

Talking about the arts

I can talk about the arts.

Unit map

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The Lost Generation

by Jonathan Reed

I am part of a lost generation.

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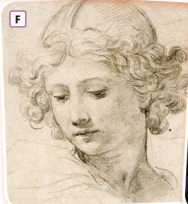
Culture 7 Charles Dickens



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- 1 **VOCABULARY** Match the photos (A–H) with art forms from the list below. In your opinion, which art form needs the most skill and which the least? Give reasons, using the phrases below to help you.

Art forms ballet cartoon classical music dance drawing mime musical novel opera painting play poem pop music sculpture sitcom

You have to (be able to) ... in order to ...

It's very difficult to ... / It isn't that difficult to ... / It's relatively easy to ...

It doesn't take much practice to ... / It takes a lot of practice to ...

- 2 Put the art forms in exercise 1 into four groups. Some can go in more than one group.

A literature

B music

C performing arts

D visual arts

- 3 **VOCABULARY** Work in pairs. Match the famous people (1–12) with the types of artist below.

Artists actor composer conductor dancer/choreographer director novelist opera singer painter playwright poet pop singer sculptor

1 Tennessee Williams

5 Auguste Rodin

9 Jennifer Aniston

2 William Wordsworth

6 Adele

10 Fred Astaire

3 John Steinbeck

7 George Lucas

11 Luciano Pavarotti

4 Pablo Picasso

8 Antonio Vivaldi

12 Claudio Abbado

Arts

quiz

- 4 **VOCABULARY** Choose six of the artists in exercise 3. Can you name a work with which each artist is associated? Use the verbs below to help you.

Artistic activities act appear in carve compose conduct create dance direct draw paint perform play sing write

Pablo Picasso painted *Guernica*.

- 5 Complete the arts quiz with the correct form of words from exercises 1, 3 and 4.
- 6 **SPEAKING** Work in pairs. Do the arts quiz. Write your answers. Then check your answers at the bottom of the page.
- 7 **3.02** Listen to four people talking about cultural events. Match sentences A–E with the speakers (1–4). There is one extra sentence.

This person:

- A thought that they might change their mind about something. ____
 B was persuaded to go to the event by someone else. ____
 C was disappointed with the experience, but is planning to try it again. ____
 D was surprised by how good the event was. ____
 E organised the outing to the event. ____

RECYCLE! Articles

- a We use *a / an* when we mention something for the first time, but *the* when we mention it again.
 b We use *a / an* to mean 'per' or 'in each', e.g. *once a day*.
 c We use *the* (i) when it is clear what we are talking about, (ii) with superlatives and (iii) in certain phrases, e.g. *go to the cinema*.
 d We do not use an article (i) when we make generalisations, or (ii) in certain phrases after prepositions, e.g. *at home, by bus, at university*.

- 8 **3.02** Read the **Recycle!** box. Complete the sentences with *a / an, the* or *–* (no article). Then listen again and check.

Speaker 1

- 1 I'm not a big fan of ____ modern art.
 2 I didn't really understand what ____ artist was trying to say.

Speaker 2

- 3 It was ____ first time I'd been to a festival.
 4 ____ field we were camping in turned into ____ sea of mud.

Speaker 3

- 5 Last month I went to ____ theatre with my family.
 6 I'd already seen it ____ couple of times on ____ DVD.

Speaker 4

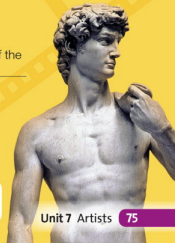
- 7 I hardly ever watch or listen to ____ musicals – maybe about once ____ year, if that.
 8 I booked really good seats right at ____ front. It was ____ amazing experience!

- 9 **SPEAKING** Work in pairs. Take turns to tell each other about the last time you did one of the things below. Include points 1–4 and add extra information and detail.

Cultural activities went to a rock concert visited an art gallery read a novel read a poem went to the theatre saw a musical listened to a song watched a sitcom went to a classical concert / opera / ballet

- 1 When was it?
 2 Where was it?
 3 Who did you go with?
 4 Did you enjoy it? Why? / Why not?

- 1 Which Italian Renaissance artist ¹ ____ the *Mona Lisa*?
 a Michelangelo
 b Leonardo da Vinci
 c Caravaggio
- 2 Which Russian ² ____ wrote the music for the ³ ____ *Swan Lake*?
 a Shostakovich
 b Rachmaninov
 c Tchaikovsky
- 3 Which of these films was not ⁴ ____ by Steven Spielberg?
 a *Jaws*
 b *2001: A Space Odyssey*
 c *Schindler's List*
- 4 Which Shakespeare ⁵ ____ inspired the ⁶ ____ *West Side Story*?
 a *Romeo and Juliet*
 b *Julius Caesar*
 c *A Midsummer Night's Dream*
- 5 Which famous ⁷ ____ cut off part of his ear?
 a Monet
 b Cézanne
 c Van Gogh
- 6 Which British ⁸ ____ sang on the 2011 hit *Someone Like You*?
 a Adele
 b Ellie Goulding
 c Calvin Harris
- 7 Which ⁹ ____ played Katniss in the *Hunger Games* films?
 a Emma Watson
 b Jennifer Lawrence
 c Keira Knightley
- 8 Which English ¹⁰ ____ wrote *Oliver Twist*?
 a Charles Dickens
 b Jane Austen
 c George Orwell
- 9 Which of these film series did actor Robert Pattinson not ¹¹ ____?
 a *Harry Potter*
 b *Twilight*
 c *The Hobbit*
- 10 What is the name of the famous ¹² ____ in the photo?
 a Mark
 b David
 c Anthony



The passive

I can identify and use different forms of the passive.



REAL OR FAKE?

News reader Artist Wolfgang Beltracchi has made millions of pounds from his paintings. However, many of the paintings are **not signed** with his own name, but with the names of other famous painters. He is the world's most successful forger, and has fooled the art world for over thirty years. Our reporter Jade Quinn has been investigating. How **was he finally caught**, Jade?

JQ He used the wrong kind of paint in a forgery of a Campendonk painting. The painting **had been bought by a company** who sent it to a forensic art scientist in London. He identified a type of paint which **wasn't being used** when Campendonk was alive.

NR That was careless! What happened to Beltracchi?

JQ He was prosecuted and sent to prison for six years.

NR Fifty-eight of his paintings **have been identified by** police as forgeries and several more **are being examined** by experts. Are there any more?

JQ Beltracchi himself claims that he has forged hundreds of paintings, but he won't say which ones, so they **might never be discovered**.

NR What has he done with the money he earned from the forgeries?

JQ He's spent a lot of it, but some of it **will be returned** to the people who bought his forgeries.

NR Does he still paint in the style of famous artists?

JQ Yes, but now he signs the paintings with his own name.

1 **SPEAKING** Discuss this question.

Why is a perfect forgery worth less than an original work of art?

2 Read the article above. Was it right to send Beltracchi to prison? Why? / Why not?

3 Match the highlighted passive forms in the article with 1–9 below. Then find two examples of 9.

- | | |
|------------------------------|---------------------------|
| 1 present simple passive | 5 present perfect passive |
| 2 present continuous passive | 6 past perfect passive |
| 3 past simple passive | 7 will + passive |
| 4 past continuous passive | 8 modal verb + passive |
| | 9 by + agent |

4 Study the passive forms in the article. Complete the rules in the **Learn this!** box. Use *action, by, infinitive, subject* and the verb *be*.**LEARN THIS!** The passive

- a We form the passive with 1 _____ and the past participle of the verb.
- b We use a passive 2 _____ after modal verbs.
- c The object of an active verb can become the 3 _____ of a passive verb.
They make films in Hollywood. (films = object)
Films are made in Hollywood. (films = subject)
- d We use the passive when we want to focus on the 4 _____ itself, or when we do not know who or what performed the action.
- e When we want to say who or what performed the action in a passive sentence, we use 5 _____.

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5 Make the active sentences passive. Use *by* where necessary.

- William Shakespeare wrote *Macbeth*.
Macbeth was written by William Shakespeare.
- They are performing a ballet at the concert hall this evening.
- Does Lady Gaga design the costumes?
- How many *Hobbit* films have they made?
- The artist ought to sign the painting.
- Thousands of people will visit the gallery this year.

6 Complete the text with the verbs in brackets. Use active or passive verbs, as appropriate.

John Myatt is a British artist. He makes copies of famous works of art, but they 1 _____ (not sell) as originals. They 2 _____ (paint) with ordinary decorator's paint, and the word 'fake' 3 _____ (write) on the back. But it wasn't always like that. In the 1990s, Myatt 4 _____ (forge) about 200 paintings. In 1998, he 5 _____ (catch) and 6 _____ (send) to prison for a year. Since his release from jail, Myatt 7 _____ (be) very successful, and his paintings 8 _____ (buy) by wealthy people all over the world. He 9 _____ (be) now a rich man!

7 Write down five questions about famous works of art including songs, films, books, etc. Use the passive form of the verbs below to help you.

compose direct paint perform sing write
Who was Avatar directed by?
Who were the Harry Potter novels written by?

8 **SPEAKING** Work in pairs. Take turns to ask the questions you wrote in exercise 7. Answer in full sentences, using the passive.

Who was *E.T.* directed by?

E.T. was directed by Steven Spielberg.

9 **INTERNET RESEARCH** Find out about a work of art that you like, and describe it using at least three passive structures. Do not include the name of the work or of the artist. Present your description to the class. Can the class guess what the work is and who it is by?

It was painted by a Spanish artist ...

Poetry in motion

I can listen for implications and subtext.

- 3.02** **SPEAKING** Work in pairs. Do you know any poems, lines of poetry or song lyrics by heart in your own language? Were they written recently or a long time ago? Why do you remember them?
- 3.03** Read and listen to the poem. Do you think its message is optimistic or pessimistic? What do you think the last line is telling us to do?
- Match the underlined words in the poem with definitions a–h.

a a period of time in history	e an easy solution, but not a good one
b not interested in anything	f not clever or intelligent
c in the right order	g something that is typical or usual
d people who are the same age	h lazy – not wanting to do anything
- 3.04** Listen to the poem again. How does starting with the last line change the meaning? Which version of the poem do you agree with more?

Listening Strategy

Sometimes the information you need for a listening task is implied rather than stated directly. For example, if somebody says 'I wish I was back home', it implies they are not happy with their current situation.

- 3.05** Read the **Listening Strategy**. Then listen to five short extracts and circle the correct implication: a or b.
 - a He wishes he hadn't gone to the gym.
b He was much stronger in the past.
 - a She is a big fan of Robbie Williams.
b She is not a big fan of Robbie Williams.
 - a He often tries food from other countries.
b He rarely tries food from other countries.
 - a She thought the hotel was good.
b She didn't think the hotel was very good.
 - a He does not like the jumper very much.
b His sister does not usually buy him a birthday present.
- 3.06** Listen to five speakers. Match sentences A–F below with the speakers (1–5). There is one extra sentence.

This speaker believes that:

 - sad topics make better poetry. ____
 - poetry was better in previous eras. ____
 - men are not as good as women at writing poems. ____
 - poetry is still popular with young people. ____
 - young people like poetry more than adults do. ____
 - good poems tell us about the poet's feelings. ____
- 3.06** Listen again. Circle the words which best sum up the speakers' opinions.
 - These days, rap artists **are / aren't** the best poets.
 - Writing poems for greetings cards **would / wouldn't** be a good job.
 - A good poem **has / doesn't have** to rhyme and make sense.
 - Learning poems by heart **is / isn't** a waste of time.
 - Poems **are / aren't** always a true reflection of the poet's feelings.

- SPEAKING** Work in pairs. Discuss the opinions in exercise 7. Do you agree with the affirmative or negative version? Give reasons.

I think / don't think rap artists are the best poets these days because ...

The Lost Generation

by Jonathan Reed

I am part of a lost generation.
And I refuse to believe that
I can change the world.
I realize this may be a shock, but
'Happiness comes from within'
Is a lie, and
'Money will make me happy'
So in 30 years, I will tell my children
They are not the most important thing in my life.
My employer will know that
I have my priorities straight because
Work
Is more important than
Family
I tell you this:
Once upon a time
Families stayed together
But this will not be true in my era.
This is a quick fix society
Experts tell me
Thirty years from now, I will be celebrating the
tenth anniversary of my divorce.
I do not concede that
I will live in a country of my own making.
In the future,
Environmental destruction will be the norm.
No longer can it be said that
My peers and I care about this Earth.
It will be evident that
My generation is apathetic and lethargic.
It is foolish to presume that
There is hope.
And all of this will come true unless we reverse it.

have something done

I can use the structure 'have something done'.

- 1 SPEAKING** Work in pairs. Look at the photo. Do you like the tattoo? Is it a form of art? Does it tell you anything about the woman's personality or not?
- 2** Read the article. Why do some people think it is necessary to hide their tattoos when they have an interview?

Amanda recently had a colourful butterfly tattooed on her wrist. Brad had the names of his two daughters tattooed on his neck under his hair. His friend Doug had his back decorated with a large tattoo of a shield. For the people themselves, these examples of body art are meaningful and important. Nevertheless, they deliberately had them done in places that can easily be hidden. Why? Because they want to give themselves the best possible chance of getting a job, and many employers have a negative attitude towards tattoos and other forms of body art (piercings, body painting, etc.). That is because many employers do not think that decorating yourself with tattoos is acceptable. But when these employers were young themselves, back in the 1980s, they probably had their hair dyed a bright colour to shock their parents! Fashions change, but younger generations always have the desire to be different.

LEARN THIS! have something done

- a** You can use the structure *have* + object + past participle to say that you arranged for somebody to do something for you. (You did not do it yourself.)

She had her hair dyed.

I haven't had my eyes tested for years.

- b** You can also use the structure for unpleasant things that somebody or something has done to you.

He had his nose broken in a rugby game.

LEARN THIS! Reflexive pronouns (myself, himself, themselves, etc.)

- a** We use a reflexive pronoun when the object of a verb is the same as the subject.

I gave myself a birthday present.

~~NOT I gave me a birthday present. X~~

- b** We sometimes use a reflexive pronoun for emphasis. The sentence makes sense without a reflexive pronoun, but is clearer with it.

I built that wall myself. (The builders didn't do it.)

- 3** Read the **Learn this!** box. What examples of *have something done* can you find in the article in exercise 2?

- 4** Use the prompts to write sentences with the correct form of *have something done*. Then match each sentence with rule a or b in the **Learn this!** box.

- Olivia / her hair / dye / red / for charity ____
- Josh / his bike / steal / at the weekend ____
- the house / its roof / blow off / in the storm ____
- we / the carpets / clean / after the party last weekend ____
- my sister / always / her nails / do / on Fridays ____
- she / her visa application / refuse / last month ____

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- 5 SPEAKING** Discuss this question with your partner.

Imagine you are going to get a new haircut. Where would you have it done? How would you have it cut?

- 6** Read the second **Learn this!** box. Underline two example of use a and two examples of use b in the text in exercise 2.



- 7** Complete the sentences with the correct reflexive pronouns. Which are there to add clarity and emphasis?

- If you eat any more popcorn, you'll make ____ ill.
- On the farm, we only eat what we produce ____.
- When the screen broke on my smartphone, I replaced it ____.
- I got the information from the internet, but I wrote the essay ____.
- The medicine was horrible, but I forced ____ to drink it.
- If you think waterskiing looks easy, you should try it ____.
- My grandmother taught ____ Chinese when she was seventy.

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- 8 SPEAKING** Work in pairs. Which of these things has your partner done or experienced? Use *Have you ever had your ... ?* Ask follow-up questions if appropriate.

- | | |
|--------------------|------------------------|
| 1 ears / pierce | 5 email account / hack |
| 2 phone / steal | 6 nails / do |
| 3 hair / dye | 7 bedroom / decorate |
| 4 portrait / paint | 8 fortune / tell |

Indefinite pronouns

I can use indefinite pronouns.

- 1 **3.07 VOCABULARY** Work in pairs. Listen to the musical excerpts. Match the excerpts (1–9) with the musical genres below.

Musical genres blues classical country and western folk heavy metal hip hop / rap jazz pop / rock techno

1 *heavy metal*

- 2 Read the article. What is unusual about John Cage's most famous composition?



Most composers want their music to contain something different – a distinctive melody or rhythm, or an unusual harmony which no one has thought of before. But has anyone gone further than composer John Cage in the search for originality?

In 1951, John Cage wanted to find somewhere he could experience complete silence. He went inside a special soundproof room and expected to hear nothing, but instead heard two sounds, one high-pitched and one low-pitched. Later, the sound engineer explained that the first was the sound of his nervous system and the second was the sound of his blood circulating. Cage realised that nowhere is completely silent – you can always hear something. A year later, he composed his most famous piece: '4'33" (four minutes and thirty-three seconds). In this piece, the performer walks on stage and then ... nothing happens. He or she does not play anything at all. Everybody in the audience listens to nothing for exactly four minutes and 33 seconds. Then the performer bows and everyone applauds!

- 3 Complete the table with indefinite pronouns from the article in exercise 2.

Indefinite pronouns			
1 _____	2 _____	someone	3 _____
nobody	anybody	somebody	4 _____
5 _____	anywhere	6 _____	everywhere
7 _____	8 _____	9 _____	everything

- 4 Read the **Learn this!** box. Complete it with the words below. Use the article in exercise 2 to help you.

affirmative (x2) -body negative plural questions singular

LEARN THIS! Indefinite pronouns

- a** We use indefinite pronouns beginning with *some-* in ¹ _____ sentences. We use pronouns beginning with *any-* in ² _____ sentences and ³ _____.
- b** Indefinite pronouns ending in *-one* and in ⁴ _____ mean the same.
- c** Pronouns beginning with *no-* have a negative meaning, but take an ⁵ _____ verb form (singular).
Nobody lives in that house.
- d** Pronouns beginning with *every-* have a plural meaning, but take a ⁶ _____ verb form.
Everybody knows what happened.
But if we refer back to *everyone* or *everybody*, we treat them as ⁷ _____.
Everybody is doing their best.
Everyone is here, aren't they?

LOOK OUT!

We use indefinite pronouns with *some-* when we make offers and requests, even though they are questions.
Would you like something to eat?
Can I talk to somebody about this job?

- 5 Read the **Look out!** box. Complete the dialogue with the correct indefinite pronouns.

- Amelia** Are you doing ¹ _____ this weekend?
Jake No, I'm not.
Amelia Would you like to do ² _____ together, then?
How about the cinema?
Jake Not the cinema. There's ³ _____ I want to see.
Let's go ⁴ _____ different for a change. We could see some live music.
Amelia Is there ⁵ _____ in town that has live music?
Jake Yes – the Oxygen Arena. I can find the programme online. Wait a moment ...
Amelia Is ⁶ _____ good playing?
Jake There's ⁷ _____ well known, I'm afraid. But this band might be OK – Purple Dawn. They play hip hop.
Amelia I'll ask James. He knows ⁸ _____ about hip hop.

- 6 **SPEAKING** Work in pairs. Discuss what kind of music you enjoy listening to and in what situations. Try to explain your choices using the words below.

Aspects of music beat chorus harmony lyrics melody / tune rhythm speed / tempo verse

When I want something to dance to, I listen to techno or anything with a good beat.

Graffiti's softer side

I can understand a text about street art.

- 1 SPEAKING** Work in pairs. Choose one of the photos and describe it to your partner. Use the words below to help you.

Nouns boxer branch bus cover message
parking meter statue street tree trunk
wool writing

Verbs attach cover knit

Adjectives brightly coloured patterned striped

In the first photo there's a tree in the street ...

- 2** Read the article and match the photos (A–D) with two of the artists.

Jessie Hemmons **A** ____

Magda Sayeg ____

Agata Oleksiak ____

Reading Strategy

- Multiple-choice questions are always in the same order as the information in the text.
- If there is a question testing the main idea of the text, or the writer's overall opinion, it will come last.
- The correct option will match the meaning of the text but use different words. Make sure the other options are not right or are not mentioned in the text.
- If you can't decide between the options, an intelligent guess is better than no answer.

- 3** Read the **Reading Strategy**. Is there a question about the main idea or the writer's overall opinion in the questions in exercise 4?

- 4** For questions 1–6, circle the correct answers (a–d).

- Jessie Hemmons 'yarn bombed' the statue of Rocky because
 - she wants people to take photos of it.
 - she thinks too many tourists come and see it.
 - she wants more people to go and see the paintings in the museum.
 - tourists find it annoying.
- Why did Magda Sayeg knit a cover for the door handle of her shop?
 - For her own amusement.
 - To attract customers.
 - Because someone passing the shop suggested it.
 - To set an example to other yarn bombers.



- 3** Jessie thinks that yarn bombing is different from other forms of street art because

- its popularity has spread via the internet.
- it's temporary and soon disappears.
- it looks much nicer.
- it's less masculine.

- 4** What is the police's usual attitude to yarn bombing?

- They make it clear that it is against the law.
- They think that yarn bombers are strange people.
- They hardly ever try to arrest yarn bombers.
- They tolerate professional artists, but not amateurs.

- 5** Agata Oleksiak isn't very pleased

- because she was prevented from knitting covers for objects in a museum.
- because people don't realise that she started yarn bombing before anyone else.
- if galleries don't accept her work.
- if people don't see the difference between her work and yarn bombing.

- 6** What is the writer's overall opinion of yarn bombing?

- It is wrong because it's against the law.
- The writer doesn't express a personal view.
- It's a more feminine version of graffiti.
- It deserves to be called 'art'.

- 5 VOCABULARY** In paragraphs 1 and 2, underline ten things (excluding vehicles) that you might find in the street. How many more items can you add to the list?

- 6 SPEAKING** Work in pairs. Discuss the questions. Use the phrases below to help you.

Arguing your point

In my opinion, ... As I see it, ...

It could be argued that ... I agree with you.

I see your point, but ... That may be true, but ...

- Do you think that yarn bombing is art, or vandalism and littering? Why?
- What about other forms of street art, such as graffiti and chalk drawings on the pavement? Are they art or vandalism? Give reasons for your opinion.
- Tell your partner about some street art you've seen that you either liked or didn't like, and say why.



Granny

graffiti

3.08

The statue of Rocky outside the Philadelphia Museum of Art is very popular with tourists, who often stop to take their photo in front of it without bothering to visit the museum itself. This irritated Jessie Hemmons, so last month the 24-year-old artist knitted a bright pink jacket and put it on the statue of the boxer. She chose the colour because it attracts attention. On the front of the jacket, Jessie has knitted the words 'Go see the art'. Jessie hopes that her message will result in more people visiting the gallery.

This form of street art has become known as 'yarn bombing'.

The craze is believed to have started in 2005, when Magda Sayeg was working at Raye, her shop in Houston, Texas. One day she decided, just for fun, to knit a blue-and-pink cover for the shop's door handle. She loved it, and – unexpectedly – so did her customers. Pedestrians stopped on the pavement outside the shop to photograph it, and even motorists slowed down to take a closer look. Their reaction inspired Magda to make covers for other objects in the street, such as a stop sign, a lamp post, a parking meter – and even an entire bus, which took a whole week to complete! She decided to set up a group of knitters, which she called 'Knitta Please'. Photos of their creations kept appearing on blogs and social networking sites and the craze soon spread. There are now yarn bombing groups in dozens of countries and they have covered bus stops, bicycle racks, benches, phone boxes and even fountains! Like most types of street art, the works are temporary and begin to fall apart within a few weeks, so yarn bombers photograph and film their works and upload them to the internet, where everybody can see them.

Some of the men who want to have their photos taken with Rocky are disappointed when they see the jacket, but Jessie is pleased that

they react that way. She believes that most street art is done by men so and that yarn bombing is a more feminine activity. But not everyone approves of the new form of street art. Some people argue that if it is done without permission, then covering public objects in wool is vandalism and littering. That may be true in the eyes of the law, but the police appear to take a relatively relaxed attitude to yarn bombers. They might interrupt them if they see them at work in the street, but yarn bombers say the police are more likely to find their activities amusing than view them as criminal.

However, yarn bombing has landed Polish artist Agata Oleksiak in serious trouble. Agata – or Olek, as she calls herself – has been an active artist since 2003, and has covered cars and diggers in wool, as well as a whole train in her native city of Łódź. Her work has been shown in museums and galleries around the world. But when Olek knitted covers and attached them to sculptures in an underwater museum near Cancún, the Mexican authorities were not very happy. Like Jessie Hemmons's jacket, Olek's covers had a political message: she wanted to draw attention to endangered species such as the whale shark. But the director of the museum claims that Olek may herself have harmed the marine life that grows on the sculptures. Olek is puzzled by the reaction. She claims that her message is a positive one and sees herself as a professional artist. She believes that her creations are as good as the paintings you see in the world's best art galleries, and if anyone calls her work 'yarn bombing', she gets quite upset.

Whether you see yarn bombing as a bit of fun that brightens up drab cities, or as a form of high culture with a serious message, it is a craze that is likely to continue.

Photo comparison and role-play

I can compare photos and role-play a discussion.

- 1 **SPEAKING** Work in pairs. Match photos A–C with three of the types of show below. Then choose one photo each and describe it to your partner.

Cultural events and shows an art exhibition a circus
a classical concert a comedy club a magic show
a musical an open-air theatre a piano recital

➔ **Vocabulary Builder** Cultural events and venues: page 124

- 2 **SPEAKING** Work in pairs. Compare and contrast photos A–C from exercise 1.

All three photos show ...

Unlike the other two photos, in photo C you can see ...

Whereas photo B shows ..., the other two photos ...

You are staying with your English penfriend and want to take the family out one evening to say thank you. You and your penfriend should decide which show is most suitable and talk about the details of the outing.

- 3 **3.09** Read the task above. Then listen to a student doing the task. Which show does the student choose? Which of the details below does she also mention?

- When to go on the outing.
- How to book tickets.
- Who will pay for the tickets.
- Travelling to the show.
- What to eat and drink.

Speaking Strategy 1

Try to use a variety of expressions instead of repeating the same common verbs too often. For example, make sure you know several different ways of saying 'I like' / 'I don't like'.

- 4 **KEY PHRASES** Read **Speaking Strategy 1**. Then look at the phrases for expressing preferences. Tick the expression you think is strongest in each group.

Like

- | | |
|---|---|
| ☐ I'm a big fan of ... | ☐ I absolutely love ... |
| ☐ I'm quite into ... | ☐ I enjoy ... very much. |
| ☐ I'm really keen on ... | |

Dislike

- | | |
|---|---|
| ☐ ... is not really my thing. | ☐ I really can't stand ... |
| ☐ I'm not really into ... | ☐ I'm not a big fan of ... |
| ☐ ... doesn't do anything for me. | |
| ☐ I've never been that keen on ... | |

Photointerest



Speaking Strategy 2

We often use one of the phrases below to introduce a preference, particularly when it is negative.

*I'm afraid ... I must say ... To be honest, ... To be frank, ...
If I'm honest, ... To be blunt, ... Personally, ...*

- 5 **3.09 KEY PHRASES** Read **Speaking Strategy 2**. Then listen again. Which phrases from exercise 4 do you hear? Which ones are introduced by a phrase from the strategy?
- 6 **SPEAKING** Work in pairs. Find out your partner's preferences for the shows in exercise 1 and other types of shows you can think of. Use phrases from exercise 4 and **Speaking Strategy 2** in your answers.

What do you think of art exhibitions?

I absolutely love them. / To be blunt, I'm not really into them.

- 7 **SPEAKING** Work in pairs. Turn to page 144 and do the speaking task. Use the strategies and the key phrases in this lesson to help you.

Article: a book review

I can write a book review.

- 1 **SPEAKING** Work in pairs. What was the last book you read? What was it about? Did you enjoy it? Why? / Why not?

Your teacher has asked you to write a book review for the school magazine. Write your review describing the book and say what you liked and didn't like about it.

- 2 Read the task above and the review. Did the writer enjoy the book? Did he / she have any reservations?

Writing Strategy 1

- In the first paragraph, attract the reader's attention. You can do this by addressing him / her directly, especially with questions.
- Use an appropriate style and register for the target audience.
- Choose a good title for your article.

- 3 Read the first point in **Writing Strategy 1** and the first paragraph of the review again. Has the writer followed the advice? If so, say how.

- 4 Read the second point in the strategy and the rest of the review again. Did the writer use an appropriate style for his / her audience? How would you describe the style: a) informal and lively or b) formal and serious?

- 5 Read the third point in the strategy. Which title (1–5) do you think would be the best for the review? Why? Use the words and phrases below to help you.

appeal to boring catch your attention main idea
pun question relate to the topic snappy
target audience too long

- Book review: *The Hunger Games*
- This is probably one of the best books that I have ever read
- If I were you, I'd read this book
- A book I really enjoyed
- If you are hungry for a good book, read on!

Writing Strategy 2

- Give your review a logical structure. Divide it into paragraphs, each with its own topic or focus.
- The conclusion should restate the main idea given in the introduction, but using different words. It should also include the writer's opinion and, if appropriate, a recommendation.

- 6 Read **Writing Strategy 2**. In which paragraph (A–D) does the writer ...

- restate his / her opinion of the book?
- describe the plot and characters?
- mention something he / she didn't like?
- give some background information about the book?
- give his / her opinion of the book for the first time?
- say why he / she liked it?



- A Have you ever read a book that you just couldn't put down? *The Hunger Games* was like that for me. I read it in two days! It's that good! Written by Suzanne Collins in 2006, it's sold millions of copies around the world and has been made into a film.
- B It's set in the future in a place called Panem and it tells the story of Katniss, a sixteen-year-old girl who has to leave her family and compete in the Hunger Games with eleven other children. Only one child can survive the games, and Katniss is not optimistic about her chances. There are lots of twists and turns along the way. I won't give away the ending, but I guarantee you'll love it.
- C What I loved about the book was the character of Katniss. She's a really strong person, but she's also very sensitive. I really identified with her. The story is very gripping too. There's quite a lot of violence, which may put some people off, but it's an important part of the story. The one criticism I have is that the games themselves don't start until chapter 10, but this didn't spoil my overall enjoyment.
- D All in all, this book is a real page-turner. I absolutely loved it and I'd definitely recommend it. So if you haven't read it yet, buy it, borrow it, or steal it (just kidding!) as soon as you can. You won't be disappointed.

- 7 Which tense does the writer use to describe the plot and characters?

- 8 **KEY PHRASES** Complete the useful phrases with the words below. Underline them in the review.

page recommend set tells twists

Describing stories

It's ¹ _____ in (place and / or time).
It's ² _____ the story of (character).
There are lots of ³ _____ and turns.
It's a real ⁴ _____-turner.
I would definitely ⁵ _____ it.

➔ **Vocabulary Builder** Describing stories: page 124

- 9 Do the task in exercise 1. Follow the advice in the strategies, use the structure of the model review (see exercise 6) and use phrases from exercise 8.

CHECK YOUR WORK

Have you ...

- given your review a title and an interesting introduction?
- used an appropriate style?
- given your article a logical structure?
- used the present tense to describe the plot and characters?
- checked your grammar and spelling?