

## Unit aims

### Vocabulary

Art and music  
Books  
Negative prefixes  
Compound nouns

### Grammar

Present perfect simple and continuous  
*for* and *since*  
Present perfect for completed actions  
*so* and *such*

### Reading and Use of English

Part 6 Gapped text: *Understanding the main ideas*  
Part 3 Word formation: *Reading for a general understanding*  
Part 4 Key word transformation: *Crossing out the repeated words*

### Listening

Part 2 Sentence completion: *Predicting missing information*

### Speaking

Part 2 Individual long turn: *Describing photos; managing your time*

### Writing

Part 1 Essay: *Developing and organizing ideas; choosing an idea*  
Practise planning and writing an essay  
Learn how to check work

### Pronunciation

/s/, /z/ or /ɪz/

### Optional activity

As a challenge, students first read the blog post without looking at topics 1–5. They write down the main point of each paragraph and then compare their ideas to the given topics.

### Ex.3

- For support, students could do this task in pairs. Alternatively, they could do it individually, but compare and discuss their answers before the class check.
- Emphasize that the missing sentence needs to fit logically and grammatically with what comes both before and after it.
- When checking the answer, elicit why option C is correct, e.g. in this paragraph, the writer is describing a personal experience in the past and sentence C has the pronouns *we* and *I* and the verbs are in the past simple; C starts with *However*, indicating a contrast with the previous sentence; in C, the writer mentions being *bored* and the following sentence explains why.

#### KEY

C

### Ex.4

- When checking answers, elicit why that option is correct.

#### KEY

1 C 2 G 3 A 4 B 5 D 6 F

### Ex.5

- When checking answers, elicit what part of speech each item is, e.g. *masterpieces* is a plural noun.

#### KEY

- a the best of an artist's work
- b moved slowly from side to side
- c attracting your attention
- d people who write opinions about the qualities of something
- e the situation in which something happens
- f only thinking about yourself
- g reasonable and true
- h get to know or find out about

### Ex.6

- Encourage students to think about what part of speech the missing item needs to be, as well as meaning.

#### KEY

1 context 2 fair to say 3 engaging 4 self-centred  
5 become familiar with 6 critics 7 masterpieces  
8 swayed

### Ex.7

#### KEY

Students' own answers

## 2.1 Reading pages 22–23

### Ex.1

#### KEY

Students' own answers

## Reading and Use of English Part 6

### Ex.2

- To ensure students read quickly, you could set a time limit, e.g. 2–3 minutes.

#### KEY

1 C 2 E 3 B 4 D 5 A

## 2.2 Language focus pages 24–25

### Grammar page 24

#### Present perfect simple and continuous

##### Ex.1

- Exercises with this icon are interactive tasks, which can be approached in various ways. Students could have a discussion in pairs, small groups (e.g. 3–5 students) or larger groups (e.g. 6–8 students). You could then ask a few pairs / groups to provide the class with some details of points raised during their discussion. Alternatively, you could do the activity as a whole class, either calling on volunteers for answers or nominating individual students.
- Focus on the photo. Elicit what students can see.
- Ensure students can correctly pronounce *vinyl* /'vaɪnɪl/.

##### KEY

Students' own answers

##### Ex.2 008

##### KEY

*Suggested answers:*

Vinyl is cool because it is retro.

People are bored with the digital world and want something real.

You get beautiful artwork with vinyl records.

The sound quality is better.

- Elicit whether students came up with any other reasons which the speakers did not mention.

##### Ex.3

- Emphasize to students that the perfect tense is the form of a verb that expresses actions completed by or with relevance to the present or a particular point in the past or future.

##### KEY

1 A 2 C 3 D 4 B 5 E

##### Optional activity

Play the exercise 2 audio again. Ask students to listen carefully and to raise their hand when they hear other examples of the present perfect simple and continuous. Pause the audio each time and elicit the example, i.e. ... vinyl records have had a massive comeback ...; ... people have been predicting the end of vinyl records ...; Fashion has always looked backwards ...; ... people in our generation have become bored with ...; Now, show me what you've bought today!

Grammar reference p.150

##### Ex.4

- Tell students to use contracted forms where possible.
- When checking answers, elicit which use of the present perfect applies each time, e.g. *What have you been doing, Oscar?* = use D.

##### KEY

1 have you been doing

2 've been listening

3 've had

4 Have you ever bought

5 's been working

6 've never bought

##### Ex.5

##### KEY

1 for 2 since

##### Optional activity

Write on the board:

*How long have you ...*

*been learning English? known your best friend? liked your favourite singer/group? had your phone? been doing your hobby?*

Students write answers using the present perfect with *for* / *since*. In pairs, they then ask and answer the questions.

Choose a few students to share some details, e.g. *I've known my best friend for about five years, but Sara has known hers since she was three years old!*

##### Ex.6 009

- Remind students to use contracted forms where possible.
- When checking answers, elicit each time whether we are interested in the action or the result.

##### KEY

1 've been painting 2 've eaten 3 has repaired

4 's been playing

Grammar reference p.150

##### Ex.7

- Suggest that students write dialogues in pairs. Monitor as they do so, correcting and helping as necessary.
- Give students time to practise their dialogues, then ask some different pairs to present a dialogue to the class.

##### KEY

Students' own answers

### Vocabulary page 25

#### Art and music

##### Ex.1

##### KEY

Students' own answers

- If students don't know the albums / artists, you could tell them the following: From left to right →  
Released in 2014, *1989* is a pop album by American singer-songwriter Taylor Swift.  
Released in 1957, *Blue Train* is a jazz album by American saxophonist and composer John Coltrane.  
Released in 1967, *The Doors* is a rock album by American band The Doors.

##### Ex.2

##### Optional activity

After reading the article, students discuss in pairs the relevance of the following dates in the history of record cover art: the 1910s and 1920s; 1938; 1945; the 1950s; the 1960s; since the 1960s.

### Ex.3

- When checking answers, elicit what part of speech each item is, e.g. *tracks* is a plural noun.

#### KEY

1 tracks 2 releases 3 album 4 charts 5 inspired  
6 abstract 7 vision 8 turntable 9 artwork  
10 exhibited

### Ex.4

- Encourage students to think about what part of speech the missing item needs to be, as well as meaning.

#### KEY

1 abstract 2 tracks / albums 3 inspired / artwork

## Books

### Ex.5

- Write on the board: *You can't judge a book by its cover*. Elicit from the class what they think the saying means (you should not form an opinion about somebody/something from their appearance only) and whether they agree with it.
- Before students do the task, explain any unfamiliar vocabulary from the box.

#### KEY

1 published 2 editions 3 novelist / poet  
4 poet / novelist 5 illustrated 6 classics  
7 iconic 8 paperback 9 bestsellers

### Ex.6

#### KEY

Students' own answers

#### Optional activity

Students could also discuss the following questions:  
*What are the current bestsellers in your country?*  
*Do you prefer to read paperback, hardback or e-reader editions of novels? Why?*  
*Who are your favourite novelists?*  
*What books are considered classics in your country?*  
*Can you think of any books with iconic covers?*

Workbook pp.15–17

## 2.3 Listening page 26

### Ex.1

- Elicit a definition of *poetry* (e.g. pieces of writing in which the words are chosen for their sound and the images they suggest, not just for their obvious meanings). Elicit other words in the same word family (e.g. *poem, poet, poetic*).

#### KEY

Students' own answers

### Ex.2 010

#### KEY

She discusses: 1, 3, 5

- 1 She says that before discovering Instagram poetry, poetry had never been something that interested her. It was just something she had to read at school.

- 3 She says she loved that Rupi Kaur's poems always left her with a beautiful feeling and that she was delighted to find someone whose experience of life seemed to reflect her own.

- 5 She reads the works of Instagram poets such as Rupi Kaur, RM Drake and Camille Inkwell online.

- Elicit whether students expressed any of the same opinions and ideas as Grace during their exercise 1 discussion.

## Listening Part 2

### Ex.3

- After students have completed the task, ask them to compare notes in pairs, then elicit ideas from the class.

#### KEY

- 1 a verb  
2 something that new pop stars can't do  
3 a person / people  
4 a verb  
5 something Grace liked about the poems  
6 an adjective  
7 something or someone  
8 a verb  
9 a reason people write poems  
10 something poets can't do

### Ex.4 010

- Point out that tested items come in the same order as they are heard on the recording. Students need to write between one and three words for each answer and must not change the words in the key information.
- Remind students that they will hear the recording twice, so they shouldn't panic if they miss an answer the first time. They should quickly refocus their attention on the next gap.
- Inform students that at the end of the paper-based listening exam, they have five minutes to transfer all their answers to the answer sheet. Remind them that they should check their spelling carefully when doing this.

#### KEY

- 1 change 2 sing or play 3 establishment art critics  
4 heard about 5 beautiful words 6 short  
7 Instagram poets 8 be a poet 9 get likes  
10 develop their ideas

- Ask students to reflect on and share to what extent predicting the missing information prior to listening helped them complete the task.

## Pronunciation: /s/, /z/ or /ɪz/

### Ex.5 011

- Explain that the pronunciation focus is on how to pronounce the final -s in plural nouns and third person singular verb forms.
- Model the pronunciation of the key sounds and ask students to repeat. Point out that the position of the mouth is the same when making the sounds /s/ and /z/, but /z/ is a voiced sound, so the vocal cords should vibrate.

**KEY**

/z/: stars, arrives, generations, poems, fans

/ɪz/: voices

/s/: thoughts, comments, poets

**Optional activity**

Play the audio again. Pause it after each sentence for students to repeat. They should focus in particular on the pronunciation of the key sounds.

**Ex.6**  012**KEY**

1 /ɪz/ 2 /s/ 3 /z/

- If students ask about the rules, you could give them the following information:

The ending is pronounced ...

/s/ after a voiceless sound, e.g. /p/, /t/, /k/, /f/, /θ/

/z/ after a voiced sound, e.g. /b/, /d/, /g/, /v/, /ð/

/ɪz/ after a sibilant sound, e.g. /s/, /z/, /ʃ/, /tʃ/, /dʒ/

**Optional activity**

In pairs, students think of three more words for each category, e.g.

/ɪz/ releases, publishes, expresses

/s/ books, tracks, novelists

/z/ inspires, visions, albums

**Ex.7**

- Elicit or explain that a *haiku* /'haɪkuː/ is a form of poetry consisting of 17 syllables arranged in three lines of 5, 7 and 5 syllables, respectively.

**KEY**

Students' own answers

**Optional activity**

Students write their own haiku individually or in pairs. Volunteers could then read their poem to the class.

**2.4 Speaking** page 27**Ex.1****KEY**

Students' own answers

- Take a class vote to decide which experience would be more popular. Elicit reasons why.

**Ex.2**  013**KEY**

Students' own answers

**Ex.3**  013

- Point out that the phrases are in a different order on the audio. For support, pause the audio after each sentence for students to find and complete the relevant phrase/phrases.
- If necessary, play the audio again for students to complete and check their answers.

**KEY**

1 was (probably) taken 2 can see 3 middle 4 like  
5 guess 6 can't tell 7 looks 8 show 9 contrast  
10 Compared

- Remind students that *look like* is followed by a noun or adjective + noun, whereas *look* is followed by an adjective.

Key phrases p.199

**Speaking Part 2****Ex.4**

- Remind students that in the exam, they have one minute for this task. The examiner will tell them the question they need to answer and it is also written above the photos.
- Remind students to use the present continuous when they are describing what is happening in the photos.

**KEY**

Students' own answers

**Ex.5**  014

- Ask students to time their partner and to stop them if they are still speaking when one minute has passed.

**KEY**

Students' own answers

**Ex.6**

- Advise students to start by saying what their partner did well and then to offer some suggestions for improvement.

**KEY**

Students' own answers

**Optional activity**

Taking the feedback from their partner on board, students work in new pairs and repeat exercises 5 and 6. Ask students whether they felt they performed better the second time and the reasons why/why not.

**2.5 Use of English** pages 28–29**Vocabulary** page 28**Negative prefixes****Ex.1****KEY**

Students' own answers

**Ex.2**  015**KEY**

Students' own answers

**Ex.3**  015

- Explain that we add these prefixes to make the opposite or negative of the stem word. Point out that *il-* can only be used before words starting in *l* (e.g. *illegible*); *im-* before words starting in *m* or *p* (e.g. *immoral*, *improbable*) and *ir-* before words starting in *r* (e.g. *irrational*). However, note that other prefixes may be used before words starting with these letters (e.g. *unlucky*, *unpredictable*, *disrespectful*).

- When checking answers, point out that the prefix and adjective / verb are written as one word, not hyphenated.

**KEY**

1 in- / ir- 2 un- 3 im- 4 dis- / il-

**Ex.4**

- Suggest that students create a six-column table in their notebook with the prefixes at the top and then write the words into the appropriate column.

**KEY**

dis-: agree, appear, obey

il-: legal, logical

im-: mature, patient, perfect, possible

in-: correct, credible, visible

ir-: regular, relevant, responsible

un-: believable, necessary, pleasant

**Optional activity**

In pairs, students write one more word with each prefix, e.g. *disadvantage, illiterate, imperfect, inaccurate, irreplaceable, unusual.*

**Ex.5**

**KEY**

Students' own answers

**Compound nouns**

**Ex.6**

- Elicit or explain to students what a compound noun is (a noun that is made up of two or more words combined to create a single noun with a specific meaning).
- Advise students that when they learn a new compound noun, they should make a careful note of how it is written, i.e. one word, two words or hyphenated.

**KEY**

1 g (performance art) 2 d (songwriter) 3 a (hit single)  
4 f (soundtrack) 5 h (oil painting) 6 e (underground)  
7 b (storyteller) 8 c (watercolour)

**Ex.7**

**KEY**

1 soundtrack / songwriter 2 storyteller  
3 watercolour / oil painting 4 performance art  
5 hit single 6 underground

**Optional activity**

Students write some or all of the compound nouns into personalized sentences, e.g. *My grandma is the most engaging storyteller I know.*

**Reading and Use of English Part 3**

**Ex.8**

**KEY**

*Suggested answer:*

Outsider artists did not go to art school and they work away from the art world. They often use different materials.

**Ex.9**

**EXAM TASK TIP** Emphasize that the stem word needs to be changed in every case. The missing word may need to be in a negative or plural form. The grammar and sense of the text around the gap will help students determine if they need to pluralize the word or make it negative. Students should also be aware that some words may need a prefix and a suffix adding.

**KEY**

1 independently 2 underground 3 artistic  
4 themselves 5 unconventional 6 disagreements  
7 actively 8 dishonest

- After checking answers, ask students to reflect on and share how useful it was to read the whole text first.
- Elicit examples of words which needed a negative prefix, a plural form, a prefix and a suffix. Ask students what grammar / information in the text helped them understand that these changes were necessary.

**Grammar** page 29

**so and such**

**Ex.1**

- Encourage students to use some of the key phrases from page 27 to describe what they see / think they see.

**KEY**

Students' own answers

**Ex.2**

**KEY**

Students' own answers

- Ask: *Would you be interested in experiencing either of the performance artworks mentioned in the article? Why/Why not? Why do you think Marina Abramović's performance was so popular? Do you agree with the writer's opinion in the last paragraph?* Elicit students' ideas and opinions.

**Ex.3**

**KEY**

- 1 so – But not so unusual when you look at what other artists have done. / I'm not so sure.
- 2 so much – It turned out to be so much more popular than you'd think.
- 3 such – In fact, it was such a successful performance that ...
- 4 so – I've been reading so many articles about performance art recently.

Grammar reference p.151

**Ex.4**

**KEY**

1 so 2 such 3 so 4 so much

## Reading and Use of English Part 4

### Ex.5

- Encourage students to think how the key word can be used by asking some questions, e.g. *What grammatical structure can it be used with? What other words does it often go with? Which part of the first sentence does it relate to?*

#### KEY

'The party' and 'than we expected' are repeated. This leaves 'was a lot more enjoyable' in the first sentence, and 'We... fun' in the second. The part of the sentence to be transformed contains a comparative form. 'We' is the subject in the second sentence, so the gapped phrase needs to include a verb that collocates with 'fun', as well as a comparative form.

- For support, students could also go through the process described in exercise 5 with questions 2–6 in pairs.

### Ex.6

#### KEY

- had (so) much more
- unnecessary for them to buy
- so creative that she
- have been queues to / has been a queue to / have been people queuing to
- unbelievable to think that
- never seen such an

### Ex.7

- Organize the class into small groups, preferably with an even number of students in each. Tell half the students in each group that they are A and the rest that they are B.
- Give them time to come up with ideas for/against the statement. Everyone in the group should make notes. Monitor and help with language / prompt as necessary.

#### KEY

Students' own answers

### Ex.8

- Ask the As and Bs to sit opposite each other in their group. Set a time limit (e.g. 3 minutes) and ask Group A to present their arguments. Group B should listen and make notes.
- Group B is then given the same time to present their ideas, while Group A listens and makes notes.
- Each group then has a chance to respond to the points made by the other group, using their notes to help them. They should try to persuade the other group to agree with their points. Again, set a time limit for each group to do this (e.g. 2 minutes).
- Ask students some reflection questions to discuss in their group, e.g. *Do you think you used the planning time well? Did you communicate your points effectively? What could you do better in your next debate?*

Workbook pp.18–19

## 2.6 Writing pages 30–31

### Ex.1

- Ensure students understand *vandalism* (destroying or damaging property deliberately and without permission).

#### KEY

Students' own answers

### Ex.2

#### KEY

- Graffiti is an art form, not vandalism.
  - Graffiti requires skill, brightens up a place and gives people a voice – just like traditional art.
  - It's a neutral to formal tone – no contractions, choice of language, e.g. noun forms (*been in existence vs existed*), choice of lexis (*depicts vs shows*), passive forms (*it is often criticized vs people often criticize it*).
- Elicit whether students agree with the opinions expressed in the essay and their reasons why/why not.

### Ex.3

#### KEY

- 1 C 2 A 3 E 4 D 5 B

### Ex.4

#### KEY

- 2 B 3 A 4 A/C

### Ex.5

#### KEY

- In my opinion
- While
- The first reason is that
- Another reason is that
- Finally
- This means
- A good example of this is
- like
- as a result
- In conclusion

#### Optional activity

In pairs, students practise rewording parts of the essay using different key phrases, e.g. *Although it is often criticized for being a type of vandalism, in my view, it is an important form of art.*

### Ex.6

#### KEY

*Suggested answer:*

Graffiti is vandalism. The main reason is that the definition of vandalism is 'damaging property deliberately'. Graffiti artists damage property when they create art on it. For example, they use spray paint or add stickers which are hard to remove. As a result of this, graffiti is vandalism by definition.

## Writing Part 1: essay

### Plan and write

#### Ex.7

- When checking answers, elicit why the false statements are incorrect.

#### KEY

- 1 False – for an English teacher
- 2 True
- 3 False – you can choose only one of three topics to write about
- 4 False – you have to write between 140 and 190 words

#### Optional activity

For a more challenging task, students could work on this essay instead:

Is an immersive art experience an effective way to make students learn and appreciate art?

Write about:

- involvement
- engagement
- (your own idea)

#### Ex.8

- For support, students could come up with ideas in pairs.

#### KEY

Students' own answers

#### Ex.9

#### KEY

Students' own answers

#### Ex.10

#### KEY

*Suggested answer:*

It is common for people to consider science subjects in school to be more important than arts-related lessons. However, in my view, arts subjects are just as vital as science.

The main reason is that art lessons help people to develop creativity, which can provide them with a lot of joy and satisfaction in life. It also helps to open people's minds to new possibilities, which makes them more open-minded generally.

Another reason is that by being more creative, people become better at solving problems. What that means is that, by studying the arts, people can actually become better scientists.

Finally, the arts are very important for our mental health. For instance, if a person paints or visits a gallery to look at other people's paintings, it can help them to relax in a stressful world.

To sum up, the arts are just as important as science in society as they bring joy to people, develop creative thinking and help people to relax. These are all things which scientists can benefit from, as well as artists.

## Check your work

#### Ex.11

#### KEY

Students' own answers

#### Ex.12

- Remind students to be respectful and constructive when discussing each other's work.

#### KEY

Students' own answers

Writing Bank p.191

**TEACHER WELL-BEING** Manage your marking load by realistically assessing in advance how long it is likely to take and setting this time aside in your schedule. Choose a place to work which will promote productivity, e.g. somewhere quiet, comfortable, with natural light and fresh air. Take regular, short breaks to ensure your focus and motivation are maintained.