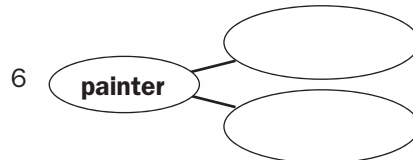
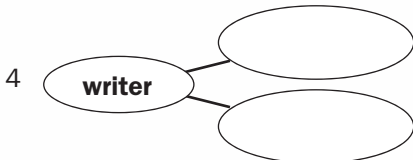
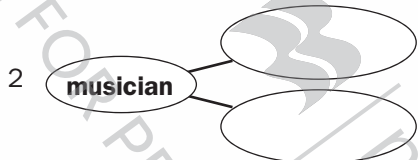
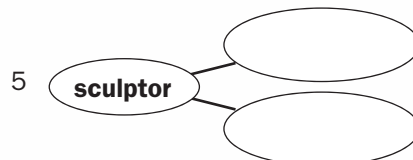
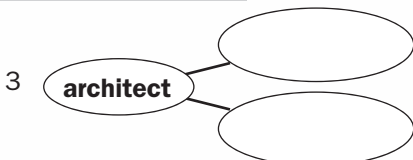
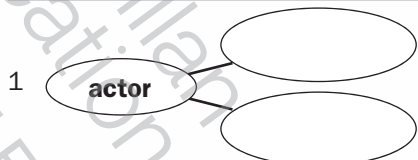




# WORKBOOK

### 1 Complete the networks with the words in the box.

bridge brush canvas instrument novel orchestra  
poem skyscraper stage stone theatre wood



### 2 Match the types of art (1-10) to the descriptions (a-j).

- |                     |  |
|---------------------|--|
| 1 portrait          | a a message or image sprayed onto a wall                           |
| 2 landscape         | b a painting of natural objects such as a bowl of fruit or flowers |
| 3 performance art   | c a functional object put in a gallery or museum                   |
| 4 still life        | d a quick drawing  |
| 5 mural             | e different materials or photos put together                       |
| 6 sketch            | f a drawing done on the ground                                     |
| 7 pavement art      | g a painting painted directly onto a wall                          |
| 8 collage           | h a picture of a person  |
| 9 graffiti          | i art created using the artist's body                              |
| 10 installation art | j a picture of the countryside                                     |

### 3 Complete the sentences with seven of the words from Exercise 2.

1 I had to sit still for ages while my \_\_\_\_\_ was painted.

5 \_\_\_\_\_ looks wonderful, but if people walk over it or it rains, it's destroyed.

2 It's called \_\_\_\_\_ art but, to me, it's just a real telephone on an empty desk.

6 Ah! Clouds and sea! What a fine \_\_\_\_\_ painting that is.

3 What I like about that \_\_\_\_\_ is that the apples look real enough to eat.

7 Can an artist sleeping in a glass box in a gallery really be called \_\_\_\_\_ art?

4 We had five minutes to use our pencil to make a \_\_\_\_\_ of what we saw.

### 4 Choose the correct option to complete the sentences.

- The original sculpture is in the British Museum. This is a(n) **ink** / **plaster** copy.
- It's amazing how lifelike she makes it just with ink and **collage** / **paper**.
- It's all done with the same sort of **chalk** / **canvas** our teachers use to write on the board.
- Most graffiti is done with **oil** / **spray** paint.



READING

Transfer information to a different text

1 Complete the tips with the words in the box.

REMEMBER HOW TO ...

- transfer information to a different text
- formal information purpose  
quote sentences sources
- Identify the (1) \_\_\_\_\_ of the new text, who the readers are and which (2) \_\_\_\_\_ is important.
  - Decide if the text should be notes or full (3) \_\_\_\_\_.
  - Decide if the style is (4) \_\_\_\_\_ or informal.
  - Use your own words. Give (5) \_\_\_\_\_ if you (6) \_\_\_\_\_ or copy information.

2 Read the text and choose where it's from.

- a a news report      c an advertisement  
b a guidebook      d a novel

FLORENCE: TOP TEN HIGHLIGHTS?

Walking around Florence, you will eventually end up in the main square, the Piazza della Signoria, and there you will find a copy of one of the most famous statues in the world – Michelangelo's



Michelangelo's David

David (which was created from a huge old piece of marble that the artist worked on for over two years before finally finishing it in 1504). (1) It had been commissioned by the Florentine authorities to be put as one of a series of statues on the roof of the cathedral, but instead because it was too big and heavy to be lifted there, it was placed in the square with David's eyes looking towards Rome. The message was simple: Florence, like David, was surrounded by giant powerful cities, but would be strong and win, if it came under attack.

3 Decide which of the following is the missing sentence that goes at (1) in the Exercise 2 text.

- a He had been ill as a child, which shows you how hard he tried.
- b I couldn't have done that – could you?
- c The original, which stands over five metres tall, is now in the nearby Accademia Gallery.

4 Tick (✓) which piece of information, a or b, is suitable for adding to the text *Florence: Top Ten Highlights*.

- 1 a Wow! The size of that statue is unbelievable!
- b In fact, just to get it to the square from the artist's studio was a huge task.
- 2 a The guide said it was some sort of a political statement, but I don't understand how.
- b Perhaps this was a warning or political message to potential enemies.
- 3 a However, *David* is not the only statue in the square.
- b It's raining here at the moment.
- 4 a Public art – art that can be seen in public outside spaces – has several purposes.
- b It's been here for over 500 years, she said.
- 5 a Such art may help people to remember a great person or event, or celebrate a place.
- b But the street performers are cheering us up.

5 The five sentences you didn't choose in Exercise 4 are comments on a tourist's social networking site. Write the sentences below in a logical order.

- 1 *It's raining here at the moment.* 13:05
- 2 \_\_\_\_\_ 13:06
- 3 \_\_\_\_\_ 13:10
- 4 \_\_\_\_\_ 13:11
- 5 \_\_\_\_\_ 13:12

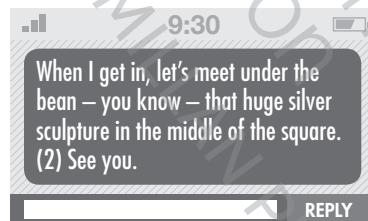
6 Which sentence(s) in Exercise 5 do(es) not transfer information from the text in Exercise 2?

7 Put the sentences (a–c) in the right place in the texts (1–3).

Text 1

*Ladies and gentlemen, welcome to the Ruskin lecture. The great man once said that the most beautiful things in life are the most useless. (1) In fact, it's the most useful thing we have to help us make sense of our odd world.*

Text 2



Text 3

David – Michelangelo  
– Florence – 1504 –  
(3) – copy in square

- a I'll text you when the train arrives, OK?
- b I am here today to argue that art is not about beauty.
- c original in Accademia

GO BEYOND

Take a photo of a piece of street art near where you live or find one in your nearest city on the internet. Describe it and say what you think about it.

# GRAMMAR 1 *-ing* forms

## Use gerunds and participle clauses

### 1 Complete the grammar table with the words in the box.

clauses main noun object subject (x2) time verb

<b>Gerunds</b>
Use: As a (1) _____ .
Form: Gerunds can be either the (2) _____ or the (3) _____ of a sentence.
<b>Present participles</b>
Use: As a (4) _____ to connect two (5) _____ in a sentence.
Form: Use a present participle if: <ul style="list-style-type: none"> <li>■ two things happen at the same (6) _____ .</li> <li>■ the (7) _____ clause and participle have the same (8) _____ .</li> </ul>

### 2 Decide if the *-ing* form in these sentences is a noun (N) or a verb (V).

- Francisco de Pajaro likes making art from rubbish. \_\_\_\_\_
- Finding some rubbish on the street, he thinks about what he could make from it. \_\_\_\_\_
- He puts the bits of rubbish together using tape and paints it. \_\_\_\_\_
- Some of his works take human forms, looking like famous people. \_\_\_\_\_
- While he works, people often gather around wondering who he is. \_\_\_\_\_
- Having his art in the street means more people see it than if it was in a gallery. \_\_\_\_\_



### 3 Choose the correct options to complete the sentences.

- Always wash your brushes after *paint* / *painting* so they *are* / *being* ready for the next time.
- When *thinking* / *think* about what to draw, I *going* / *go* for a walk in the park.
- Before *take* / *taking* a photograph, I *look* / *looking* at the object from different angles.
- After *finish* / *finishing* a painting, I *putting* / *put* my signature on the canvas.
- I usually *listen* / *listening* to music while *painting* / *paint*.
- Picasso said he *being* / *was* only able to paint like a child after *study* / *studying* art for years.

4 » Rearrange the words to make statements from some famous artists.

Clue: Start each sentence with the word in bold.

1 only / alive / I / when / **The** / painting / time / feel / is / . (Vincent van Gogh)

*The only time I feel alive is when painting.*

2 home / is / **Art** / only way / leaving / run away / to / without / the / . (Twyla Tharp)

3 paint / I dream of / my dream / then / and / painting / I / . (Vincent van Gogh)

4 but very difficult / don't know how, / **Painting** / when you do / is / when / you / easy / . (Edgar Degas)

5 making / think / **Don't** / about / art, just / it done / get / . (Andy Warhol)

6 poetry / is seen / that / **Painting** / is / than / rather / felt / . (Leonardo da Vinci)

7 thing / **Making** your unknown known / is / most important / the / . (Georgia O'Keeffe)



5 » Complete the sentences with a word or phrase from the box and the correct form of the verbs in brackets.

a helpful older sister a work of art homework  
in public the news ~~this movie~~ to concerts

- 1 (Make) *Making this movie* was a really fun experience.
- 2 (Have) \_\_\_\_\_ means I'm a very lucky person.
- 3 (Do) \_\_\_\_\_ on your own isn't much fun.
- 4 (Create) \_\_\_\_\_ takes time and patience.
- 5 (Get) \_\_\_\_\_ isn't easy as I live in a mountain village.
- 6 (Speak) \_\_\_\_\_ used to frighten me when I was younger.
- 7 (Watch) \_\_\_\_\_ every day keeps me up to date with what's happening.

6 » Complete the conversation using the correct form of the verbs in brackets. Use the present simple, past simple or the -ing form.

**Katrin:** What do you think of my sculpture? I (1) \_\_\_\_\_ (make) it  
(2) \_\_\_\_\_ (use) stuff I (3) \_\_\_\_\_ (found) in the street. I  
(4) \_\_\_\_\_ (love) (5) \_\_\_\_\_ (look) around for things that  
have been thrown away, (6) \_\_\_\_\_ (make) them 'live' again.

**Osil:** OK, so what's it supposed to be?

**Katrin:** An old woman (7) \_\_\_\_\_ (sit) in a doorway (8) \_\_\_\_\_ (hold)  
a doll.

# LISTENING

## Recognise general statements and exceptions

1 Complete the phrases with the words in the box. (Don't worry about the lines on the right yet.)

apart   except   exception   general   large   most   rule   whole

- 1 With the ..... of a few people, E
- 2 In ....., .....
- 3 ..... people think that ... .....
- 4 As a ....., .....
- 5 ..... from ... .....
- 6 By and ....., .....
- 7 ..... for ... .....
- 8 On the ....., .....

### REMEMBER HOW TO ...

recognise general statements and exceptions

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

2 Look back at the phrases in Exercise 1. Decide if they are for general statements (G) or for exceptions (E). The first one has been done for you.

3 Match the types of art (a-d) to the photos (1-4).



- |                    |                   |
|--------------------|-------------------|
| a graffiti         | c trash art       |
| b installation art | d performance art |

4 Listen and write the type of art from Exercise 3 that each speaker is talking about.

- Speaker 1 .....
- Speaker 2 .....
- Speaker 3 .....
- Speaker 4 .....

5 Listen again. Match these general statements to the speakers. Write **Speaker 1, etc.**

- 1 They like what I do. ....
- 2 They sat on the usual thing there. ....
- 3 It's wrong to commit a crime. ....
- 4 I usually play Bach. ....

6 Listen again. Which speaker doesn't speak about an exception?

Speaker .....

7 Listen to four speakers talking about their visit to an art gallery. What does each speaker say is an exception? Match the speakers (1-4) to the statements (a-d).

- |                 |                                    |
|-----------------|------------------------------------|
| Speaker 1 ..... | a There was nowhere to buy things. |
| Speaker 2 ..... | b A particular artist's good work. |
| Speaker 3 ..... | c Art which has a clear meaning.   |
| Speaker 4 ..... | d A particular painter's bad work. |

VOCABULARY 2

Words to describe art

1 Match 1–12 to a–l to make adjectives.

- |         |              |
|---------|--------------|
| 1 con   | a pressive   |
| 2 aver  | b ful        |
| 3 im    | c ing        |
| 4 power | d que        |
| 5 sub   | e orate      |
| 6 dram  | f ning       |
| 7 mov   | g tle        |
| 8 elab  | h troversial |
| 9 uni   | i age        |
| 10 stun | j atic       |
| 11 quir | k ll         |
| 12 du   | l ky         |

2 Choose the best options to complete the conversation.

**Bob:** I thought the costumes were absolutely (1) *stunning* / *dull*. The designer should get an award – a prize or something.

**Mark:** Yes, but it was the voices – how (2) *elaborate* / *powerful* and strong they were – that I really loved.

**Bob:** Certainly, considering they didn't use microphones. It's a bit (3) *average* / *controversial* that, isn't it? Should you use microphones in a live opera performance in the theatre or not?

**Mark:** Well, they didn't, and the sound was (4) *subtle* / *impressive*. I heard every note.

**Bob:** What I find amazing is that – not just in opera, but generally (it's true for pop and rock as well) – you can tell who's singing. Everyone has a(n) (5) *unique* / *average* voice.

**Mark:** Quite true. There are (6) *dull* / *subtle* ways you use your voice that make it distinctively\* yours.

**Glossary**

\**distinctively* = clearly

3 Complete the sentences with the words in the box.

average dramatic dull  
elaborate moving quirky

- It was so boring; I fell asleep after twenty minutes. How \_\_\_\_\_ that was!
- It made me cry. It was so \_\_\_\_\_ when she sang the last song and died.
- The \_\_\_\_\_ costumes, with all that detail, must have taken ages to make.
- Wasn't it \_\_\_\_\_ when he arrived suddenly from out of the sky?
- I didn't think much of it really. I'd give it two stars – just a(n) \_\_\_\_\_ film.
- Burt Timon's films are always \_\_\_\_\_ – there's something a bit strange and different about them.

WORDS & BEYOND

4 Find nine words in the word search and use them to complete the sentences below.

C	H	A	R	C	O	A	L	P	X
M	S	V	U	E	B	J	X	S	G
D	U	W	L	K	L	A	H	C	L
R	W	G	E	G	R	A	L	Q	T
P	N	E	Z	B	O	W	M	U	H
A	E	P	M	C	W	H	E	U	W
X	C	F	S	L	K	O	Q	D	D
S	N	E	I	Y	S	L	L	F	G
Q	R	U	J	L	R	E	A	V	Z
F	E	N	O	Z	Z	X	A	Z	N

- On the w \_\_\_\_\_, I agree with you.
- I do my pavement art with many colours of c \_\_\_\_\_.
- One type of wall art is a f \_\_\_\_\_.
- I did a still l \_\_\_\_\_ once and the apples looked more like oranges.
- From this a \_\_\_\_\_ it looks like a skull.
- If you find things unusual, you may be out of your comfort z \_\_\_\_\_.
- By and l \_\_\_\_\_, I think going to art school was worth it.
- Put your handprint in m \_\_\_\_\_ and then let it dry.
- I think c \_\_\_\_\_ is made from burnt wood, isn't it?

5 Complete the email with the words in the box.

angle concerned generally  
images imagination unfamiliar

Hi Jane,  
You said your teacher had told you all to use your (1) \_\_\_\_\_, but you can't think of anything new for your art project. Don't worry. Why don't you look at some art from other cultures? As far as I'm (2) \_\_\_\_\_, that's where we have to look to make something new for ourselves. Looking at things that are (3) \_\_\_\_\_ to us can help us see things from a different (4) \_\_\_\_\_. It's (5) \_\_\_\_\_ accepted that Picasso got ideas from African masks, so why don't you search the internet for (6) \_\_\_\_\_ of art from places far away? You might find something to get you going.

Good luck,  
Lucy



# GRAMMAR 2 Question tags

## Ask questions and confirm ideas using question tags

### 1 Complete the grammar table with the words in the box.

auxiliary confirm do end  
negative positive questions

Question tags
<b>Use:</b> <ul style="list-style-type: none"> <li>To ask questions and (1) ..... ideas.</li> <li>At the (2) ..... of sentences to make (3) .....</li> </ul>
<b>Form:</b> <ul style="list-style-type: none"> <li>Use a positive question tag with a (4) ..... sentence. <i>You <u>haven't</u> seen my glasses anywhere, <u>have</u> you?</i></li> <li>Use a negative question tag with a (5) ..... sentence. <i>He <u>can't</u> draw a straight line, <u>can</u> he?</i></li> <li>Make the question tag using the (6) ..... verb from the first part of the sentence + subject. <i>We <u>won't</u> miss the start, <u>will</u> we?</i></li> <li>If there is no auxiliary verb, use the correct form of the verb (7) ..... <i>They know where to go, <u>don't</u> they?</i></li> </ul>

Note: To make a suggestion, you can use *Let's ...*, *shall we?*  
*Let's go for a walk, shall we?*

### 2 Choose the correct sentence, a, b or c.

- You left early, left you?
  - You left early, didn't you?
  - You left early, do you?
- That was a silly thing to do, wasn't it?
  - That was a silly thing to do, didn't it?
  - That was a silly thing to do, was it?
- They can't be serious, can they?
  - They can't be serious, do they?
  - They can't be serious, can't they?
- You didn't tell anyone, didn't you?
  - You didn't tell anyone, did you?
  - You didn't tell anyone, have you?
- It'll be alright, be it?
  - It'll be alright, won't it?
  - It'll be alright, will it?
- Let's talk about this like adults, shall we?
  - Let's talk about this like adults, let us?
  - Let's talk about this like adults, won't we?

### 3 Correct the question tags in the sentences.

- You've been painting, ~~aren't you?~~ haven't you?
- That can't be a real Picasso, does it? .....
- You don't think she really looks like that, don't you?  
.....
- They went to the theatre last night, haven't they?  
.....
- We're going next Friday, won't we? .....
- You will remember to book, aren't you? .....
- Let's have a break, will we? .....

### 4 Complete the conversation with the correct question tags.

- Artur:** You don't happen to know what's on at the National Theatre,  
(1) ..... ?
- Maya:** No idea, but we could check on their website, (2) ..... ?
- Artur:** Of course. There's usually something worth seeing,  
(3) ..... ?
- Maya:** Right. I'll have a look. If I find something, I'll call you tonight,  
(4) ..... ?
- Artur:** Fine. Oh, I nearly forgot. You couldn't lend me that history of theatre book, (5) ..... ?
- Maya:** Certainly. How's the essay going? You wanted it to help with that,  
(6) ..... ?
- Artur:** Yes, I'm a bit stuck, so it will be a big help to have it.



### 5 a Match the statements (1-6) to the questions with a similar meaning (a-f). (Ignore the missing words for now.)

- I can't believe someone paid a million dollars for that! ..... c
  - I wonder what it's supposed to be – what's your view? .....
  - Perhaps it's trying to say something about the modern world. ....
  - I expect this isn't the first time you've seen her work. ....
  - If I remember rightly, there was an exhibition a few years ago. ....
  - This isn't anything new in my opinion. ....
- a It's just the same old stuff, ..... ?
- b You've probably seen her work before, ..... ?
- c It's not worth so much, ..... ?
- d It might be attempting to tell us about life today, ..... ?
- e There was a show a few years ago, ..... ?
- f You can't tell me what you think that's supposed to be, ..... ?

### b Now write the correct question tags for questions a-f.



**SPEAKING**

➤➤ **Agree or disagree with an opinion**

1 ▶23 **Listen to four conversations. What are the people talking about? Match the conversations to the photos.**



Conversation 1: \_\_\_\_\_ Conversation 2: \_\_\_\_\_ Conversation 3: \_\_\_\_\_ Conversation 4: \_\_\_\_\_

2 a **Complete the *Phrasebook* with the words in the box.**

actually afraid awful concerned  
do (x2) honest so totally

b ▶23 **Listen again and check your answers.**

3 ▶23 **Listen again and write the correct conversation number(s) next to each question.**

- 1 In which conversation(s) do the people agree about everything? .....
- 2 In which conversation(s) do the people disagree about everything? .....
- 3 In which conversation(s) do the people agree and disagree? .....

4 a **Read the conversations and guess which phrases go in the gaps.**

**Conversation 1**

**John:** Great last night, wasn't it? (1) \_\_\_\_\_ the guitarist in the last group was fantastic. Really talented.

**Kat:** (2) \_\_\_\_\_. The singer wasn't all that good though. I think he wasn't confident enough and didn't really perform – just stood there with his eyes closed most of the time.

**John:** (3) \_\_\_\_\_, that's just his style.

**Conversation 2**

**Jane:** What about these? Shall I go for the light blue ones or the black pair?

**Petra:** (4) \_\_\_\_\_, black's best. You don't have to wash them so often, do you? And I (5) \_\_\_\_\_ they make you look slimmer.

**Jane:** (6) \_\_\_\_\_. I'll just go and try them on.

**Conversation 3**

**Pete:** Isn't it awful so far? I didn't expect it to be so slow from the trailer I saw.

**Doug:** (7) \_\_\_\_\_. I suppose the effects are good, but there's not much action so far, is there?

**Pete:** (8) \_\_\_\_\_. Let's hope it's better after the break. Shall we get some popcorn?

**Doug:** Good idea – and a drink.

**Conversation 4**

**Eva:** I don't believe that you need an expensive camera. You can get really good shots with your smartphone.

**Georgi:** (9) \_\_\_\_\_ you there. Look at these wildlife pictures. You couldn't get that sort of quality without good equipment.

**Eva:** (10) \_\_\_\_\_, I think it's more about being in the right place at the right time, not carrying around heavy expensive cameras with all these different lenses they have.

b ▶23 **Listen again and check your answers.**

**PHRASEBOOK**

**Giving an opinion**

I think/(1) \_\_\_\_\_ (that) ...

As far as I'm (2) \_\_\_\_\_ ...

Isn't it great/(3) \_\_\_\_\_ ... ?

**Agreeing**

I (4) \_\_\_\_\_ agree.

So (5) \_\_\_\_\_ I.

Neither (6) \_\_\_\_\_ I.

I think (7) \_\_\_\_\_ too.

**Disagreeing**

To be (8) \_\_\_\_\_, ...

I'm (9) \_\_\_\_\_ I don't agree.

Well, (10) \_\_\_\_\_ ...

5 ▶24 **Listen and repeat the phrases, paying special attention to stress and intonation.**

6 **Write a conversation about one of the statements below. Try to use at least six of the phrases from the *Phrasebook* for giving opinions, agreeing and disagreeing.**

- Art has to be beautiful to be good.
- Soon, there won't be books because you can already read everything on the internet.
- It's wrong to download music for free.

A: \_\_\_\_\_  
B: \_\_\_\_\_  
A: \_\_\_\_\_  
B: \_\_\_\_\_  
A: \_\_\_\_\_  
B: \_\_\_\_\_

7 **Read your conversation aloud, paying special attention to the key phrases. Record yourself if you can.**

Use linking words

1 Match the sentence halves to complete the tips.

REMEMBER HOW TO ...

use linking words

- |                            |   |
|----------------------------|---|
| 1 To add ideas, use        | a <i>so, as a result.</i>                     |
| 2 To contrast ideas, use   | b <i>and, also, too.</i>                      |
| 3 To express a cause, use  | c <i>but, however, although, even though.</i> |
| 4 To express a result, use | d <i>because, because of.</i>                 |

2 Match the words (a-d) to the uses (1-4) in Exercise 1.

- a *as* \_\_\_\_\_
- b *therefore* \_\_\_\_\_
- c *not only ... but also* \_\_\_\_\_
- d *despite* \_\_\_\_\_

3 Complete the gaps (a-g) with the words in the box. (Ignore options 1-10 for now.)

bands communities costumes police spectators sunshine tradition

# Notting Hill Carnival

The Notting Hill Carnival is Europe's largest street party (1) **and** / **but** this year it attracted a million (a) \_\_\_\_\_, watching the dancing and (2) **also** / **too** joining in. (3) **Despite** / **Although** the London weather can't always be relied upon, this year the party was held in brilliant (b) \_\_\_\_\_.

The festival was started in the 1960s by people originally from the Caribbean (4) **so** / **as** they wanted to keep the carnival (c) \_\_\_\_\_ from their islands alive. (5) **However** / **Even though**, for decades, people from all the (d) \_\_\_\_\_ of the city have been taking part in the fun.

There are groups of dancers in stunning, brightly coloured (e) \_\_\_\_\_ all dancing through the streets behind open trucks carrying steel drum (f) \_\_\_\_\_. Giant sound systems play (6) **and** / **not only** the traditional calypso and soca music, (7) **but also** / **therefore** reggae, dub and much more to get the crowds going.

(8) **Despite** / **Even though** the general good mood, there are always a few problems reported by the (g) \_\_\_\_\_. (9) **because** / **but**, on the whole, it's a great experience, (10) **so** / **because of** I'll be back there next year!



4 Read the text in Exercise 3 again. Choose the correct options for 1-10.

**WRITING PLAN**

5 a You're going to write a story about a trip to another country. The story must begin or end with the following words: *What an adventure!* First, look at questions 1–6 below. Write them in the most appropriate paragraph of your *Writing plan*.

- 1 When did you go?
- 2 How do you feel about it now?
- 3 Was it a good or bad adventure? Why?
- 4 Where did you go?
- 5 Who did you meet there?
- 6 What happened?

**WRITING PLAN**

Make notes for your story.

Paragraph 1:  
 Question: *When did you go?*   
 Question: .....  
 Notes: .....

Paragraph 2:  
 Question: .....   
 Question: .....  
 Notes: .....

Paragraph 3:  
 Question: .....   
 Notes: .....

Paragraph 4:  
 Question: .....   
 Notes: .....

Remember: Start or end your story with the phrase: *What an adventure!*

b Now make notes to answer the questions.

**WRITE AND CHECK**

6 Write your story. Then tick (✓) the stages in the *Writing plan*.

**Value the art and culture of different societies**

1 Read the tips for keeping an open mind about other cultures. Tick (✓) them according to the key.

- ✓✓✓ = I often do this.
- ✓✓ = I've only done this once or twice.
- ✓ = I've never done this but would like to.

- 1 Try foods from different countries.
- 2 Listen to music from a different culture.
- 3 Visit a museum which has an exhibition of art from another country.
- 4 Watch TV programmes from or about other countries.
- 5 Write to someone in another country on a social networking site.
- 6 Read a book translated into your language from another one.

2 Add three more tips of your own.

- 1 .....
- 2 .....
- 3 .....

3 Read the comments and decide if what the people say shows an open mind (O) or a closed mind (C).

- 1 I don't see the point in ballroom dancing. It's certainly not for young people and anyway, we've got our own dance traditions here. ....
- 2 We had a school trip to Rome and were forced to go to all these boring old museums and landmarks. ....
- 3 I'm off to see the Native Australian art exhibition. I'm really interested in the natives' idea of dream time and I'm sure I'll learn more from the show. ....

4 Match the responses to the statements in Exercise 3.

- ..... a So aren't you at all interested in some of the greatest art and architecture ever produced?
- ..... b How can you say that before you've tried it? It could be lots of fun and good exercise.
- ..... c I've seen some images reproduced on T-shirts, but tell me about the ideas behind the art.

**1 Add the prefixes un-, im-, il-, in- or ir- to form negative adjectives.**

- |                |               |             |               |
|----------------|---------------|-------------|---------------|
| 1 ___ patient  | 3 ___ well    | 5 ___ moral | 7 ___ aware   |
| 2 ___ relevant | 4 ___ capable | 6 ___ legal | 8 ___ logical |

**2 Match the negative adjectives from Exercise 1 to the meanings (a-h).**

- |   |       |
|---|-------|
| a against the law                                       | ..... |
| b not connected to a subject being discussed            | ..... |
| c not having the ability to do something                | ..... |
| d not feeling healthy                                   | ..... |
| e not knowing something is going on                     | ..... |
| f something which is thought by most people to be wrong | ..... |
| g not able to wait calmly for something to happen       | ..... |
| h not reasonable; an unwise choice                      | ..... |

**3 Match 1-8 to a-h to make jobs.**

- |              |              |
|--------------|--------------|
| 1 software   | a technician |
| 2 make-up    | b developer  |
| 3 park       | c therapist  |
| 4 beauty     | d ranger     |
| 5 estate     | e agent      |
| 6 veterinary | f attendant  |
| 7 flight     | g artist     |
| 8 sound      | h nurse      |

**4 Complete the paragraph with the words in the box.**

access digital hands identity issue privacy reveal track

In this (1) \_\_\_\_\_ age, we enjoy (2) \_\_\_\_\_ to just about anything we want, which is great, but one big (3) \_\_\_\_\_ is that of (4) \_\_\_\_\_. We don't know which individuals or organisations can (5) \_\_\_\_\_ our mobile and internet communications or who they (6) \_\_\_\_\_ our identity to. How easy is it for personal information to get into the wrong (7) \_\_\_\_\_ or even for our (8) \_\_\_\_\_ to be stolen?

**5 Complete the paragraph with the words in the box.**

achieve attempt avalanche encounter landslide risk stunning unlikely

I was prepared to (1) \_\_\_\_\_ everything to (2) \_\_\_\_\_ my ambition – to climb Mount Everest. It is something I had wanted to (3) \_\_\_\_\_ to do since I was a child. I (4) \_\_\_\_\_ ed many problems to begin with when I tried to organise my trip, but eventually everything was in place and I was ready to go. Besides, organisational issues were not my big concern. I was more worried about the risk of (5) \_\_\_\_\_ s and (6) \_\_\_\_\_ s. And now here I was – finally on top of the world. The view was (7) \_\_\_\_\_ and I knew I was (8) \_\_\_\_\_ ever to forget this moment for so long as I lived.

**ALL ABOUT ME**

**1 Which of the jobs from Exercise 3 would you most/least like to do? Why?**

.....

**2 What's the longest time you've spent without using your mobile phone/computer/other digital device in the last year? How did you feel?**

.....

**3 What do you do to keep your digital devices safe?**

.....

**1 Complete the sentences with the verb in brackets using the present simple active, present simple passive, past simple active or past simple passive.**

- 1 A novel or poem *is never really finished* (never really finish). You just let (let) it go.
- 2 When we \_\_\_\_\_ (study) the poem in class yesterday, I \_\_\_\_\_ (not understand) it.
- 3 It still \_\_\_\_\_ (not know) exactly who \_\_\_\_\_ (write) the music, but it's from the Middle Ages.
- 4 Whenever I \_\_\_\_\_ (feel) sad, I \_\_\_\_\_ (listen) to something lively by Vivaldi.
- 5 Last night's performance \_\_\_\_\_ (take place) at the Arts Centre and \_\_\_\_\_ (enjoy) by all.
- 6 The play \_\_\_\_\_ (cancel) because the lead actor \_\_\_\_\_ (break) his leg in a fall.
- 7 We \_\_\_\_\_ (tell) to arrive on time for the rehearsal yesterday, and everyone \_\_\_\_\_ (do).
- 8 I \_\_\_\_\_ (not believe) that everyone \_\_\_\_\_ (have) an artistic talent, do you?

**2 Choose the best option, a, b or c.**

- 1 a What have you been doing since we last met?  
b What did you do since we've last met?  
c What did you do since we've last been meeting?
- 2 a Have you been finishing the book yet?  
b Have you finished the book yet?  
c Were you finishing the book yet?
- 3 a We've been out together for six months.  
b We've gone out together for nearly six months.  
c We've been going out together for nearly six months.
- 4 a Did you see any good films recently?  
b Have you seen any good films recently?  
c Have you been seeing any good films recently?
- 5 a Did you work on your essay last night?  
b Have you worked on your essay last night?  
c Have you been working on your essay last night?
- 6 a Oh, no! I think I was just accidentally deleted all my photos.  
b Oh, no! I think I've just been accidentally deleting all my photos.  
c Oh, no! I think I've just accidentally deleted all my photos.

**3 Read the sentences (1–6) and tick (✓) the correct answer, a or b.**

- 1 *All the students in my class who studied hard went to university.*  
Who went to university?  
a all the students   
b only some of the students
- 2 *My mum, who's a florist, works really hard.*  
Why do we need commas in this sentence?  
a Because if we took them away, it would mean I have more than one mum.   
b Because it shows that being a florist is the most important information.
- 3 *I don't like films which have a lot of violence.*  
What does this sentence mean?  
a I don't like any films.   
b I don't like violent films.
- 4 *I've been to Barbados, which is a Caribbean island.*  
What does this sentence mean?  
a There's another Barbados and it's not a Caribbean island.   
b I'm giving extra information about Barbados.
- 5 *The guy that I spoke to at the bus stop was really friendly.*  
Why don't we need a relative pronoun in this sentence?  
a Because the underlined noun is the object of the verb spoke.   
b Because it's a non-defining relative clause.
- 6 *The last question, which is easy, is this one.*  
Why do we need commas in this sentence?  
a To show that the part between the commas is extra information.   
b To show that the most important information is inside the commas.