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Niamph Humphreys, Helen Tiliouine
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# UNIT 1 PART OF THE ART

## LEARNING AIMS

- **Skills:** discuss and create texts about different kinds of arts
- **Grammar:** review the present simple, present continuous and present perfect, and learn new uses
- **Vocabulary:** learn and practise words and phrases for leisure and the arts
- **Oracy:** give an engaging presentation
- **Innovation and Problem Solving:** engage actively with ideas and challenges
- **Exam practice:** Reading and Use of English Part 1 and Part 8, Listening Part 3, Writing Part 2

## ORACY

**Giving a presentation**

- using your voice effectively
- structuring what you want to say
- engaging your audience in different ways





Documentary



Grammar



Writing



Oracy

**1** **Look at the photo. In pairs, discuss the questions.**

1 Where do you think the person is?
2 Would you find it an exciting place to be? Why? / Why not?

**2** **Watch the video. Name two ways in which an 'immersive exhibition' could bring you closer to great works of art.**




**3** **Work in groups. Read the statements below. Choose one to discuss, then decide whether your group agrees with it or not.**

- To really appreciate a work of art, you have to see the original.
- Art is for everyone, so admission to museums and galleries should always be free.
- Art is only interesting for some people. Not everyone needs to learn about it.

**4** **Think about your group discussion. Answer the questions. Then compare your answers with the other people in your group.**

1 Did you learn anything new or surprising during the discussion?
2 Did you change your mind about anything?
3 Did everyone have a chance to speak?

## VOCABULARY

### LEISURE COLLOCATIONS

**1** **Go to the digital activity. Match the collocations to the definitions.**

an art enthusiast · a family gathering · a flying visit · a keen participant · a hilarious comedy · the perfect venue · quality time · a social whirl · a total flop · an unforgettable experience

**2** **Work in pairs. Answer the question.**

What other nouns could follow these adjectives?

- keen
- hilarious
- social
- quality
- unforgettable

**3** **Discuss the questions on page 123 in pairs.**



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**4** **What do you think the people are talking about? Use the collocations in Exercise 1.**

1 'I know it doesn't sound exciting, but it was great just to have two days with friends and family.'
2 'She goes to every new exhibition and she paints a bit herself.'
3 'My face actually hurts from laughing so much.'
4 'Breakfast with the family, lunch with friends, a football match with my club and then your party – I'm exhausted!'
5 'Not everyone enjoyed our art project, but Hassan was enthusiastic and got very actively involved.'
6 'It was so great to see all my cousins again, but Uncle Carlo was in a bad mood as usual!'
7 'My sister came to see us, but just for the afternoon. I wish she'd stayed longer.'
8 'It was amazing! I can't stop thinking about it.'

# READING AND USE OF ENGLISH

## A SHORT TEXT

**1** **Have you ever been to an outdoor arts festival? Who do you think might enjoy an event like that? What kind of activities might be included?**



**2** **Read the text in Exercise 5. What problem does the writer have? Does Art in the Park solve it?**

**3** **Work in pairs. Look at the example (0) in the exam task in Exercise 5. The correct answer is C, *keen*. What nouns can collocate with the other options (A, B and D)?**

**4** **Now look at question 1 in the exam task.**

1 Which adjective collocates with *time* to create a phrase meaning 'a special time which is important for maintaining a good relationship'?
2 Look at the distractors. Which adjective is very unlikely to be used with the noun *time*?
3 How could you use the other two distractors in a sentence with the word *time*?

## EXAM TRAINING

### READING AND USE OF ENGLISH PART 1

**EXAM TIP**

Collocations are often tested in this task. The answer is the word that would usually be used in the collocation. The other options (the distractors) either would never collocate with the word in the text or would not make sense in the text.

**5** **For questions 2–4, read the text below and decide which answer (A, B, C or D) best fits each gap.**

**Art in the Park**

Young children are often [0] *keen* participants in arts activities. However, as a teenager wanting to spend some [1] _____ time with my little brothers, taking them to traditional art galleries, even for [2] _____ visits, would not be the best idea!

That's where Art in the Park comes in. It's an arts festival for people of all ages which, as the name suggests, takes place in a park, a perfect [3] _____ for such an event. Some people criticise the festival for being just a [4] _____ business idea, but in my experience, it's a great day out.

| | | | | |
|---|---|---|---|---|
| 0 | A strong | B loyal | C keen | D deep |
| 1 | A immense | B quality | C superior | D beautiful |
| 2 | A racing | B speeding | C dashing | D flying |
| 3 | A venue | B scene | C ground | D situation |
| 4 | A productive | B beneficial | C profitable | D valuable |

**6** **In pairs, discuss the questions.**

1 Would you like to go to Art in the Park? Why? / Why not?
2 Do you think your community needs an event like Art in the Park? Why? / Why not?
3 If you organised an event like this for your community, what activities would you include? Why would you include them?



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MEDIATION WORKSHEET

# READING

## SHORT TEXTS

**1** **Read the short texts in which four teenagers talk about art in their lives. What kind of art does each person produce?**

**2** **Look at question 1 in the exam task in Exercise 5. Which words do you need to focus on when you're looking for the answer to the question?**

**3** **Read text A again. Salma says, 'I don't find it easy, despite having done it for so long.' This refers to both difficulty and time. Does this mean that A is the answer to question 1? Why? / Why not?**

**4** **Read texts B–D again. Which text refers to difficulties and to time? Is this the answer to question 1?**

### EXAM TRAINING

#### READING AND USE OF ENGLISH PART 8

**EXAM TIP**

Underline the important words in each question to help you find the answers more quickly.

**5** **Now answer questions 2–5. In pairs, compare your answers. Which parts of the text gave you the correct answer in each case?**

**For questions 1–5, choose from the people (A–D). The people may be chosen more than once.**

Which person

| | |
|---|---|
| sometimes struggles to make time for their hobby? | 1 |
| moves rapidly from one project to another? | 2 |
| disapproves of some people's behaviour? | 3 |
| appreciates those who assist them? | 4 |
| admits that they often ruin things? | 5 |

**6** **What do you think of the kind of art that Salma, Oscar, Marion and Hakim do? Have you ever done anything similar? If not, would you like to try?**



1.1

# THE ART IN MY LIFE

**Four people describe how they bring art into their lives.**

## A SALMA



I make cakes, but not the usual kind. Mine represent everyday objects, like shoes or food cans. They're incredibly realistic. I have to say, I don't find it easy, despite having done it for so long. I know I can also be rather clumsy. I'm forever dropping spoons onto cakes I've almost finished, and unless I'm completely focused, the result can be a total flop. I could do with an assistant, really! Some people say my hobby might turn into a profitable business, but I'm not so sure!

## B OSCAR



I'd never thought of myself as artistic until I saw an exhibition of sculptures made from things people had thrown away. It was an unforgettable experience and inspired me to create my own artworks from plastic waste. As soon as I complete one, I post images of it online, hoping to make other teenagers more aware of environmental issues. Some of my friends are continually getting their coffee in single-use cups. I think they should know better. Preventing the destruction of the planet is everyone's responsibility.

## C MARION



My life is my art, and my art is my life! I rap about stuff happening around me and my emotions in response to it. Once I finish a rap, I move straight on to something else, and I won't let anyone hear my work until I'm totally satisfied it's good enough. Some people love giving advice and that's fair enough, but I just don't want to hear it! It would spoil things for me by interrupting my thought processes and introducing ideas that didn't come straight from my own heart!

## D HAKIM



I'm rubbish at painting and drawing, but I bring art into my life through gardening. I know not all gardens are works of art, but I'm hoping to turn my family's small garden into one. For me, it's all about design, planning everything so colours and shapes end up in harmony. Luckily, my parents are keen participants in this project. I can't always devote myself to it as much as I should, though. Apart from schoolwork, I often get caught up in the social whirl, going to parties rather than gardening!



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## GRAMMAR

# PRESENT SIMPLE AND PRESENT CONTINUOUS

**1** **Look at the painting. Do you know the name for this style of art? Can you name any of the painters known for this style?**

**2** 1.2 **Listen to two friends who have met by chance on the street and answer the questions.**

1 Where is the boy going?
2 What mistake does the girl think he has made?

**3** **Look at the examples from the listening. Then choose the correct answers to complete the rules in the grammar box.**

- She's always telling me I should see the originals.
- As soon as you walk in, you're in another world.
- I advise you to sit down in each room.

**Present simple and present continuous**

We use the [1] *present simple / present continuous* with adverbs such as *always* and *forever* to indicate disapproval.

'Performative' verbs like *advise* and *apologise* describe things we do by saying them. They are mostly used in the [2] *present simple / present continuous*.

In time clauses with conjunctions like *as soon as*, *once* or *by the time*, the verb form is usually the [3] *present simple / present continuous*.

▶ Grammar reference and practice page 112

**4** **Go to the digital activities.**

**5** **Choose the correct options to complete the text.**

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@TaylorT · Follow



I have a weekend job at the big art gallery in our town. We always need more staff in summer, and [1] *I recommend / I'm recommending* the job for students who want to work just for a few weeks. When [2] *you start / you're starting*, you get a lot of support. Once [3] *you know / you're knowing* what you're doing, you can work at the ticket desk or in the exhibition rooms. [4] *I advise / I'm advising* you to choose the exhibition rooms if you can. People at the ticket desk [5] *constantly complain / are constantly complaining* about the security checks. [6] *I admit / I'm admitting* that it's not nice when security guards look inside your bag, but we have to make sure the artworks can't be damaged. By the time visitors [7] *get to / are getting to* the exhibition spaces, they're happy again. It's an amazing gallery. [8] *I always bore / I'm always boring* my poor friends by talking about the artworks for hours. But really, they're great!

**6** **Complete the sentences with things that are true for you. In pairs, compare your sentences.**

1 I'm forever ...
2 I admit that ...
3 After I finish my homework, ...
4 I always feel happy by the time ...

**7** **Think of someone you know with a habit that you disapprove of or that can be annoying. Write three sentences about the person and their habit. Say why you think they do it.**

*He/She's always/forever/constantly ...*

## ORACY

### Using your voice effectively

If you want people to be interested in what you are saying, you need to sound interested yourself. Make sure to stress important words and use intonation to convey your attitude. Speak as loudly as you need to so that everyone can hear you clearly.

**8** 1.3 **Listen to two people talking about photography. Which of these three criteria does each person achieve?**

- stresses important words
- uses intonation to convey interest
- speaks loudly enough

**9** **Make notes about an artistic or art-related activity you enjoy. Work in groups. Stand up and tell your group about the activity for one minute. When everyone has spoken, vote on which activity sounds most enjoyable.**

**»» STRETCH!** **Find out more about performative verbs. Make a list of ones you know or can find, and write the forms that come after them, e.g. *recommend* + noun (*I recommend the exhibition*); *recommend* + *-ing* form (*I recommend going early*); *recommend* + *that* (*I recommend that you get you tickets today*).**
**Write some example sentences with the verbs.**

## HOW IS UNIT 1 SO FAR?

☆☆☆ I understand ☆☆ I'm getting there ☆ I don't understand



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LOCAL NEWS SPORT **OPINIONS**

THINK OUTSIDE THE BOX!

# AI *the end of writers and artists?*

**BY SYED BLACKWELL**

People have been telling me that my job is endangered by AI. I'm not convinced. This article is entirely human-generated, and as a writer of opinion pieces, I know that matters. I find AI-generated texts hackneyed. How could they be anything else? AI is currently limited to imitating content that humans have already created, so it can't produce original ideas. AI texts can be a bit disjointed, too, failing to flow in a naturally coherent way.

I'm a novelist as well as a journalist and I want my novels to be moving, in some cases even harrowing. This involves asking the reader to empathise with credible characters. They must be normal but not tedious. The plot should be gripping but not too far-fetched. I don't think a machine can manage that delicate balance.




I wouldn't let AI write for me, but some of my articles have been illustrated with computer-generated images. I'm told by photographers that AI-generated images are unconvincing, but as a less visual kind of person, I admit that I don't see the difference. I've heard musicians say that AI-generated music is overrated, too. Like AI texts, it can never be groundbreaking. I take the point, but I do think I've already enjoyed AI music without even noticing what it was.

So, if I don't mind consuming AI images and music, why should readers care who – or what – wrote a text? Will they notice the difference? This will be the first time I've admitted it: I'm getting worried.

I've just booked theatre tickets. Now there's an art form that can't be taken over by AI. I'll always be able to tell the difference between a human actor and a computer-generated one. Won't I?

## READING

### AN OPINION PIECE

**1** 1.4 **Read and listen to the opinion piece from a newspaper. How does the writer's attitude to AI-generated texts change towards the end of the article?**

**2** **Answer the questions in your own words.**

1 Why does the writer think that AI can't write a truly original text?
2 Why is it important to him that the characters in his novels are believable?
3 In what way does he allow AI to be used in connection with his work?
4 Why do many visual artists feel annoyed about pictures created by AI?
5 What makes the writer start to worry towards the end of the article?
6 Why do you think he ends the article with a question?

**3** Innovation and Problem Solving **Imagine you are an artist, musician or actor. Write a comment of about 60–80 words in response to the article. Explain why you *are* or *are not* worried about AI replacing you in your job.**

## VOCABULARY

### ARTS ADJECTIVES

**1** **Go to the digital activity. Match the words to the definitions.**

disjointed far-fetched gripping groundbreaking hackneyed harrowing moving overrated tedious unconvincing

**2** **Complete the sentences with the words in Exercise 1. More than one answer may be possible.**

1 This is a(n) _____ book. I cried tears of joy at the wonderful ending.
2 What a(n) _____ film! I forgot about everything else while I was watching it.
3 Sorry, but that's a(n) _____ story. I don't believe a word of it.
4 The plot is pretty _____. I've read many similar stories, but I still quite enjoyed it.
5 This play is _____. Everyone says it's great, but it isn't!
6 The article is _____, which makes it hard to read.
7 Nobody has made a film like this before. It's _____.
8 I fell asleep during the interview with the novelist. Sorry, but it was a(n) _____ conversation.

**3** **Work in pairs. Think about a book you have read or a film you have seen. Make notes on it using some of the words in Exercise 1. In pairs, tell each other your opinions.**



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# GRAMMAR

## PRESENT PERFECT




**1** **Watch the grammar vlog. Why is Ellie nervous? Why is her brother even more nervous?**

**2** **Look at the examples from the grammar vlog. Choose the correct answers to complete the rules in the grammar box.**

- I've been on podcasts before, but I haven't been on TV.
- This will be the first time he's exhibited them.
- Honestly, he hasn't been sleeping!

**Present perfect**

We use the present perfect [1] *simple / continuous* for things that have happened once or on a specified number of occasions.
We use the present perfect [2] *simple / continuous* for activities and situations that started in the past and are ongoing or have just finished.
We use the present perfect [3] *simple / continuous* after *this will be the first / second ... time* to say whether or how often we have already done something that we are going to do soon.

▶ Grammar reference and practice page 112

**3** **Go to the digital activities.**

**4** **Complete the conversation with the correct form of the verbs in the box. Use the present perfect simple or present perfect continuous.**

| | | | |
|---|---|---|---|
| do | hear | perform | play |
| prepare | take part | tell | write |

**Ahmed:** Hi Leo. I haven't seen you for a while. What [1] _____ you _____?

**Leo:** I [2] _____ for an 'open-mic' evening next week.

**Ahmed:** Oh, an open-mic evening. I [3] _____ of them. Anyone can go on stage and perform, right?

**Leo:** Yes! I [4] _____ some rap lyrics and they're nearly finished. I want to perform the song, but I'm nervous.

**Ahmed:** Will this be the first time that you [5] _____ on stage?

**Leo:** Well, I [6] _____ my guitar at some small concerts, but rapping feels a bit scarier!

**Ahmed:** I'm sure it does! [7] _____ your friend Mia ever _____ in an open-mic event? She tells really funny stories.

**Leo:** Yes, and she'll be there next week. It won't be the first time that she [8] _____ a story on stage. She's not nervous at all!

**5** **Complete the sentences with your own ideas.**

1 I've often ...
2 I've never ...
3 Recently, I've been ...
4 This will be the first time that ...

**ORACY**

### Structuring what you want to say

You have probably learned language to help you structure a longer presentation. Sometimes you have only a short time for a speech or mini presentation. One thing you can do to structure your speaking time is to think of questions you will answer in a logical order. For example:

- What (are you going to talk about)?
- Why (is it interesting)?
- How (do you feel about it)?

Using three questions will help you to give even a short speech a beginning, a middle and an end.

**6** **Work in groups. You have one minute to talk about something you have been doing a lot recently. Use an idea below or one of your own. Think of three questions you will answer. Make notes and then talk to your group for one minute.**

- doing a sport
- listening to a kind of music/song/podcast
- reading/learning about ...
- studying
- talking about ... with your friends/family

**DIGITAL CLASSROOM**
PRACTICE EXTRA UNIT 1





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# LISTENING

## AN INTERVIEW

**1** Work in pairs. What art forms are most accessible for people who are visually impaired or blind?

**2** 1.5 Listen to an extract from an interview. When did Amaya start creating her own sculptures?

**3** Listen again and read question 1 in the exam task in Exercise 5. Choose the correct option (A, B, C or D). Write down the words you heard in the interview which give the answer.

**4** Which ideas in the other options does Amaya also mention? Why are these options wrong?

### EXAM TRAINING LISTENING PART 3

**5** 1.6 You will hear an interview in which two young artists called Amaya Jones and Kyron McKenzie are talking about their work. For questions 2–4, choose the answer (A, B, C or D) which fits best according to what you hear.

1 What does Amaya say about the time she began producing sculptures?
- **A** She was under pressure to select an art form to focus on.
- **B** She was encouraged by a particularly moving experience.
- **C** She initially felt overwhelmed by the challenges she faced.
- **D** She found it was the most effective way to express her emotions.

2 Why did Kyron start painting after losing his sight?
- **A** He needed to find a new way to earn a living.
- **B** He saw it as an opportunity to become well known.
- **C** He wanted to try out some cutting-edge technology.
- **D** He hoped it would make him less pessimistic about his future.

3 What does Amaya feel about her most recent work?
- **A** She regrets that it is not groundbreaking.
- **B** She is relieved that she has finally completed it.
- **C** She wishes it was being exhibited in a different location.
- **D** She is concerned that people will find it disjointed.

4 What do Amaya and Kyron both say about art galleries' attitudes towards visually impaired people?
- **A** They have changed dramatically relatively recently.
- **B** Some of the excuses for past failings are far-fetched.
- **C** They have been improving more slowly than they ought to.
- **D** Some promises regarding better access are unconvincing.

**EXAM TIP**

You will hear each recording twice. Read the questions and the options carefully before the first recording begins. You will be given time to do this.

**6** In pairs, compare your answers. Then listen again and check.

**7** Who would you most like to interview for a podcast: Amaya or Kyron? Why?

# SPEAKING

## A PRESENTATION

**1** Work in small groups. Brainstorm the kinds of thing that can make an artwork exciting.

It does something completely new.

It uses really strong or unusual colours.

**ORACY**

### Engaging your audience in different ways

When making a presentation, you can use many strategies to engage an audience, like asking people questions, telling an interesting anecdote or presenting surprising facts. You can also use props. For example, if you are talking about a book, have it with you. Show people the book and maybe read out a few sentences. Tell people they can pick it up and have a look later if they want to.

**2** 1.7 Listen to two students, Dan and Mara, talking about paintings. Which student do you think engages the audience more successfully? How?

**3** Work in groups of four. Each person in the group presents a piece of art which they find exciting. Try to convince the others that your piece is the *most* exciting. When everyone has made presentations, try to agree on who was the most successful.



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# WRITING

## A REVIEW

**1** **In pairs, discuss the questions.**

1 When did you last read a review? What was it of?
2 How many different things can you think of that people read or write reviews of?
3 Have you ever reviewed anything online? If so, what was it?
4 Do you think it's a good idea to read reviews of exhibitions, films or TV programmes before seeing them? Why? / Why not?

**2** **Look at these sentences from different reviews. What do you think is being reviewed in each case?**

**a** It isn't for everyone, but I've only had it for three days and already can't do without it.

**b** Their early energy and originality is somehow missing here.

**c** They're so comfortable, I never want to take them off!

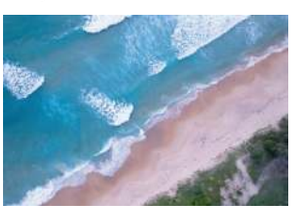
**d** Any weaknesses in the plot were made up for by a spectacular ending.

**e** Book as soon as you can for an unforgettable experience!

**3** **Which features (1–9) would you expect in shorter online reviews (e.g. of products) or longer reviews on websites or in magazines (e.g. of films, shows or books)? Some could appear in both types of review.**

1 very informal language _____
2 personal opinions _____
3 practical information _____
4 more neutral or formal language _____
5 complex sentences _____
6 a clear structure _____
7 a lot of exclamation marks _____
8 an attempt to engage the reader _____
9 a variety of language _____

**4** **In pairs, look at the pictures. Tell each other what you think of them.**




**5** **In pairs, discuss the questions.**

1 Do you like going to art exhibitions? Why? / Why not?
2 Are you interested in seeing artworks by people who aren't already famous? Why? / Why not?

**6** **Read the exam task. In pairs, discuss what the art show could consist of and where a show like this could be put on at your college.**

A student art show has just opened at your college. You have been asked to write a review of the show for the college website. You should include your opinions on the artwork on display, as well as the choice of venue, and say who you would recommend the show to.

Write your **review**.

**7** **Look again at the exam task in Exercise 6. Who do you have to write the review for? What three things are you asked to do in your review?**

**8** **Read the model answer, ignoring the underlining and *italics*. What does the writer like about the show? What do they dislike?**

### COLLEGE art show

I was [1] pleased to be invited to the opening evening of our college art show. I'm sure I wasn't the only student who had been looking forward to it for some time. The first thing that struck me on arrival was how much space there is for all the artworks. In my view, the college sports hall really is the perfect venue.

For me, the paintings are what really makes the show [2] good. I was, *sadly* / *frankly*, [3] surprised by what our fellow students have achieved, especially as some are still only in their first year here. There are also many other artworks deserving of visitors' attention, including some [4] beautiful sculptures by Jo Smith.

To my mind, *hopefully* / *unfortunately*, some of the video art is [5] boring and *surprisingly* / *interestingly* hackneyed. I realise it is unfair to expect to see groundbreaking work at every college exhibition, but as this is the first time that video art has appeared in an exhibition at this college, I had hoped to see something more gripping.

All in all, however, this is a fantastic show. Without a doubt, no one at the college should miss such a wonderful opportunity to see what the talented students in our art department have been working on. Students' families and friends are likely to love it, too!



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**9** **Has the writer covered all the points required? Complete the writing plan with the notes (a–d).**

**a** comment on the venue
**b** recommend the exhibition to students, their families and friends
**c** say which artworks I don't like
**d** say which artworks I like

Paragraph 1: Say what is going to be reviewed, _____
Paragraph 2: _____
Paragraph 3: _____
Paragraph 4: Sum up, _____

**10** **Read the model answer in Exercise 8 again and choose the correct adverbs of attitude in italics.**

**11** **Choose the correct adverbs of attitude.**

1 It is, *interestingly / sadly*, a work by a completely unknown painter that has won first prize in the National Competition this year.
2 *Hopefully / Frankly*, I'll see some more talented musicians at the next concert I attend.
3 The photographs entered for the local photography exhibition this year are *unfortunately / surprisingly* impressive.

**12** **Choose a phrase from the box to replace the underlined adjectives (1–5) in the model answer in Exercise 8. How do the phrases improve the model?**

| | |
|---|---|
| absolutely delighted | deadly dull |
| extremely impressed | hugely enjoyable |
| particularly stunning | |

**13** **Complete the sentences with phrases from Exercise 12.**

1 There are many gorgeous photographs of flowers in the book, but the ones of orchids are _____.
2 I was _____ when I read how much work the artist put into her paintings.
3 I'm surprised the audience didn't fall asleep – the concert was _____.
4 The performance poet looked _____ to receive such enthusiastic applause.
5 This book is _____ to read and I thoroughly recommend it to anyone who loves thrillers.

**14** **Complete each of the phrases which introduce personal opinions with one word. Use the model review in Exercise 8 to check your answers.**

1 For _____, the plot was too far-fetched.
2 _____ a doubt, this is the most harrowing film you'll see this year.
3 _____ my mind, some of the dialogue was rather disjointed.
4 _____ my view, this is a groundbreaking novel.

**15** **Watch the video and make a checklist for what to include when you do the exam task in Exercise 16.**




A review should:

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

## EXAM TRAINING WRITING PART 2

**EXAM TIP**

Always make a plan before you start writing. Write brief notes showing what you are going to include in each paragraph.

**16** **Read the exam task below and write your review in about 220 words.**

A photography exhibition has just opened in your local community centre. You have been asked to write a review of the show for your college website. Say what you think about the photographs in the exhibition and whether the community centre is a good venue or not for the show. What kind of people would enjoy this exhibition?

**17** **Read your review again and evaluate your work. Use these questions to help you.**

1 Does the review cover all the points asked for in the exam task?
2 Does the review include the features listed in Exercise 15?
3 Is there a good range of vocabulary and grammar?
4 Have you added phrases from Exercises 11–14?

**18** **Work in pairs. Read each other's reviews and give feedback. Use the questions in Exercise 17 to help you. Make a note of your partner's feedback and write a second draft of your review.**



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# ORACY

## GIVING A PRESENTATION

- using your voice effectively
- structuring what you want to say
- engaging your audience in different ways



**1** **In small groups, discuss the questions.**

1 Do you and your friends usually like the same music, books or art?
2 Is it important to you to be able to share the things you love with friends, or can you enjoy them alone?

**2** **Watch a student talking about presenting a piece of art that he loves and answer the questions.**




1 How does Zack use the recording?
2 Does he use stress, intonation and the volume of his voice well?
3 Why is he not completely happy with the structure of his presentation?

**3** **You are going to present a piece of art, music or literature that you love. Do these things to prepare.**

- Make notes on what you will need.
- Find a way to bring your subject to class (e.g. print a picture, find a recording of a song).
- Decide on three questions you are going to answer in your presentation (e.g. what, why, when, how ...?).
- Make notes on how you will answer the questions.
- Practise saying some key phrases that you will use, making sure you use effective stress and intonation.

**4** **Give your presentation. Then listen to your classmates' presentations. Give each other feedback using these questions.**

1 Did your classmates use their voices well?
2 Was the presentation well structured?
3 How did different presenters engage your attention?

## SELF-ASSESSMENT: UNIT 1

**How confident do you feel about:**

- using collocations for talking about leisure?
- choosing the best words to complete a text in Reading and Use of English Part 1?
- finding the information you need in Reading and Use of English Part 8?
- choosing the present simple or continuous for specific situations?
- using adjectives for describing the arts?
- answering questions about an interview in Listening Part 3?
- writing a review for Writing Part 2?
- giving an engaging presentation?



**What was your favourite part of Unit 1? Tell your partner.**

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