

### Extra activity

Ask students to find collocations in the text with these verbs: *make, go, publish, set up, press, fight, adopt*

(Answers: make money, go viral, publish a book, set up a tripod, press the shutter, fight a battle, adopt a pet.)

- 6 • Students do the task.
  - 7 • Before students do the task, elicit the meaning of *settlement* (= an official agreement intended to resolve a legal battle).
  - Ask the follow-up questions:
    - How much does David have to donate to wildlife charities? (25%)*
    - What did David do with the photos he took? (He published them in a book called *Wildlife Personalities*.)*
    - How long did the legal battle last? (two years)*
  - 8 • Remind students to use evidence from the text as well as their own thoughts.

### CRITICAL THINKING

Turn to T63 for notes on the Critical thinking tasks.



## CRITICAL THINKING



### Refer to TXXX for more information on critical thinking in the classroom.

- 1 **Apply** (HOT) Ask students to read the Did you know? box on p63 and ensure that everyone knows what *copyright* is.  
In pairs, ask students to brainstorm a list of places where their photos are published. Elicit answers from different students around the class.
- 2 **Analyse** (HOT) Give students one to two minutes to complete this task. Share their ideas on the board.
- 3 **Evaluate** (HOT) Students do the task.  
Elicit situations where copyright issues could be a problem, e.g. Someone uploads a photo of them and they want to remove it.

### Critical thinking

#### Suggested answers:

- 1 **a** social media accounts such as Instagram and Snapchat  
**b** social media accounts such as Facebook; photos on websites such as school website, sports club website, etc; also photos that strangers might take in public places, in which you happen to appear.
- 2 I think the person who takes the photo should own the copyright because it's their work of art./The person who appears in the photo should own the copyright because they might not want to have their picture used.
- 3 Someone uploads a photo of me without my knowledge, and I want to remove it.

### Research

- Brainstorm as a class how to find out the information. Highlight that a clear answer is often not easy to find on the web/app itself, because the terms of service are often written in jargon that is difficult to understand. Students can visit other sites which explain this information in a way most people can understand.
- Ask students to work in small groups. Each group researches a different site or app to find out about copyright issues.
- Students present their findings to the class. Decide together if any of the sites are better at protecting copyright than others. Ask them to reach a conclusion as to who owns online photos in general.

### Extra activity

In pairs, students roleplay the negotiation between David Slater and PETA (and Naruto). Students choose a role and read the article again to prepare their arguments.

Elicit some useful stages and write them on the board for students to refer to during the activity, e.g.:

- *Build a relationship* (say what you admire about each other)
- *State your position* (explain what you want)
- *Bargain* (present arguments; explain why you disagree with counterarguments)
- *Make a deal* (agree on 25% of money to wildlife charities)

### Further practice

- Reading → Workbook p46
- The longer read → Teacher's Resource Centre

### Homework

Students write a short text for an 'Adopt an Endangered Species' campaign.

Ensure students understand how 'adopting' an animal works (you give money to the people who look after it, and they send you regular information and updates).

Students choose an endangered species and write a description (habitat, why the species is endangered, possible solutions) to raise public awareness of the issue.

# SMILE PLEASE!

## It's monkey business for wildlife photographer

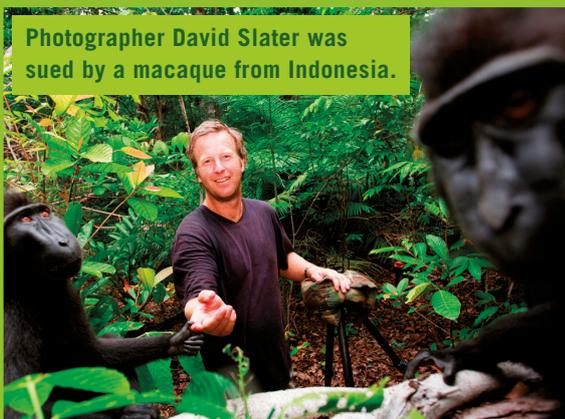
'Every photographer dreams of a photograph like this,' says **Ex 2.2** British wildlife photographer David Slater, speaking to *The Guardian* newspaper. You have to admit it's an amazing **Ex 1** picture – a close-up portrait of a macaque with his fabulous **Ex 2.1** smile. The picture soon went viral on social media, but Slater couldn't make money from it because people argued that he didn't own the copyright. A macaque called Naruto **Ex 2.1** had taken the photo. It was the first ever monkey selfie! **Ex 1 Ex 2.3**

But can a monkey **own** copyright? This was the subject of a two-year legal battle. After the photos were published in a book called *Wildlife Personalities*, Slater was **sued** by Naruto. The monkey was represented by PETA (People for the Ethical Treatment of Animals), who argued that Naruto owned the copyright, since he had taken the photo. Slater argued that he was the owner of this image and all the others that he took while he was working with the macaques on the Indonesian island of Sulawesi.

It's true that one of the monkeys pressed the shutter for this photo, but only after Slater had already spent days **earning** their trust while he was setting up the photo shoot in the tropical forest. The tripod wasn't set up by Naruto, he argued. The lighting and the composition and the background weren't designed by the monkey.

Eventually a settlement was **reached**. Judges agreed that Slater was the legal owner of the monkey selfie, and Slater agreed to donate 25% of the money from it to wildlife charities that protect the macaques. Although he hopes never to fight another legal battle with a macaque, Slater is glad that his photos have **raised** awareness. 'Hopefully the picture contributed to saving the species,' he says to *The Guardian*. 'That was the original intention all along.'

Photographer David Slater was sued by a macaque from Indonesia.



Wildlife charities now benefit every time Naruto's photo is used.

The crested macaques, known locally as 'yaki', are an endangered species in Indonesia. Their population has decreased by 90% in the last 30 years – there are now only a few thousand left in the wild. Although it's illegal to hunt macaques, the hunters aren't usually arrested, and baby monkeys are often adopted as family pets. The animals are also forced out of their habitat by human activity.



Macaques are fascinated by their own image – in Indonesian towns and villages they are often seen sitting on scooters, looking at themselves in the mirror.

### Did you know?

Copyright is the legal right to have control over your creative work. If you own the copyright in something, other people must pay you if they want to use it.

## The passive: present and past

## Exercise 1

are  
is  
were  
was

1 b 2 a

## Exercise 2

1 are taken  
2 is found  
3 aren't designed  
4 is turned off  
5 is seen

## Exercise 3

2 weren't selected  
3 wasn't given  
4 were exhibited  
5 were sent  
6 was taken

## Exercise 5

1 The shutter was pressed by Naruto.  
2 The tripod wasn't set up by Naruto.  
3 Baby macaques are sometimes hunted (by people).  
4 The macaques are called 'yaki' (by people) in Indonesia.  
*By* isn't needed in sentences 3 and 4.

## Exercise 6

1 was chosen  
2 was taken  
3 is found  
4 is protected  
5 travelled  
6 waited  
7 was rewarded  
8 watched

## Exercise 7

chimpanzee

- 1 Read the examples and choose the correct options according to the article on p63. Then answer questions 1–2.

## Present simple passive

The photos of Naruto **are/aren't** shared a lot online.  
Wildlife charities receive money when Naruto's selfie **is/isn't** used.

## Past simple passive

David's wildlife photos **were/weren't** published.  
The photographer **was/wasn't** sued.

- 1 Which auxiliary verb do we use to form the passive?  
a have      b be
- 2 In passive sentences, who/what is more important?  
a the person/object that experiences the action  
b the person/object that performs the action
- 2 Complete the information with the correct present simple passive form of the verbs.



## How to ... take WILDLIFE photos

- It's important not to disturb wildlife. The best photos 1 (...) (**take**) from a distance.
- Think about what wildlife 2 (...) (**find**) in your local area. You can practise on flowers and insects.
- Smartphones 3 (...) (**not design**) for wildlife photography but you can buy special telephoto lens attachments.
- Make sure the flash 4 (...) (**turn off**).
- Don't give up – hours can pass before the perfect animal 5 (...) (**see**).

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

- 1 The first Wildlife Photographer of the Year competition **was held** (**hold**) in 1964.
- 2 I entered two photos last year but unfortunately they (...) (**not select**).
- 3 I (...) (**not give**) a prize last year but hopefully I'll be luckier next year!
- 4 All the winning photos (...) (**exhibit**) at the Natural History Museum in London.
- 5 About 50,000 photos (...) (**send**) from 92 countries around the world.
- 6 My favourite was a photo of a fox, which (...) (**take**) by Ashleigh Scully.

## Active and passive

- 4 Read the examples. Then choose the correct words.

Active	The <b>monkey</b> took the <b>selfie</b> .
Passive	The <b>selfie</b> was taken by the <b>monkey</b> .

- 1 In the active sentence, the blue words are the **subject/object**.
- 2 In the passive sentence, the blue words are the **subject/object**.
- 3 In passive sentences, we use **by** for to say who performs an action.
- 5 Rewrite the sentences using the present or past passive. In which sentences is **by** not necessary?
- 1 Naruto pressed the shutter. The shutter (...).
- 2 Naruto didn't set up the tripod. The tripod (...).
- 3 People sometimes hunt baby macaques. Baby macaques (...).
- 4 People in Indonesia call the macaques 'yaki'. The macaques (...).
- 6 Read the text and choose the correct passive or active verbs.

Fourteen-year-old Laura Albiac **1 chose/was chosen** as a finalist in the Wildlife Photographer of the Year competition for her photo of an Iberian lynx. The photo **2 took/was taken** in the Sierra de Andújar National Park. Today the Iberian lynx **3 finds/is found** only in southern Spain – it's an endangered species that **4 protects/is protected** by law.

Laura, who lives near Barcelona, **5 travelled/was travelled** to the park in Jaén province with her family. They **6 waited/were waited** for two days before their patience **7 rewarded/was rewarded**: there were two wild lynx just metres from the road. Laura **8 watched/was watched** for more than an hour.

- 7 Answer the question to solve the Brain teaser.



## TEASER

These creatures sleep in trees, in nests which are made of leaves. In the wild, they're found only in Africa. They're very intelligent – one of these creatures was sent into space in 1961!

Can you guess the animal?

# Grammar

**Lesson aims** Students learn about the passive in the present and past tenses and to distinguish active from passive sentences.

## Warmer

Write these sentences on the board about topics students have covered in the book so far. Ask students to correct the information that is wrong. Allow them to flick through their books if they need to.

- 1 *Lorde's most famous song is called 'Queen'.*
- 2 *Oohos are made in the USA.*
- 3 *The Eco-Soap Bank was started in Indonesia.*
- 4 *Chocolate chip cookies were invented in the UK.*

Check their answers. Ask students to underline the passive tense in the sentences and elicit what they know about passive structures.

(Answers: 1 'Queen' 'Royals' 2 USA UK 3 Indonesia Cambodia 4 UK USA)

## The passive: present and past

- 1 • Students choose the correct option for the example sentences.
  - Before they answer questions 1–2, focus on the first example sentence. Elicit the form: subject + *to be* + past participle.
  - Students answer questions 1–2.
  - Remind them that the main verb will always be in the participle form – the *be* verb changes to reflect the tense and person.

### Extra activity

Ask students to write passive sentences using the prompts:

- 1 *Rice / grow in Sulawesi* (present affirmative)
- 2 *Coconuts / produce in Norway* (present negative)
- 3 *The photo of Naruto / publish on a lot of websites* (past affirmative)
- 4 *The photos / take in the desert* (past negative)

(Answers: 1 Rice is grown in Sulawesi. 2 Coconuts aren't produced in Norway. 3 The photo of Naruto was published on a lot of websites. 4 The photos weren't taken in the desert.)

- 2 • Students do the task.
  - ▶ **Reinforcement** Read through the text and help students decide which form of *be* is required for each gap.

### Fast finishers

Ask students to look at the reading text in the previous lesson and find the examples of the passive in the text.

(Answers: *the photos were published; Slater was sued; The monkey was represented by PETA; the tripod wasn't set up by Naruto; the composition and the background weren't designed by the monkey; baby monkeys are often adopted; animals are also forced out of their habitat; Macaques ... are often seen sitting ...*)

- 3 • Students do the task.

## Active and passive

- 4 • Students do the task.
  - Elicit the answers and discuss the use of *by* in passive sentences (see the box below).

### Omitting *by* in passive sentences

ABCD

*by* is used to focus on the 'agent' (= the person or thing that performs the action). However, the agent isn't mentioned if it is irrelevant or unknown:

*The photo can be bought ('by anyone') on my website.*

*The macaques are forced out of their habitat.* (we don't know exactly who *by*)

*The photos were published in a book.* (we're not interested in who published it)

Encourage students to omit the agent wherever possible.

- 5 ▶ **Reinforcement** Before the task, rewrite a couple of simple example sentences as a class to model this activity:
  - Naruto sued David.* (David was sued by Naruto.)
  - David designed the composition.* (The composition was designed by David.)
- Students do the task.
- Remind students to remove *by* from the sentences that don't require it.
- 6 • Ask students to read the text quickly. Ask a couple of comprehension questions:
  - Where can you see an Iberian lynx?* (in Sierra de Andújar National Park, Jaén, in Southern Spain)
  - How long did it take Laura to get her winning photo?* (two days)
- Students do the task.
- 7 • Give students five minutes to discuss the puzzle in pairs, then ask for suggestions.
  - If students are struggling, highlight the key words, e.g. *intelligent, Africa*.

### Further practice

- Grammar bootcamp → Student's Book pp122–123
- Grammar → Workbook p43
- Grammar reference and practice → Work Book pp92–93
- Grammar → On-the-Go Practice

### Homework

Ask students to write a short paragraph, containing at least three passives, about the *Wildlife Photographer of the Year* competition. If they do their research in English, they will probably find sentences already in the passive that they can adapt or copy.

### Get online

Ask students to go online and look for Laura's prize-winning photo as well as those of other finalists in the competition.

# Vocabulary and Listening

**Lesson aims** Students learn about different types of art. Students listen to an audio guide and practise the listening Subskill: Checking what information you need.

## Warmer

Play **First to five**. (See Activities bank, pXX, for full instructions.)

**Suggested categories:** photography; passive sentences; positive opinion words for describing art; negative opinion words for describing art; selfies

## Types of art

1 31 See the audioscript on pXXX.

- Play the audio for students to do the task.
- Check students know the meaning of the words, e.g.:  
*pottery* (= making artistic objects out of clay and baking them in an oven so they go hard)  
*installation art* (= a piece of art that consists of several different objects or pictures arranged to produce a particular effect)  
*printmaking* (= making pictures or designs by printing them from specially prepared plates or blocks).

### Extra activity

Ask students to listen again and underline the primary stress in the words. Drill the pronunciation.

(Answers: graffiti, pottery, sculpture, installation art, painting, graphic design, drawing, printmaking, photography, fashion design)

- 2 • Students read the information in the box and do the task. Feed in extra information from the box below.
- **Challenge** Encourage students to note down stress patterns within word families: *photo* Oo *photograph* Ooo *photographer* oOoo

### Word families

ABCD

- Learning words in families can help increase students' vocabularies.
- Draw attention to the three columns in this exercise. Learning all three-word forms at once can help students remember them by providing context.
- Highlight that nouns in a word family are often created by adding a suffix to a verb or another noun.
- Common suffixes to create people nouns are *er*, *-or*, *-ist* or *-ian*.
- Remind them that they have met these before (on p48 for jobs in science).

- 3 • Before students do the task, draw attention to the model dialogue. Highlight that students can use the present perfect to talk about an experience without mentioning a specific time in the past, but if they talk about actions that were finished in the past, they must switch to the past simple.
- 4 • Students do the task. Do not check answers at this stage.

## An audio-guide

5 32 See the audioscript on pXXX.

- Students do the task.

### Get online



Students research the image recognition app 'Smartify' to find out how it works and read reviews to assess if they think it would be useful.

### Subskill: Checking what information you need

A question beginning *Who...?* will probably require a name, *When...?* a date or time expression, etc.

- 6 • Students read the information about the Subskill: Checking what information you need before they do the task. Feed in information from the teacher's notes above.
- With less confident classes, tell them to fill in the first row before they listen based on their answers to exercise 5.

### Research

- Students go online to look at the works of art that they hear about in the audio.
- Ask them to give reasons why they like the piece they have chosen as their favourite.

### Further practice

- Vocabulary → Workbook p44
- Listening → Workbook p47
- Vocabulary → On-the-Go Practice

### Homework

Ask students to research and write a short text about one of the artists in the Art Quiz or about any artist of their choice. They can use information from the lesson but they must add at least two additional facts.

### Types of art

1 31 Listen and repeat the words. Which types of art do you like?

- graffiti art
- pottery
- sculpture
- installation art
- painting
- graphic design
- drawing
- printmaking
- photography
- fashion design

2 Read the information in the box. Then copy and complete the table.

#### Word families

Word families are groups of words with a common root. You can add suffixes or prefixes to make new words. For example, we often add *-er* or *-or* to a verb to make the noun for a person who does something.

verb	noun (artist)	noun (type of art)
paint	painter	1 (...)
2 (...)	sculptor	sculpture
3 (...)	designer	design
throw a pot	potter	4 (...)
take a photo	5 (...)	photography
make a 6 (...)	printmaker	printmaking

3 Work in pairs. Have you ever seen examples of the types of art in exercise 1?

Have you ever seen any graffiti art?

Yes, I've seen graffiti art at the skate-park near my house.

4 Match pictures A–E with questions 1–5 in the Art Quiz. Can you guess the answers?

## Art Quiz

- 1 This Renaissance artist was born in Italy in 1452. His most famous painting is called 'Mona Lisa'.
- 2 This artist painted a lot of colourful self-portraits. She was born in Mexico in 1907.
- 3 This surrealist artist was born in Spain in 1904. He made paintings, sculptures, films and drawings.
- 4 This artist is famous for her installations and fashion designs. She was born in Japan in 1929.

### An audio-guide

5 32 Listen to the audio-guide about three art works. Which artists were they made by?

#### Subskill: Checking what information you need

Before transferring answers into a table, make sure you know exactly what information you need to listen for such as names or dates.

6 Copy the table in your notebook. Then listen again and transfer the correct information into the table.

Work of art	1	2	3
Who was it made by?			
What is it called?			
When was it made?			

#### Research

Find images or videos of the three artworks. Which one is your favourite?



#### Exercise 2

- 1 painting
- 2 sculpt
- 3 design
- 4 pottery
- 5 photographer
- 6 print

#### Exercise 4

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

Answers to the art quiz questions:

- 1 Leonardo da Vinci
- 2 Frida Kahlo
- 3 Salvador Dali
- 4 Yayoi Kusama
- 5 Andy Warhol

#### Exercise 5

- Frida Kahlo  
Andy Warhol  
Yayoi Kusama

#### Exercise 6

- Column 1**  
Frida Kahlo, The Two Fridas, 1939
- Column 2**  
Andy Warhol, Campbell's Soup Cans, 1962
- Column 3**  
Yayoi Kusama, Love is Calling, 2013

## Exercise 1

- 1 b 2 d  
3 a 4 c

We use the verb *be* to ask a *Yes/No* question with the passive voice.

## Exercise 2

- 1 Was Leonardo da Vinci born in Italy? (Yes, he was.)
- 2 Were da Vinci's paintings made in the 20th century? (No, they weren't.)
- 3 Is 'Mona Lisa' exhibited in Paris? (Yes, it is.)
- 4 Are da Vinci's art works made of plastic? (No, they're not.)

## Exercise 3

- 1 What is the installation called?
- 2 Who was it designed by?
- 3 What are the figures made of?
- 4 Who were the figures made by?
- 5 Was the installation exhibited in Liverpool?
- 6 How many versions were made?

## Exercise 4

- 1 'Field for the British Isles'
- 2 It was designed by Antony Gormley.
- 3 The figures are made of clay.
- 4 The figures were made by schoolchildren and their families.
- 5 Yes, it was.
- 6 Five other versions were made.

## The passive: questions and answers

- 1 Match example questions 1–4 with a–d. How are the passive short answers formed?

## Present passive

- 1 Is Frida Kahlo's painting **exhibited** in Mexico City?
- 2 Are Yayoi Kusama's sculptures **made** of wood?

## Past passive

- 3 Was Andy Warhol **born** in the USA?
- 4 Were Warhol's prints **created** in the 1960s?

- a Yes, he was.                      c Yes, they were.  
b Yes, it is.                         d No, they aren't.

- 2 Complete the questions with the correct form of the passive. Do you know the answers?

- 1 Leonardo da Vinci / be born / in Italy / ? (past)
- 2 da Vinci's paintings / make / in the 20th century / ? (past)
- 3 Mona Lisa / exhibit / in Paris / ? (present)
- 4 da Vinci's art works / make / of plastic / ? (present)

- 3 Write the words in order to make passive questions.

Using the passive in *Wh-* / *How* questions

Where is the painting **exhibited**?  
Who was it **made** by?  
When was it **painted**?

- 1 installation / What / called / is / the ?
- 2 designed / was / Who / by / it ?
- 3 are / What / made / the figures / of ?
- 4 the figures / by / made / were / Who ?
- 5 in Liverpool / exhibited / the installation / Was ?
- 6 made / versions / many / How / were ?

- 4 Read about 'Field for the British Isles'. Then answer the questions in exercise 3.

*Field for the British Isles*

This installation, *Field for the British Isles*, was designed by the British sculptor Antony Gormley, but all the figures were made by schoolchildren with their parents and grandparents. About 100 students and their families made 40,000 clay figures in a week. The installation was exhibited at the Tate Gallery in Liverpool.

Five other versions of *Field* were also made: in Australia, Mexico, Brazil, Sweden and China. *Asian Field* had more than 190,000 clay figures!

- 5 Complete the questions using the correct past passive form of the verbs.

- 1 Who ... it ... (**create**) by?
- 2 What ... it ... (**make**) of?
- 3 Where ... it ... (**exhibit**)?
- 4 In your opinion, why ... it ... (**make**)?

- 6  Work in pairs. Follow the instructions.

Student A: Choose an artwork from Unit 5.

Student B: Ask questions to guess the artwork.

Where was it made?

It was painted in ...

- 7 Complete the text with the correct form of the verbs in brackets.

## GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

## FaceApp: from grumpy to smiley!

Have you ever **visited** (**visit**) a museum and wondered why everyone looks miserable? British designer Olly Gibbs and his friend Bronwyn **1** (...) (**find**) a funny solution to this problem while they **2** (...) (**visit**) the Rijksmuseum in Amsterdam. They **3** (...) (**use**) FaceApp to put a smile on the face of all the old portraits – soon they **4** (...) (**transform**). It's easy **5** (...) (**find**) grumpy faces in old-fashioned art – people rarely smiled because they **6** (...) (**not have**) good teeth!

The Rijksmuseum photos **7** (...) (**go**) viral since Olly **8** (...) (**share**) them on Twitter. Fortunately, the museum took it all with a smile!



## Exercise 5

- 1 Who was it created by?    2 What was it made of?
- 3 Where was it exhibited?    4 In your opinion, why was it made?

## Exercise 7

- 1 found    2 were visiting    3 used    4 were transformed
- 5 to find    6 didn't have    7 have gone    8 shared

# Grammar

**Lesson aims** Students learn about questions and answers in the passive voice. Students learn about a famous British sculptor and his installations.

## Warmer

Ask students to make nouns for people and types of art from these words: *paint, sculpt, design, pot, photograph, print*.

In pairs, they think of an example of as many of the types of artist as they can. Elicit a few ideas from the class. If possible, show an example of the work of some of the artists students mention so they have a visual image of the meaning of the words.

## The passive: questions and answers

- Ask students to do the task.
  - Reinforcement** Tell students to underline the verb *be* in the questions and answers.
  - Elicit how passive short answers are formed and feed in information from the box below.

### Passive short answers

ABCD

Remind students that short answers are used because they sound more polite than just saying *Yes* or *No*.

Highlight how the full form is used in affirmative answers (*Yes, it is.*) but the contracted form is usually used in negative answers (*No, they aren't.*)

Remind students that the primary auxiliary verbs (*do, does* and *did*) do not appear in the passive form.

- First, have students work independently to complete the questions.
  - Reinforcement** Highlight that they are all simple passive questions without *Wh-* words. Tell students that there are three past passive questions and one present passive.
  - In pairs, ask students to take turns to ask the questions and say or guess the answers. Remind them to use passive short answers.

### Passives in questions

ABCD

From the examples, students should be able to work out that passive questions with *Wh-* words take the following form:

Question word + *to be* + subject + past participle

*Who + was + the painting + bought by?*

- Draw students' attention to the three questions in the box and elicit how passive questions are made with *Wh-* words. Feed in information from the box above on Passives in questions.
  - Ask students to write the words in order to make passive questions. Check their answers.

- Ask students to read the text quickly. Elicit the meaning of *clay* (= a kind of earth that is used to make things such as pots and bricks).
  - In pairs, ask students to answer the questions in exercise 3. Check their answers.



### Culture note

Sir Antony Gormley was born 1950 in London, UK, and is a famous Sculptor. In 1994, his sculpture *Field for the British Isles* won the Turner Prize. The piece is made up of 40,000 small clay figures. They are always placed close together, with each figure looking towards the viewer. The figures go out of sight, e.g. through a doorway or around a corner, so that it looks like there is an unlimited stream of people.

### Get online



Ask students to look at 'Field' and 'Field for the British Isles'. Ask them to watch a video of the installation and discuss with a partner what they saw. Elicit if what they saw was different from what they had expected. Feed into the discussion some information from the Culture note above.

- Students do the task.
- Point out to students that they can use the questions from exercise 5.
- Allow plenty of time so that the students can swap roles.

## GRAMMAR ROUND-UP

- Check students know the meaning of *grumpy* (= easily annoyed and complaining).
  - Ask students to read the text.
  - Follow-up questions:
    - Why didn't people smile in portraits in the past? (because they often had bad teeth)*
    - What did Olly do with the photos? (He posted them on Twitter.)*
    - What happened? (They went viral.)*
    - How did the museum react? (They took it with a smile; they didn't get grumpy!)*
  - Ask students to do the task then check their answers.

### Further practice

- Grammar bootcamp → Student's book pp122–123
- Grammar → Workbook p45
- Grammar reference and practice → Workbook pp92–93
- Grammar → On-the-Go Practice

### Homework

Ask students to write four questions using the passive about Faceapp. With less confident students, write some prompts on the board to help them:

*develop – who?                      change faces – how?*  
*download – times a day?          consider – copyright?*  
*launch – when?*

## Real-world speaking

**Lesson aims** Students learn to talk about photos. Students watch a video of two teenagers talking about photos and create a dialogue to talk about three photos from a holiday or trip, or from a magazine.

### Warmer

Ask students to look at the photo on p67. Have them discuss the photo in pairs and guess what it is, where it is and what it might represent. Don't give answers at this stage (students will find out after exercise 1).

## Talking about photos

1  See the videoscript on pXXX.

- Students to do the task.

### Culture note

**The Awakening** is a sculpture of a giant emerging from the earth. It was created by J. Seward Johnson Jr. and first displayed in 1980 in Washington DC, USA. It has since been moved to its current home, a beach in Maryland, USA.

The sculpture is 22 m long and made up of five pieces of cast aluminium – each one a different piece of the giant's body. The sculpture is shiny in places where tourists and locals have stroked it as they have passed.

2 • Ask students to complete the dialogue and then play the video again for them to listen and check their answers.

3 • Students do the task. Feed in information from the box below on *Falling intonation in exclamations*.

- Then check which Key phrases are said by the photographer.
- In pairs, ask students to take turns to practise the dialogue, using appropriate intonation for exclamations.
- If time allows, ask students to swap roles.

### Falling intonation in exclamations

ABCD

Remind students that exclamations are expressions of surprise, anger or excitement. They are said with falling intonation.

To highlight this point, write some exclamations on the board and drill them with students:

Wow!↓ Terrible!↓ I don't believe it!↓  
 Wasn't it beautiful!↓ How strange!↓ That's wonderful!↓  
 What a pity!↓ What a good idea!↓

If students struggle to get the intonation correct, play the video once more for them to pay particular attention to the intonation in the exclamations.

- 4 • **THINK** In pairs, students make notes about three photos from a holiday or a trip. Remind students to use questions words (*Who, What, Where, When, Why* and *How*) to help them generate ideas.
- **PREPARE** Remind students to use some of the Key phrases for talking about photos.
  - ▶ **Challenge** Encourage students to use more advanced vocabulary for describing scenery, objects and buildings and ask them to include this in their dialogue, e.g. *breathhtaking*.
  - **PRACTISE** Give students enough time to practise in pairs.  
 Before students perform, ask them to read the Peer review questions in exercise 5 and make notes as their classmates read their dialogues.
  - **PERFORM** Students perform their dialogues in small groups or as a class.

### Extra activity

Before they create their own dialogue, help students analyse the model. Elicit the phrases used in the dialogue at each stage.

**A:** Say you saw B's holiday photos.

**B:** Offer to show A the rest.

**A:** Say yes.

**B:** Tell A to scroll or flick through.

Discuss three photos – for each one.

**A:** Ask about the situation.

**B:** Describe the situation.

**A:** Give an opinion.

**B:** Explain a feeling.

**A:** Ask a technical question.

**B:** Answer the technical question.

5 • **Peer review** Students do the task.

At the end of each dialogue, encourage students to give constructive feedback on each other's performances.

### Further practice

- Speaking → Workbook p47
- Phrasebook → Workbook p159

### Homework

Ask students to write a description of one of the photos they described using the past simple and past continuous tenses, plus passives if the opportunity presents itself.



## Talking about photos

**1** Watch a video of Emily and Malik talking about photos. Answer the questions.

- Where did Emily go on holiday?
- How many sculptures are there on the beach?
- Who was/were the sculpture(s) made by?

**2** Complete 1–3 in the dialogue with these verbs in the box. Watch again and check.

add look scroll

Malik

Hey, I saw the vacation photos you posted – they were great!

Emily

Thanks! Do you want to look at the rest?

Malik

Sure – I'd love to!

Emily

Here – you can just **1** (...) through them.

Malik

This one's amazing! Where was it taken?

Emily

Oh, that one was taken at National Harbor in Maryland.

Malik

It looks beautiful. Did you **2** (...) filters?

Emily

No, they haven't been edited. Honestly, it really looked like that!

Malik

And what about this one? What's that big sculpture in the background?

Emily

That's *The Awakening*, a very big sculpture. It was made by J. Seward Johnson.

Malik

Wow! Hey – I like this selfie, you **3** (...) great. But you look a bit sad.

Emily

Yes – that one was taken on the last day. It was the end of the vacation!

## Real-world speaking

5



**3** Read the Key phrases. Which phrases are said by the photographer?

**4** Create your own dialogue. Follow the steps in the Skills boost.

### SKILLS BOOST

#### THINK

Make notes about three photos from a holiday or trip, or from a magazine. Include:

- a landscape or view
- an object, building or work of art
- a selfie or portrait

#### PREPARE

Prepare a dialogue. Remember to include some of the phrases for talking about photos.

#### PRACTISE

Practise your dialogue. Use appropriate intonation for the exclamations.

#### PERFORM

Act out your dialogue for the class.

**5** **Peer review** Listen to your classmates. Answer the questions.

- Where were their photos taken?
- Which of the Key phrases did they use?
- Whose photo(s) do you like best?

### Key phrases

I saw your (vacation) photos on Instagram.

Do you want to have a look at the rest?

This one's amazing/great!

Where was it taken?

That one was taken at/in ...

It looks beautiful/so peaceful.

It looks like .../It looked like ...

I like/love this one/this selfie!



US → UK

vacation (US) → holiday (UK)

### Exercise 1

- Maryland
- One
- J. Seward Johnson

### Exercise 2

- scroll
- add
- look

### Exercise 3

**The photographer says these phrases:**

Do you want to have a look at the rest?

That one was taken at/in ...

It looked like ...



Old and new – have you spotted anything that reminds you of art from the past? *Send us your ideas!*

## The Scream: original and modern



When I saw *The Scream: Bathroom Edition* by a Czech artist called Kristián Mensa on Instagram, I first thought of the emoji, but of course the original is by the Norwegian painter Edvard Munch.

Munch's original *The Scream* was painted in 1893. In the foreground there's a figure with a tortured expression – he seems to be screaming. In the background there's a red-orange sky and some dark blue water. There are also two figures in the background. Neither of them are screaming – they're just walking along a path.

The composition of Mensa's *Scream* is similar to Munch's painting, but it's a close-up of the face – the landscape isn't included. The face, hands and clothes are drawn on a background that looks like a wooden floor, and there are three toilet rolls for the eyes and mouth.

These two works of art were made in different centuries but they have some things in common. Both Munch's figure and Mensa's figure have got a strange, shocking expression, and neither of them is smiling. I like both of them for different reasons – Munch's painting is more colourful, but Mensa's picture is funnier. Some people might think it's silly to make art with toilet rolls but I think it's brilliant!

Posted by Janek

### An online post

**1** Look at the two works of art in the online post. Do you know who they were made by? Read the text quickly to find out.

**2** Read the text again and answer the questions.

- 1 Where is Kristián Mensa from?
- 2 When was Edvard Munch's *The Scream* painted?
- 3 What can you see in the background?
- 4 What is Mensa's work of art made of?
- 5 What is the writer's opinion of the works of art?
- 6 Which artwork do you like best? Why?

#### Subskill: Using both and neither

We use **both ... and ...** or **both of them** with affirmative verbs in the plural form.

**Both Munch's figure and Mensa's figure have got a strange expression.**

We use **neither ... nor ...** or **neither of them** with affirmative verbs. We can use the singular or plural form. **Neither of them is/are smiling.**

**3** Read the subskill information. Then read the online post again and find one more example of both and neither.

The Scream



The Scream: Bathroom edition



**4** Read the text below and choose the correct words. Does the story have a happy ending?

Edvard Munch created several different versions of *The Scream* – two paintings, two pastel drawings and some prints. Both of the paintings **1 is/are** in Oslo, Norway – one at the National Gallery, and the other at the Munch Museum. Incredibly, **2 both/neither** of the paintings have been stolen – one in 1994, and the other in 2004. Fortunately, neither of the paintings **3 were/weren't** destroyed. Both of them **4 was/were** found later, and luckily **5 both/neither** of them were damaged.

#### Exercise 1

Kristián Mensa,  
Edvard Munch

#### Exercise 2

- 1 the Czech Republic
- 2 1893
- 3 a red-orange sky and some dark blue water, and there are also two figures in the background
- 4 a drawing and toilet rolls
- 5 The writer likes them both.

#### Exercise 3

Neither of them are screaming.  
Neither of them is smiling.  
Both Munch's figure and Mensa's figure have got a strange, shocking expression.  
I like both of them for different reasons.

#### Exercise 4

- 1 are    2 both
  - 3 were    4 were
  - 5 neither
- The story has a happy ending, because both paintings were found and neither was damaged.

## Writing

**Lesson aims** Students read an online post about an original painting and a modern interpretation and practise the Subskill: Using both and neither when referring to two options. Students write an online post to describe a piece of art.

### Warmer

As a class, students brainstorm all the colours they know. Draw out less common words, e.g. *apricot*, and point out that adjectives can be added to more common ones to better describe a certain colour, e.g. *dark red*, *light blue*, *tomato red* or *forest green*.

In pairs, ask students to associate words with colours, e.g. *seasons*, *moods*, *temperatures* ...

(Suggested answers: **red** – warm, speed, energy, passion **pink** – feminine, love, caring **orange** – autumn halloween **yellow** – attention, summer, happy **green** – environment, calm, spring **blue** – peace, cold, winter **purple** – royal, luxury, magic **grey** – boring, traditional **brown** – nature, autumn **black** – night, sophistication **white** – clean, new, snow, cold)

### An online post

- Students do the task. Give them two minutes to skim the piece.
  - Refer students to the title of the web page and ask them if they have ever seen any modern art based on a traditional piece.
- Students do the task. This time give them longer to read in more detail.
  - **Follow-up questions:**  
*What is in the foreground of 'The Scream'? (a screaming figure with a tortured expression)*  
*What is different about Mensa's 'Scream'? (It uses toilet rolls as eyes. It's not serious.)*

### Fast finishers

Ask students to underline any words and phrases in the text related to art (artist, original, painter, in the foreground, figure, expression, red-orange, dark blue, in the background, composition, painting, close-up, landscape, on a background, works of art, colourful, art)

### Get online

Ask students to go online and find out more about either Edvard Munch or Kristián Mensa. Ask them to share their information in groups.

- Students read the Subskill information and do the task.
  - Go through the box below with students too.
  - Remind students that *both* and *neither* are used for two things (and no more). *Both* says something positive about two things; *neither* says something negative about them.
  - ▶ **Reinforcement** Allow students to work in pairs.

### Subskill: Using both and neither when referring to two options

Highlight the following to students:

- before a noun with a determiner (*the*, *my*, *these*, etc.)  
*both* and *both of* are usually possible:  
*I like both of the pictures.*  
*I like both the pictures.*
- before personal pronouns *both of* is used:  
*Both of them like the pictures.*
- after *neither (of)*, the verb is always positive. Double negative sentences are a common error:  
~~*I don't like neither of the paintings.*~~  
*I don't like either of the paintings. / I like neither of the paintings.*

### Extra activity

Give students extra practice of *both (of)/neither (of)* with these sentences. Tell students that in some cases more than one answer is possible.

- We have asked \_\_\_ them.*
- She has seen \_\_\_ the pictures.*
- \_\_\_ my sister and I have brown eyes, but my brother's are blue.*
- I was disappointed because \_\_\_ my parents could come to my concert.*
- \_\_\_ the shops have that poster. We can try online.*

(Answers: 1 *both of* (we need *of* before an object pronoun) 2 *both/both of* (*of* is optional before *the*) 3 *Both* (*both* is used when two things are the same, as indicated here by *and*) 4 *neither of* (there are two parents and they are not coming; *neither* needs *of* if followed by a noun) 5 *Neither of* (if you have to go online, it means the shops have no posters; *neither* needs *of* if there is a noun))

- Students do the task.
  - Discuss with the students why the ending is happy.

- 5 • Go through the stages in the Skills boost. Students could upload their posts onto a blog or post them as a file onto an interactive noticeboard. There are a variety of free apps offering this service.
- Before they start, make sure students understand the task. Ask some concept questions: *Where are you going to publish your text? (in an online post on a website about art) What should you write? (a description and comparison of two pieces of art)*
  - **THINK** Remind students that they can choose to write about the two pieces of art in the Student's Book or two of their own choice. Allow them to go online to look for ideas.
  - Tell students that they will need to compare their artworks in the next stage, so choosing two with a thing or two in common will make this an easier task.
- ▶ **Reinforcement** Less confident students could choose pieces of art that have already been analysed during the unit. This will give them a head start.
- **PREPARE** Ask students to make notes and research information about the pieces of art using the questions as a guide. Refer students to the vocabulary in the Quick review and help with additional vocabulary to describe and give information about their particular choices.
  - Encourage comparisons using *both* and *neither*.
  - On the board, write some phrases to help students give their opinion:
    - It makes me feel ...*
    - It inspires me to think ...*
    - It looks like ...*
    - It seems to me that ...*
    - The artist wants to ...*
    - This painting symbolises ...*
    - The artist is trying to express ...*
  - With less confident classes, ask the class to share ideas before writing their online post, e.g. preparing a paragraph plan and commenting on other learners' plans, or writing and sharing personal sentences using a particular grammar point like **both** or **neither**.
  - **WRITE** Before they write their profile, ask them to read through points 1–4 in **CHECK** to see the things they need to include.
  - Ask students to use the online post on p68 to guide them.

- ▶ **Challenge** Encourage students to include a wide variety of structures and expressions.
  - **CHECK** Encourage students to proofread their work before they exchange their online post with another student.
- 6 • **Peer review** In pairs, students follow the instructions. Remind them not to say the name of the pieces of art.
- Ask a few pairs to read out their descriptions for others to guess the names of the pieces of art.
  - Note that if students have chosen their own artworks rather than using ones from the book, their partner is unlikely to be able to guess which artwork they are describing. However, they can still describe it to them and show them a picture of it.



### Culture note

**Edvard Munch**, born in 1863, was a Norwegian painter and printmaker whose best-known work 'The Scream' is one of the most iconic images of the art world. It has been imitated by many artists and is even an emoji (face screaming in fear). Munch suffered from anxiety and conceived 'The Scream' when he was out walking with friends in a sunset and felt the 'infinite scream of nature'. One of the four versions of 'The Scream' was sold for \$120 million – the fourth highest price paid for a painting at auction.

**Kristián Mensa**, born in 1997 in Prague, Czech Republic, is a self-taught artist, dancer and illustrator who uses everyday objects to bring simple drawings to life. He started posting his artwork on Instagram when he was 15. His minimalist vision reminds us that the beauty of art is everywhere and for everyone.

'**Composition II with Red, Blue and Yellow**' is a 1930 painting by Dutch painter Piet Mondrian. He was one of the pioneers of 20th-century abstract art. This is one of his most famous paintings. It is an oil painting on a small, paper canvas. It is minimalist with very simple shapes, primary colours and strict geometry. It is exhibited in the National Museum, Belgrade, Serbia.

Yves St Laurent was a French fashion designer born in 1936. In 1961, he founded the famous French fashion label, Yves St Laurent. He was passionate about art, and decided to pay tribute to the artist Mondrian by designing a series of dresses inspired by the artist's work, which were part of his Autumn-Winter 1965 collection.

### Further practice

- Writing → Workbook p48
- Writing competence → Workbook pp116–117

### Homework

Students could write a neat version for homework, incorporating feedback from the Peer review.

**5 Write an online post about two pieces of art. Follow the steps in the Skills boost.**



**SKILLS BOOST**

**THINK**

Choose two works of art that have something in common. Use these images or your own ideas.

**PREPARE**

Make notes to describe and compare the works of art. Mention the subject/background/colours, and use *both* and *neither*.

Find out more information about the works of art, such as: *Who were they made by? When/Where were they made? What are they made of? Where are they exhibited?*

Make notes about your opinion of the works of art.

**WRITE**

Write your description. Use the online post on p68 and your notes to help you.

**CHECK**

Read your online post. Answer the questions.

- 1 Have you used present and past forms of passive and active verbs?
- 2 Have you included vocabulary about art and artists, and describing art?
- 3 Have you included examples of *both* and *neither*?
- 4 Have you written four paragraphs, including an introduction, the descriptions of two works of art, and your opinion?

**6 Peer review** Work in pairs. Follow the instructions.

- 1 Read your online post to another student, but don't say the names of the pieces of art. Can he/she guess from your description?
- 2 Listen to your classmate's description. Has he/she included all the things in the checklist?

**Grammar**

**The passive (present and past): affirmative and negative**

We use the passive when we don't know who does the action, or the action is more important than the person who does it.

**Present simple passive**

*The photos of Naruto **are/aren't shared** a lot online.*  
*Wildlife charities receive money when Naruto's selfie **is/isn't used**.*

**Past simple passive**

*David's wildlife photos **were/weren't published**.*  
*The photographer **was/wasn't sued**.*

**Passive and active voice**

**Active** *The monkey **took** the selfie.*

**Passive** *The selfie **was taken by** the monkey.*

**The passive (present and past): questions and answers**

***Were** the sculptures **made** by school children?*  
*Yes, they **were**.*  
***Is** the painting **exhibited** in Mexico city?*  
*Yes, it **is**.*

*Who **was** it **created** by?*  
*What **is** it **made** of?*  
*Where **is** the painting **exhibited**?*

**Vocabulary**

**33 Describing art**

abstract, boring, brilliant, colourful, funny, original, realistic, shocking, traditional, ugly

**34 Photography**

**nouns for photographic equipment:** selfie-stick, lens, tripod

**other nouns:** self-portrait, selfie, photo shoot

**verbs for editing photos:** add filters, edit, retouch

**other verbs:** go viral, press the shutter, share

**adjectives:** close-up, in/out of focus, photogenic

**35 Types of art**

drawing, fashion design, graffiti art, graphic design, installation art, painting, pottery, sculpture, photography, printmaking

# 5

# Project

WDYT?  
(What do you think?)

Who took the first selfie?

**TASK:** Create a timeline about the history of selfies.

### Learning outcomes

- 1 I can research the history of photography.
- 2 I can collaborate with others and be flexible to reach a common goal.
- 3 I can use the passive and active voice to give factual information about the past and present.

Graphic organiser → Project planner p132

### Exercise 1

- 1 1914
- 2 2003
- 3 2014

### Exercise 2

- 1 In 1914, 13-year-old Anastasia Nikolaevna took a selfie using a Kodak Brownie box camera and a mirror.
- 2 In 2003, Sony Ericsson Z1010 produced the first mobile phone with a front-facing camera.
- 3 In 2014, selfie sticks became popular around the world.

### Exercise 3

tbc

- 1  Watch a video of students presenting their timeline about the history of the selfie. Look at their timeline in the Model project and complete 1–3 with the dates in the box.

2014 2003 1914



### STEP 1: THINK

- 2 Write one sentence to summarise what happened for each date in exercise 1.

In 1914, ...

In 2003, ...

In 2014, ...

### STEP 2: PLAN

- 3 Work in pairs. Read the tip in the Super skills box and practise saying the Key phrases with a partner.

### COLLABORATION



Being flexible to reach a common goal

#### Tip

When you work in a group, you can't always choose your favourite tasks!

#### Key phrases

*Which topic would you like to research?*

*I'd like to research the one about ...*

*My first/second choice would be ...*

*I'm not so keen on ...*

*I don't mind doing ...*

*I'll do ... if no one else wants to!*

- 4 Work in groups of three. Research two of the topics each. Do you want to include any more topics? Use the tips and Key phrases in the Super skills box.

- Robert Cornelius' photographic self-portrait (1839)
- the first selfie in space (1966)
- Polaroid cameras (1970s)
- the invention of the iPhone (2007)
- the launch of Instagram (2010)
- *selfie* is 'word of the year' (2013)

### STEP 3: CREATE

- 5 Work with your group. Share your research and put all the events in chronological order.

- 6 Read the *How to ...* tips on p132. Then create your timeline.

### STEP 4: PRESENT

- 7 Practise presenting your timeline. Record yourselves, and make improvements.

- 8 Present your timeline to the class. Answer your classmates' questions about it.

## Project

**Lesson aims** Students create a timeline and use language to reach a common goal.

### Warmer

Ask students to look at the Graphic organiser for this unit on p132. Allow five minutes for them to discuss what they learnt about selfies and about art more generally with a partner and what they have enjoyed most about the unit.

### WDYT? Who took the first selfie?

Elicit what students have studied in the unit about selfies and photography. Allow students to flick back through the unit to find each of these:

- selfies: amazing but true?
- teaching the perfect selfie
- photography vocab
- the monkey selfie
- copyright issues with photos
- FaceApp fun with Rijksmuseum artworks
- Key phrases for talking about holiday photos

Ask students to discuss with a partner any interesting facts they found out about selfies through the unit. Discuss as a class whether their ideas of who might have taken the first selfie have developed at all.

### TASK

- Read through the task and the learning outcomes with the class.
- Elicit the meaning of a *common goal* (= something that you all hope to achieve).
- If you have Internet access, students will be able to create interactive timelines with various free multimedia tools and tell stories that include video, audio, images, maps, text excerpts, quotes, etc.
- Tell students that they should try to use language from the unit while completing the project. They can use the Quick review panel on p69.

Visit the Teacher's Resource Centre for ideas on how to integrate digital tools into project work.

1  See the videoscript on pXXX.

- Students do the task.

### STEP 1: THINK

- 2 • Encourage the use of synonyms to prevent them copying exactly from the Model project.

### STEP 2: PLAN

- 3 • Before the task, students read the Super skills tips on Collaboration.
- In pairs, students work practise saying the key phrases with their partner.
  - Check students understand the key phrases.
- 4 • Study the Model project together (see notes on T71). Tell students that they are looking to produce six short pieces of text similar to the three in the Model project, about each of the topics on the list. Each person in the group will research two of the topics.
- Remind students that they are researching these topics specifically in relation to selfies and not just Instagram/iPhones, etc. in general.
  - Once students have collaborated and decided who is doing what, students research their topics.

### STEP 3: CREATE

- 5 • When students have researched their topics they work together with their groups to put the information in chronological order.
- Remind students that part of the task is to use the passive voice in their texts.
- **Reinforcement** Have students work in pairs with someone else who has researched the same topic (from another group), to combine their knowledge and write a joint text. Both students should take their finished copy back to their original group.
- 6 • Give students time to read the How to tips on p132, before creating their timeline.
- If students are deciding for themselves which format/program/software they are using to present their timeline, give them time to discuss/research this.
  - Encourage students to be creative with the visuals for their presentations – if possible, they should decorate their timelines with photos and illustrations for the best visual presentation.

### STEP 4: PRESENT

- 7 • Students practise in their groups. Encourage them to record themselves. Give extra time to allow them to give one another feedback and make improvements.
- 8 • Each group presents their timeline.

- 9 • **Peer review** Encourage students to note down ways that they notice each presentation differs – although the general topics are likely to be very similar, does each group have their own style, or find out slightly different facts?
- Give students time to ask questions about the presentations they watch and the timelines they view.

## Model project

Refer students to the Model project on p71 and talk them through these key points to help them create their timeline and accompanying texts.

**Structure:** Remind students that the years on the timeline are the exact years the students will also be representing on their timeline (unless they choose to do different topics from those listed in exercise 4).

Tell them that they will need to add one-sentence summaries or titles for each date on their timeline. This is not shown on the Model project so emphasise this point.

Highlight that, as well as creating a visual timeline as a group, each group member has to present a verbal explanation of one of the items, similar to the ones in speech bubbles in the Model project.

**Photos:** Point out how the key fact for each date is illustrated by a photo in the timeline. Remind students that adding images makes their timeline more visually appealing.

**Speech bubbles:** Point out that these long texts are for verbal presentation and should not be written into the timeline.

Point out that they are two or three sentences long. They should expand on the one-sentence summary or title in their timeline, giving more details and background information that they found out during the research stages.

**Vocabulary:** Key words and phrases that could be reused in the verbal presentation: *more than a century ago; It was taken by; which is used for; became popular around the world; was originally intended for; is a gadget which is used to take selfies ...*

**Grammar:** Highlight the passive structures, past simple and past simple time expressions, e.g. *a century ago, this was the year when ...*



## FINAL REFLECTION

Students assess their performance.

Remind students that making effective graphic organisers is a key skill in academic and work contexts as well as the soft skill, collaboration.

## Extra activity

Before students assess their performance, write some quotes on the board (or dictate them to students). In pairs, ask them to think about what they tell us about collaboration.

- 1 'Talent wins games, but teamwork and intelligence win championships.' Michael Jordan (American former professional basketball player)
- 2 'If everyone is moving forward together, then success takes care of itself.' Henry Ford (founder of the Ford motor company)
- 3 'A group is a bunch of people in an elevator. A team is a bunch of people in an elevator, but the elevator is broken.' Bonnie Edelman (Consultant in Organisational Development)

(Suggested answers: 1 The most talented person on your team can't match the combined talents and efforts of a whole team that works together. 2 The most productive team helps each other move forward together towards a collective goal. There is strength in numbers. Working together can solve any problem. 3 When faced with a challenge, a team unites to come up with a solution.)

## Beyond the task

- Discuss possible future developments for selfies. See the Culture note below for ideas.
- Write some prompts on the board to help them discuss the topic. Ask how long they think it will take before each of the ideas in the Culture note happens.



## Culture note

**Selfies** are evolving all the time, and they are becoming increasingly powerful. Experts predict the following possible advancements in the coming years:

*Banking:* we will access online banking through a 'selfie password'

*Sport and fitness:* selfies will be used to suggest how to improve technique

*Robots:* we will use drones and robots to take selfies from extreme locations

*Keys:* we will use saved selfies instead of keys to secure and access homes and cars

*Clothes:* a 3D selfie image input into an app will enable us to find a variety of outfits that fit and suit us in clothing stores, without having to browse or try anything on!

## Further practice

- Superskills → Workbook p48

## Homework

Ask students to write three predictions for selfies based on their discussion in Beyond the task. They can be realistic, or they can be far-fetched things that the students would like to see happen.

**Suggested answers for the students' research areas:**

*Robert Cornelius' photographic self-portrait (1839)*

Robert Cornelius (1809–1893) was an amateur chemist who took this self-portrait in 1839. It is thought to be the first photographic self-portrait ever taken.

*The first selfie in space (1966)*

The first space selfie was taken in 1966 by Buzz Aldrin, during NASA's Gemini 12 mission.

*Polaroid cameras (1970s)*

The Polaroid was the first 'instant camera'. It was invented in 1948 by Edwin Land, but became popular in the 1970s. Polaroids probably inspired the original Instagram logo.

*The invention of the iPhone (2007)*

The iPhone was designed by engineers at Apple. The first iPhone was launched in the USA in June 2007. iPhones were launched in Europe in November 2007.

*Instagram is launched (2010)*

The photo-sharing app Instagram was first launched on the Apple App Store, and an Android version was made two years later. With Instagram, people could take photos, apply filters, and share them on other social networking sites.

*selfie = word of the year (2013)*

The word *selfie* was chosen as Oxford Dictionary's 'word of the year', after its use had increased by 17 000%. The first recorded use of the word *selfie* was on an Australian web forum a decade earlier.

# Model project

## Timeline: the history of selfies



### 9 Peer review Listen to the presentations of other groups.

- 1 Which timeline is the most interesting?
- 2 Think of some questions to ask about the timeline.

## 5 FINAL REFLECTION

- 1 **The task**  
How successful was your timeline?  
How easy was it to research and produce it?
- 2 **Super skills**  
How well did you collaborate?  
Give examples.
- 3 **Language**  
What new language did you use from this unit?

Three sets of three smiley face icons (happy, neutral, sad) for rating each question.

### Beyond the task

Which things from the timeline can you remember happening during your lifetime? What do you think the future developments will be?