



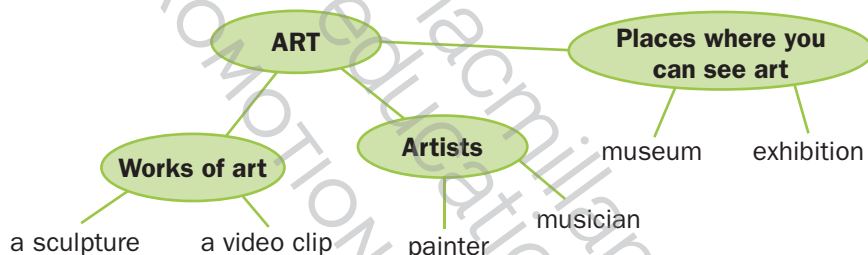
STUDENT'S BOOK

IN THE PICTURE Art

▶▶ Talk about different types of art

RECALL AND READ

1 Work in pairs. Add other words to the network. You have three minutes.



2 Work in pairs. Complete the definition below. Then compare your definition with the class and agree on a class definition. Write it on the board.

Art is ...

3 Read Natasha's essay about art. Is her definition of art the same as the one on the board? If not, what differences are there?

WORK WITH WORDS

4 a Underline ten words for different types of art in the essay. Match the pictures (1–10) to the correct words.

1 *sketch*

b ▶2.15 Listen and check. Then listen and repeat.

5 a Which works of art do you think have the picture captions below? Write the correct works of art from Exercise 4a.

- a A beautiful picture of a river under a cloudy sky
- b It's an amazing achievement not to move for hours.
- c The face in the painting is as realistic as a photo.
- d This is a great way to beautify the walls inside a building.
- e A creative use of an everyday item
- f A perfect image, created with just a few lines

b Write your own captions for the other works of art in the pictures.



WHAT IS ART AND WHERE DO WE FIND IT?

Is art a Monet landscape of the countryside or an installation of a functional object such as a toilet? Is it a portrait of a well-known person in a museum or a collage of old magazine pictures? Is it a seventeenth-century still life of fruit or flowers or the black and white sketch I made in my exercise book at school?

What about 3-D pavement art on the street, a mural in an underground tunnel or graffiti on a wall? And performance art created with the artist's own body?

What if I put an unmade bed in an art gallery – is that art? If I can wear it, is it art? If I can live in it, is it art?

My answer is that art can be anything and anywhere. Anything that is made or performed with imagination and shared with others is art.



EXTEND

6 Write sentences about the materials the artists have used in some of the pictures. Use the words in the box and a dictionary if necessary. Then add materials to your art network.

canvas chalk ink paint paper plaster spray paint

In picture 5, the artist has used paint on canvas.

7 **THE MOVING PICTURE** Watch the video. What sort of art do the students like?

SPEAK

- 8 a **Work in pairs. Student A: look at picture 9 and picture 5. Compare and contrast them. Say how you think the people in the pictures felt.**
- b **Student B: look at picture 4 and picture 8. Compare and contrast them. Say which one you like best and why.**

PHRASE BYTES

- In the ... , you can see ... whereas in ...
- At the top/bottom ...
- On the left/right ...
- In the foreground/background ...
- The image/performance/style is ...

GO BEYOND

Do the Words & Beyond exercise on page 134.

Transfer information to a different text

SPEAK AND READ

A short history of wall art

1 Look at the wall art on this page. Where and when do you think it was created?

2 a **2.16** Read the article and check your answers from Exercise 1.

b Choose from sentences a–e below the one which fits each gap (1–4). There's one extra sentence.

- a It represented the history of his country.
- b There was also computer-generated art.
- c Most of them are many thousands of years old.
- d It is therefore an art form which divides opinions.
- e It also gives them a long-lasting surface.

3 a Read the tips in the **HOW TO** box.

Early self-expression

Making your personal mark on a wall with spray paint is nothing new. Thirty-seven thousand years ago one of our earliest ancestors left his signature on the walls of Chauvet Cave in France. Holding his hand on the rock, he put a type of red paint in his mouth and spat around it to leave a perfect handprint. Early man later painted scenes of animals and hunters on rock using chalk and charcoal. (1) Experts believe that some of the one million 'rock art' sites in Africa could date back as far as 50,000 years.

A new technique

In the 16th and 17th centuries in India, many palaces, temples and mosques were decorated with beautiful frescoes. A fresco is a mural which is painted on walls and ceilings onto fresh wet plaster. Painting onto wet plaster means that the paint dries into the material, giving the colours a special brightness. (2) 'Fresco' is actually the Italian word for 'fresh' and in Europe some of the most famous frescoes are found in Italy (for example, on the ceiling of the Sistine Chapel in Rome).



HOW TO

transfer information to a different text

- Identify the purpose of the new text, who the readers are and which information is important.
- Decide if the text should be notes or full sentences.
- Decide if the style is formal or informal. (See page 40.)
- Use your own words. Give sources if you quote or copy information.

Wall art as politics

Mexico is famous for its bright murals, full of people and life. Between 1920 and 1940, after a long civil war, public buildings were decorated with huge murals to celebrate the birth of a new, more equal society. Artists painted giant scenes in which everyday people worked in the fields, fought for their country or celebrated together – such as this 20th century mural by Amado de la Cueva. (3) The 'muralists' strongly believed that art could educate people and change society.



An art form with many faces

In the 21st century, wall art is a feature of many cities and much of it has a social or political message. While some is commissioned by companies or public offices as advertising or to improve ugly urban spaces, much is illegal graffiti on other people's property. (4) In some cities, graffiti is a way for gangs to mark their territory. But for many graffiti artists, graffiti art is simply about spray painting their own name on an empty wall. Wall art is right back where it started.



b You're going to put the art photos on your blog. Use information from the article and write captions.

4 Which tips in the **HOW TO** box did you use for help with Exercise 3b? Tick (✓) them.

REACT

5 Work in pairs. Answer the questions.

- 1 What examples of wall art have you seen?
- 2 Is graffiti art or a crime? Give reasons for your opinion.

GO BEYOND

Add new words to your art network on page 50.

READ

1 Look at the photo at the bottom of the page and read the description. What is important when looking at this type of art?

Pavement artists create amazing 3-D pictures using chalk or paint. They plan how to do this before starting the picture. But how do they actually do it? Well, firstly, the technique isn't new: artists used it in the 15th century when painting church ceilings. Secondly, 3-D artwork is actually 2-D, but looking at the picture from the correct angle gives the 3-D effect. From the wrong angle the picture looks flat and out of shape. Having a real person in the picture is important too. Artist Julian Beever loves being in his own pictures. In this pavement art photo, he's sitting in the picture fishing.

STUDY

2 Complete the examples from Exercise 1.

-ing forms (1): gerunds

Use: As a noun.

Form:

Gerunds can be:

– the object of a sentence:

Julian Beever loves _____ in his own pictures.

– the subject of a sentence:

_____ at the picture from the correct angle gives the 3-D effect.

See GRAMMAR DATABASE, page 124.

3 Complete the explanations with more examples from Exercise 1. Then underline the main clause and circle the *-ing* form.

-ing forms (2): present participles

Use: As a verb to connect two clauses in a sentence.

Form:

Use a present participle if:

– two things happen at the same time *and*

– the main clause and participle have the same subject.

main clause with
main verb

participle clause with
present participle

Artists create pictures using chalk and paint.

(= Artists create pictures and they use chalk and paint.)

Present participles are common after *when, while, before* and *after*:

See GRAMMAR DATABASE, page 124.

PRACTISE

4 a Complete the sentences with the correct gerund from the box.

doing going listening
making playing watching

- _____ to museums is fun.
- _____ 3-D films in the cinema makes me dizzy.
- _____ a piece of art is very satisfying.
- _____ video games is a waste of time.
- _____ to live music is very different to listening to recorded music.
- _____ graphic art on the computer is more interesting than painting or drawing.

b Make the sentences in Exercise 4a true for you. Tell your partner. Does he/she agree?

I think going to museums is boring.

Really? I think going to museums is fascinating.

5 a Write about this famous picture in the National Gallery in London. Use a main verb and a participle clause.

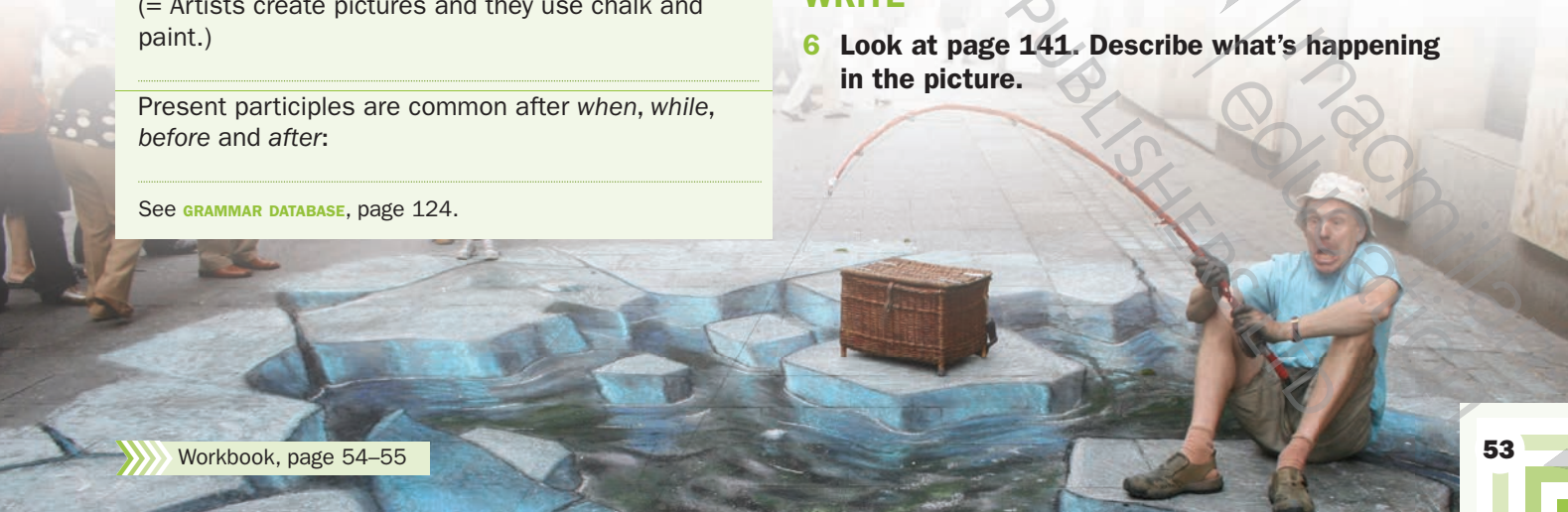


- Two men / stand / look / at the artist.
Two men are standing looking at the artist.
- Between the two men / be / a shelf / contain / different objects.
- The man on the left / lean / on a shelf / hold / something in his right hand.
- A long flat object / lie / on the floor / fill / the bottom part of the picture.
- Every year, thousands of visitors / stand / in front of the picture / try / to work out what the object is.

b Can you see the object? Look at the picture from the right, from the side. If you can't see it, look at page 142.

WRITE

6 Look at page 141. Describe what's happening in the picture.



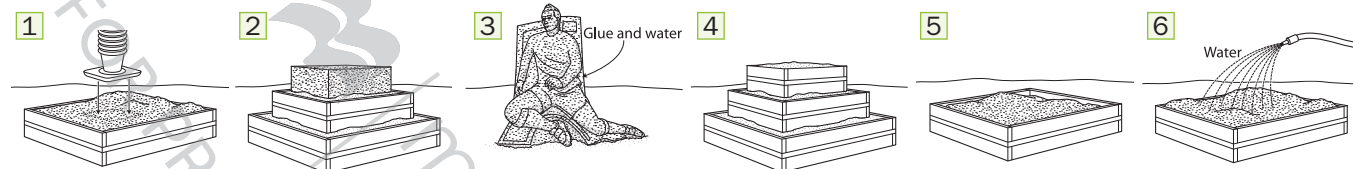
LISTENING AND VOCABULARY Sand sculptures

Recognise general statements and exceptions

SPEAK AND LISTEN

1 Look at the photos. How do you think sand sculptures are made?

2 ▶2.17 Listen to an interview with sand sculptor Tim Handford. Put the drawings in order and check your answer from Exercise 1.



3 a Read the tips in the **HOW TO** box.

b ▶2.18 Listen to part of the interview again. For each sentence, write which part is a general statement (G) and which part is an exception (E).

- By and large, it lasts a month or two unless there's heavy rain.
- On the whole, it's really hard work except when a technical team compacts the sand before we arrive – then it's easier.
- With the exception of a few really talented artists, most people need to apply their art to some sort of practical use.

4 Underline the words in the **HOW TO** box which helped you to do Exercise 3b.

REACT

5 What do you think of Tim's advice to young artists? Should art be both beautiful and functional? Why?/Why not?

WORK WITH WORDS

6 Choose the correct definitions for the adjectives.

- I started doing quite elaborate sculptures on the beaches in Spain.
A expensive B complicated C soft
- My main job at the moment is a bit quirky, a bit different.
A unusual B useless C silly
- Wow, that's very impressive.
A stupid B boring C skilful

7 Read the adjectives and their definitions (1–9). Work in pairs. Which adjectives could describe the things (a–e) in the box?

- unique (very special, unusual or good)
- dramatic (with an exciting appearance or effect)
- average (of usual or ordinary standard)
- controversial (makes people disagree)
- powerful (strong and very effective)
- dull (boring)
- subtle (not obvious or direct)
- moving (makes you feel strong emotions)
- stunning (surprising and beautiful)

- a sad film about a young boy
- a work of art made from a plastic bag
- a fighting scene in a play
- a beautiful watercolour in soft colours
- a still life of a dead bird and some grapes

SPEAK

8 Give your opinion about the works of art on pages 50–51.

HOW TO

recognise general statements and exceptions

General statements say something is true in most situations, but there may be exceptions.

■ General statements: listen for the phrases *As a rule*, *By and large*, *Generally*, *In general*, *On the whole ...*, *Most people ...*

■ Exceptions: listen for *except for*, *except when*, *unless*, *apart from (when)*, *with the exception of*.



GO BEYOND

Do the Words & Beyond exercise on page 134.

Ask questions and confirm ideas using question tags

READ AND LISTEN

1 **2.19** Read and listen to the comic. What's the joke?



It could be about energy waste, couldn't it?



Excuse me, you couldn't tell me what the title of this is, could you? And you don't know who the artist is, do you?



STUDY

2 Choose the correct options to complete the explanations. Use Exercise 1 to help you.

Question tags

Use: At the end of sentences to make questions.

Form:

auxiliary verb + subject

It could be about energy waste, couldn't it?

Use a positive question tag (*could you?*) with a **positive** / **negative** sentence.

Use a negative question tag (*isn't it?*) with a **positive** / **negative** sentence.

If the sentence doesn't have an auxiliary verb:

- Use *do/does* for the present simple.
- Use *did* for the past simple.

See GRAMMAR DATABASE, page 124.

3 **2.19** **PRONOUNCE** Listen again to the conversation in Exercise 1. Mark the question tags where the voice goes up (↗) and the question tags where the voice goes down (↘). Then complete the explanations with the correct symbols.

- 1 If the voice goes _____, the person wants information or help and is asking a real question.
- 2 If the voice goes _____, the person is asking the other person to agree or confirm an opinion.

PRACTISE

4 Match the sentences to the correct question tags.

- | | |
|--|--------------|
| 1 That's a very dull picture, | a is it? |
| 2 You couldn't lend me that book, | b do you? |
| 3 He painted that himself, | c won't you? |
| 4 It isn't a very good day for the sand sculpture competition, | d could you? |
| 5 You'll send me the link for these photos, | e didn't he? |
| 6 You don't know how much that painting costs, | f isn't it? |

5 a **2.20** Complete the conversations with the correct question tags. Then listen and check.

Pippa: You're going to the photo exhibition, (1) _____?

Hong: Yes, I am. My mum got tickets. It looks really interesting, (2) _____?

Pippa: Yes, it does. You don't know how much the tickets cost, (3) _____?

Akim: You know we're painting that mural on Saturday, (4) _____? Well, you couldn't help us, (5) _____?

Jade: No, sorry. I told you it's my dad's birthday on Saturday, (6) _____?

b Work in pairs. Read the conversations with the correct pronunciation of the question tags.

SPEAK

6 a Work in pairs. Write five things that you think you know about your partner.

- something your partner can do
- something your partner is like (*cheerful, generous*, etc)
- something your partner often does
- something your partner did yesterday
- something your partner didn't do yesterday

b Tell your partner your ideas using question tags. Make sure your voice goes down. Your partner confirms or rejects your ideas.

You can't sing very well, can you?

No, I can't. / Well, actually I can.

LANGUAGE & BEYOND

HOW OPEN ARE YOU TO OTHER CULTURES?

- 1 Have you ever listened to music in a foreign language (not English)?
- 2 Have you eaten food from different countries?
- 3 Have you watched a film or a TV show in another language?
- 4 Have you ever 'travelled' on the internet and found out about another country?
- 5 Do you watch programmes on TV about other cultures or countries?

Value the art and culture of different societies

SPEAK AND READ

1 Explain what the postcard on the right means in your own words.

2  2.21 Read and listen to the conversation and answer the questions.

- 1 What's Lulu so excited about?
- 2 Why didn't she do this before?
- 3 What changed her mind?

Ella: Hi Lulu. What are you watching?

Lulu: It's a Bollywood film.

Ella: A 'bolly' what?

Lulu: Bollywood. The place where they make Indian films used to be called 'Bombay' in English, so people called the place 'Bollywood'.

Ella: Oh, like Hollywood, OK, I get it. But why are you watching it? It's not even in English, is it?

Lulu: Well, it has English subtitles. ... You know my aunt came over yesterday evening? Well, she had this Bollywood film and she wanted me to watch it with her. As a rule I don't like foreign films with subtitles and I knew there was singing and dancing – and I generally hate musicals ... but I didn't want to be rude so I watched it and ...

Ella: ... you liked it, didn't you?

Lulu: Yes, it was so good I have to watch it again. Come on, it's only just started.

Ella: Ah, no, I hate films with subtitles ... and musicals ...

DO

3 Work in pairs. Ask and answer the questionnaire above, giving reasons or more details for your answers.

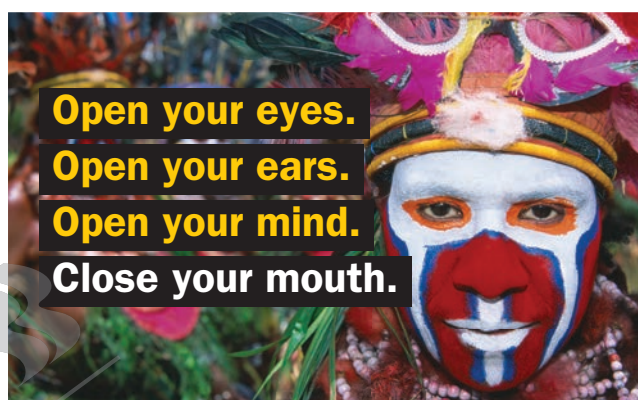
REFLECT

4 Discuss the questions with your class. Do you agree with the **REFLECTION POINT**?

- 1 How often do you have contact with other cultures? When?
- 2 What positive experiences have you had when meeting people from other cultures or visiting other countries?
- 3 Why do we sometimes hesitate to try something new or 'foreign'?

EXTEND

5 Work in pairs. Role-play a situation in which a visitor comes to your home and is not keen to try your food, listen to your music or watch your TV programmes. How can you convince him/her?



REFLECTION POINT

We all belong to a certain culture and it's a big part of our identity. It's normal to want to stay in the 'comfort zone' of your own culture and be a little afraid of unfamiliar things. But if you don't open your mind to other cultures, you'll miss some fantastic experiences.

SPEAKING So do I

Agree or disagree with an opinion

SPEAK

1 **Work in pairs. Look at the things in the box and answer the questions.**

art books clothes film music

- 1 What tastes do you have in common with members of your family or friends?
- 2 What differences are there in the things you like?

WATCH OR LISTEN

2 **Watch or listen to the scene. What things do Ava and Sasha agree on? What do they disagree on?**



Ava: Listen to this! I think it's one of the best songs I've heard for a long time. The lyrics are really moving.

Sasha: OK, let me listen ... um ... um ... um ... wow, I totally (1) I just love her voice.

Ava: So (2) I. It makes me cry every time I hear it. ... I don't like that new song by The Roberts, though, do you? As far as I'm concerned, it's totally overrated.

Sasha: I think (3) too. I don't understand why it's so popular.

Ava: (4) do I. It's not very original, is it? ... Talking about original ... that book that you lent me ...

Sasha: Yeah, I know. Isn't it great? The characters are so realistic, aren't they?

Ava: Well, (5), I thought they were pretty average. To be (6), I didn't like the book that much. I'm not into science fiction.

Sasha: Neither (7) I, but I liked this book.

Ava: Look, I'm sorry. Let's just agree to disagree this once. OK?

3 **Look at the conversation again and underline all the opinions.**

4 a **Watch or listen again and complete the phrases (1-7) in Exercise 2.**

b **Listen and repeat the phrases, paying attention to stress and intonation.**

ACT

5 a **Work in pairs. Think of a song and a film which are popular at the moment. Act out a conversation in which you give your opinion and your partner agrees or disagrees.**

b **Choose one of the following topics (or your own topic) and practise another conversation where you give opinions, agree and disagree.**

bungee jumping CCTV cameras heavy metal music
sushi voting at 16

PHRASEBOOK 2.24

Giving an opinion

I think/believe (that) ...
As far as I'm concerned ...
Isn't it great/awful ... ?

Agreeing

I think so too.
So do I. / So am I.
Neither do I. / Neither am I.
I totally agree.

Disagreeing

Well, actually ...
To be honest ...
I'm afraid I don't agree.

WRITING I recommend it

Use linking words

SPEAK AND READ

1 Have you ever been to a music festival or concert?

YES: What singers or bands did you see?
What was the best thing about it?
NO: Would you like to go to a music festival or concert? Why?/Why not?

2 Read Mark's review of a cultural event. Where did he go and what were the highlights for him?



Last summer, my dad and I went to Roskilde Festival in Denmark. Roskilde Festival isn't only one of the biggest music festivals in Europe, attracting nearly 100,000 fans, but it also donates all its profits to charity.

Bruce Springsteen was the main act (my dad was there because of him). There were also 200 other music acts from around the world. However, the festival wasn't just about music. There were food events, video competitions and art installations too – including a huge sculpture made from (used!) chewing gum.

Although Springsteen gave a powerful performance, for me rap band The Roots and Brazilian singer Criolo were the most impressive acts. The organisation was amazing and as a result, the festival was a peaceful event on the whole. Despite the mud (that's part of music festivals, isn't it?) life on the campsite was great.

I can thoroughly recommend going to Roskilde Festival. It'll open your mind to all kinds of new music and you'll meet new people.

STUDY

3 Look at Mark's review again. Write the descriptions next to the correct paragraphs.

- What you liked or couldn't stand
- A good experience or a big mistake?
- What happened, who took part
- Basic facts: what, when, where

- 1 Introduction:
- 2 More detailed description:
- 3 Your impressions and opinions:
- 4 Your recommendation:

4 a Read the tips in the **HOW TO** box.

HOW TO

use linking words

Use these linking words to join sentences and ideas together.

- To add ideas, use *and*, *also*, *too* or *not only ... but also*.
- To contrast ideas, use *despite*, *but*, *however*, *although* or *even though*.
- To express a cause, use *because*, *because of* or *as*.
- To express a result, use *so*, *as a result* or *therefore*.

b Find eight linking words from the **HOW TO** box in the review. Where do they come in a sentence (beginning, middle or end)?

c Work in pairs. Write example sentences for the other words in the **HOW TO** box. Make sure you put the linking words in the correct place. Use a dictionary if necessary.

Get it right

although + subject + verb: *Although Springsteen gave a powerful performance, ...*
despite + noun: *Despite the mud, ...*

PRACTISE

5 Join the ideas with a correct linking word from the **HOW TO** box.

- 1 I love rap music, the lyrics are sometimes really rude about women.
- 2 the rain, we really enjoyed the festival.
- 3 The tickets are cheap and the venue is popular with students.
- 4 my friend was going, I decided to go to the concert.
- 5 The band was excellent, they only played for half an hour.
- 6 We really enjoyed the performance, we're going to download their songs.

PLAN, WRITE AND CHECK

6 a You're going to write a review of a cultural event you've been to. It can be a festival, an exhibition, a theatre play, a circus or a carnival – or something else. Use the plan in Exercise 3 and make notes.

b Write your review. Remember to include linking words.

SHARE AND REVIEW

7 Swap your review with a partner. Read your partner's writing and review it.

UNIT REVIEW

VOCABULARY Art

1 Complete the sentences with the correct art from the box.

- collage graffiti
- installation landscape
- mural pavement art
- performance art portrait
- sketch still life



- 1 A(n) _____ of old trainers with video.
- 2 A classic countryside _____ of the local area.
- 3 Original _____ with music by the artists.
- 4 An interesting _____ of pictures of dead spiders.
- 5 A large piece of 3-D _____ in chalk.
- 6 A head and shoulders _____ of the Head.
- 7 A black and white _____ in ink of the artist's girlfriend.
- 8 A small _____ of a fruit bowl.
- 9 A large _____ on the school wall by 8b.
- 10 A piece of _____ art with the artist's name.

____ /10

Words to describe art

2 Complete the judge's comments about the works of art in Exercise 1 with the correct adjectives.

- Clever use of original, (1) qu _____ objects.
- (2) Su _____ colours and beautiful brushwork.
- (3) Im _____ costumes and (4) dr _____ movements.
- (5) Co _____ use of wildlife but interesting effect.
- An (6) el _____ and detailed piece of art.
- A realistic image of a (7) un _____ subject.
- A (8) mo _____ picture painted with love.
- A good solid painting that makes a (9) du _____ subject look interesting.
- (10) St _____ wall art. Well done!
- (11) Av _____ use of imagination but (12) po _____ colours.

____ /12

GRAMMAR -ing forms

3 Complete the interview with Kyle, the winner of the competition. Use the correct form of the words in the box.

- ask collect get lie make put think

home | competition | winners | forum



Us: How did you get the idea?
Kyle: Well, I was sitting in the changing room (1) _____ changed after sports class. All the trainers (2) _____ round on the floor looked really artistic. (3) _____ about it, I realised this could be a really cool installation.
Us: Did it take a long time?
Kyle: (4) _____ enough old trainers was the hard part. I put up a notice in school (5) _____ people to donate their old ones. (6) _____ them together and (7) _____ the installation didn't actually take very long.

____ /14

Question tags

4 Complete the comments overheard at the exhibition with question tags.

- 1 Those white trainers are yours, _____ ?
- 2 Nobody wears those trainers now, _____ ?
- 3 You can't explain that to me, _____ ?
- 4 It's a comment on consumerism, _____ ?
- 5 Kyle has got a great imagination, _____ ?
- 6 You gave Kyle that idea, _____ ?
- 7 My shoelace is broken. You don't think I could take one, _____ ?

____ /14

Your score: ____ /50

SKILLS CHECK

- ✓✓✓ Yes, I can. No problem!
- ✓✓ Yes, I can. But I need a bit of help.
- ✓ Yes, I can. But I need a lot of help.

- I can transfer information to a different text. _____
- I can recognise general statements and exceptions when I listen. _____
- I can value the art and culture of different societies. _____
- I can agree or disagree with an opinion. _____
- I can use linking words. _____