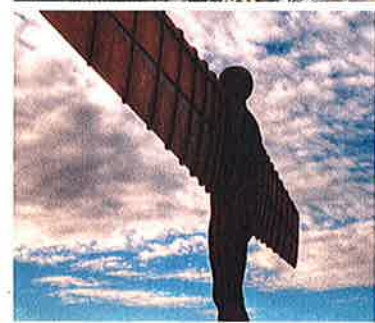


# 7



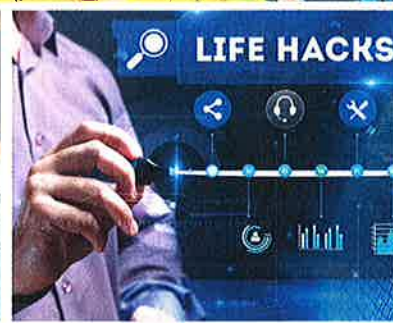
# arts



**OUTSIDER ART** p80



**THE POWER OF MUSIC** p83



**LIFE HACKS** p86



**GRAFFITI** p88

**SPEAKING** 7.1 Discuss art and creativity 7.2 Talk about music  
7.3 Tell someone about a skill 7.4 Talk about a cultural experience

**LISTENING** 7.2 Listen to someone talking about their musical tastes 7.3 Listen to a conversation  
about life hacks 7.4 Watch a BBC news report about Taiwanese street artists

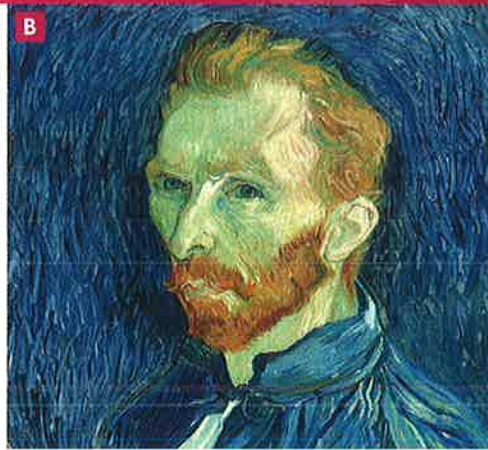
**READING** 7.1 Read about outsider art 7.3 Read about life hacks

**WRITING** 7.2 Write an essay 7.4 Write a review



# 7.1 OUTSIDER ART

- G** making comparisons; *so/such*
- P** connected speech: *schwa* in comparatives
- V** visual arts; multi-word verbs



## GRAMMAR

### MAKING COMPARISONS; SO/SUCH

**1** Look at the pictures. Do you like any of these artworks? Which is your favourite and why? Which do you like the least? Do you have a favourite artist or artists?

**2 A** In your opinion, which sentences describe which artwork?

This artwork is:

- 1 more realistic than the others.
- 2 the most abstract.
- 3 as good as a Picasso!
- 4 almost as famous as the artist who painted it.
- 5 so strange I don't know if it's really art.
- 6 such a beautiful picture that it must be worth a lot.

**B** Underline the phrases we use for comparing/describing in sentences 1–6 in Exercise 2A.

*more realistic than the others*

**C** Check what you know. Complete the rules with the words in the box.

such so as + adjective + as more  
the most/the least

#### RULES

- 1 Comparatives use *-er* with short adjectives and \_\_\_\_\_ with long adjectives.
- 2 Superlatives use *-est* with short adjectives and \_\_\_\_\_ with long adjectives.
- 3 Use \_\_\_\_\_ + article (+ adjective) + noun to describe something that leads to a result or to show strong feelings about something. An adjective often comes before the noun.
- 4 Use \_\_\_\_\_ + adjective/adverb to describe something that leads to a result or to show strong feelings about something.
- 5 Use \_\_\_\_\_ to say something is equal to another thing. We can use *nearly* or *almost* to say the two things are not exactly the same.

**3 A** **7.1** **CONNECTED SPEECH:** *schwa* in comparatives

Answer the questions. Then listen and check.

- 1 In connected speech, how do we pronounce *as* in *as good as*?
- 2 How do we pronounce *than* in comparatives?

**B** **7.2** Listen and repeat.

**4** Complete the second sentence so that it means the same as the first, using the word in bold.

- 1 The weather was beautiful, so we went for a picnic. It was \_\_\_\_\_ day that we went for a picnic. **beautiful**
- 2 Marissa has more friends than anyone else. Marissa is \_\_\_\_\_ person. **popular**
- 3 Behir was brilliant at football – a professional club wanted to sign him. Behir was \_\_\_\_\_ at football that a professional club wanted to sign him. **good**
- 4 This was the most boring presentation I've seen. This was the \_\_\_\_\_ presentation I've seen. **interesting**
- 5 It's a lovely necklace, but the other one is more beautiful. It's lovely, but it's not \_\_\_\_\_ the other necklace. **gorgeous**
- 6 The Metropolitan Museum of Art is huge, but the Louvre in France is slightly bigger. The Metropolitan Museum of Art is nearly \_\_\_\_\_ the Louvre in France. **big**
- 7 Maya danced brilliantly and won. Maya was \_\_\_\_\_ dancer that she won. **brilliant**
- 8 He was growing too fast and they thought something was wrong with him. He was growing \_\_\_\_\_ that they thought something was wrong with him. **quickly**

**5** Make sentences about the artworks in Exercise 1. Use the structures in the Rules box and the adjectives in this box. Then work in pairs and share your sentences.

beautiful ugly interesting strange  
famous good

*I think the first piece of art is the most beautiful.*



## READING

**6 A** Work in pairs and discuss. Which statement best matches your opinion of modern art? Why?

- 1 I love it.
- 2 I like some of it.
- 3 I can't stand most of it.
- 4 I don't know much about it.

**B** You are going to read about *outsider art*. What do you think this term means? Read the article to find out.

**7 A** Read the article again. These statements are all false. Why? Underline the parts of the article that tell you.

- 1 Outsider art is produced by people who went to art school.
- 2 Outsider art usually consists of oil paintings.
- 3 William Edmondson is a recent outsider artist from the USA.
- 4 Guo Fengyi made art out of rubber.
- 5 The Venice Biennale refuses to show outsider art.
- 6 There is less interest in outsider art now than in the past.

**B** Work in groups. Discuss the questions.

- 1 'Modern art can be strange.' Some people think modern art looks like children's art and anyone could do it. Do you agree? Why/Why not?
- 2 Do you think outsider art is 'real art'?

## Outsider art: how it found its way in

Modern art can be strange. Here's some of the work that's turned up in galleries: a sliced-up shark, a video of a wall falling down, a **self-portrait** made of wire and string, lights going on and off. No wonder someone said about the modern art scene, 'The lunatics have taken over the asylum.'

And there's also the rise of outsider art. What exactly is it? It's art produced by people who are on the edges of society: prisoners or people with mental illness, who are untrained as artists.

They often have a history of institutionalisation (orphanage, asylum, prison), little or no education and an obsession with

art-making. Their work tends to show fantasy worlds and extreme mental states, and it's made of anything that comes to hand.

In the past, art meant **oil paintings** and **watercolours**. These were painted using a **canvas** that was placed on an **easel**. The artist would do a **sketch** first, using a pencil or perhaps **charcoal**. Then he or she would apply the paint with a **paintbrush**. In contrast, outsider art can mean **sculptures** of gorillas made of tin foil, plastic *Star Wars* figures glued to boards, chairs made of chicken bones and stuffed squirrels fitted with angels' wings.

So what's happening now? It seems that outsider art is becoming insider art. At a recent Venice Biennale, one of the world's biggest art exhibitions, the main attraction was an **installation**: *Il Palazzo Enciclopedico*. This was a copy of a 1950s work by self-taught Italian Marino Auriti (1891–1980). According to the Biennale's artistic director, Auriti had built 'an imaginary museum that was meant to house all worldly knowledge – from the wheel to the satellite.'

Why is outsider art suddenly popular? For several years there's been a growing interest in 'alternative' art: graffiti, **collage**, handmade objects, digital photography and **multimedia** works. As a result, major museums and galleries are starting to exhibit the work of self-taught artists and art dealers are capitalising. Among today's finest outsider artists are the Dutchman Huub Niessen, whose drawings are in permanent collections all over Europe, and the Brazilian Marilena Pelosi, who says, 'If I didn't draw, I would die.'

One of the earliest outsider artists was William Edmondson (1874–1951). The son of former slaves, Edmondson was a self-taught sculptor and the first African American to have an exhibition at the Museum of Modern Art, in 1937.

Another outsider artist was Guo Fengyi (1942–2010), from China, who made ink drawings. She had worked in a rubber factory but retired at thirty-nine because of ill health. Later she began to have visions – for example, of imaginary beasts and angels – which she included in her work.

William Edmondson



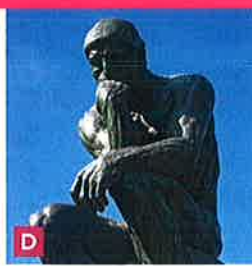
A



B



C



D



E



F



G



H



I



J



K



L

## VOCABULARY

### VISUAL ARTS

**8 A** Look at the words in bold in the article on page 81. Which of the items can you see in the photos?

**B** Work in pairs. Discuss the questions.

- 1 Have you, or has anyone you know, created the types of art above (paintings, sculptures, etc.)?
- 2 Have you been to any art galleries? If so, which? What did you see that you liked/disliked?
- 3 What sculptures are in your town/city? What are they like?
- 4 Has anyone ever made a portrait of you? When? What did you think of it?

▷ page 126 **VOCABULARYBANK**

## VOCABULARY PLUS

### MULTI-WORD VERBS 2

**9 A** Find and underline twelve multi-word verbs in the quiz below. What do they mean? Use a dictionary to help you.

**B** Do the quiz. Then work in pairs and compare your answers. Check your answers on page 130. Are the results accurate about you?

▷ page 126 **VOCABULARYBANK**

### speakout TIP

Here are some ways to use creativity to help you learn English:

- 1 Make up sentences, conversations and stories that use new vocabulary.
- 2 Keep a journal in English. Describe your day but invent one imaginary thing every day.
- 3 Use illustrations instead of words to explain the grammar you learn.

Have you tried any of these? Try doing one for a week. Report back to other students on how effective it is.

## How creative are you?

Choose a), b) or c).

- 1 You're **looking after** your friend's three small children. What do you do with them?
  - a) make up stories and have the kids perform with costumes
  - b) take the children for a walk in the park
  - c) turn on the TV and find the cartoon channel
- 2 A machine breaks down. You spend the day trying and failing to fix it. What do you do next?
  - a) read a novel or poetry, sleep and try again the next day
  - b) call a friend for help
  - c) give up and throw away the machine
- 3 A relative is celebrating her 100th birthday! What do you do?
  - a) make her a collage with images of the last 100 years
  - b) shop around for the most beautiful gift you can afford
  - c) buy a card with a birthday message
- 4 A friend asks you to design a logo for her new business. What do you do?
  - a) spend a day sketching until you come up with a perfect design
  - b) copy something from the internet (no one will notice)
  - c) turn her down and tell her to find a real designer
- 5 Ten foreign students are visiting your city. You must arrange a programme. What do you do?
  - a) make three programmes – they choose their favourite
  - b) arrange visits to the city's four most famous attractions
  - c) put them on a tour bus – you can count on a tour guide to do the job
- 6 You organise a celebration picnic for a friend. It starts raining heavily. What do you do?
  - a) make a canopy between two trees – and still have the picnic
  - b) invite everyone to your house instead
  - c) call it off – there's no way to have a picnic in the rain

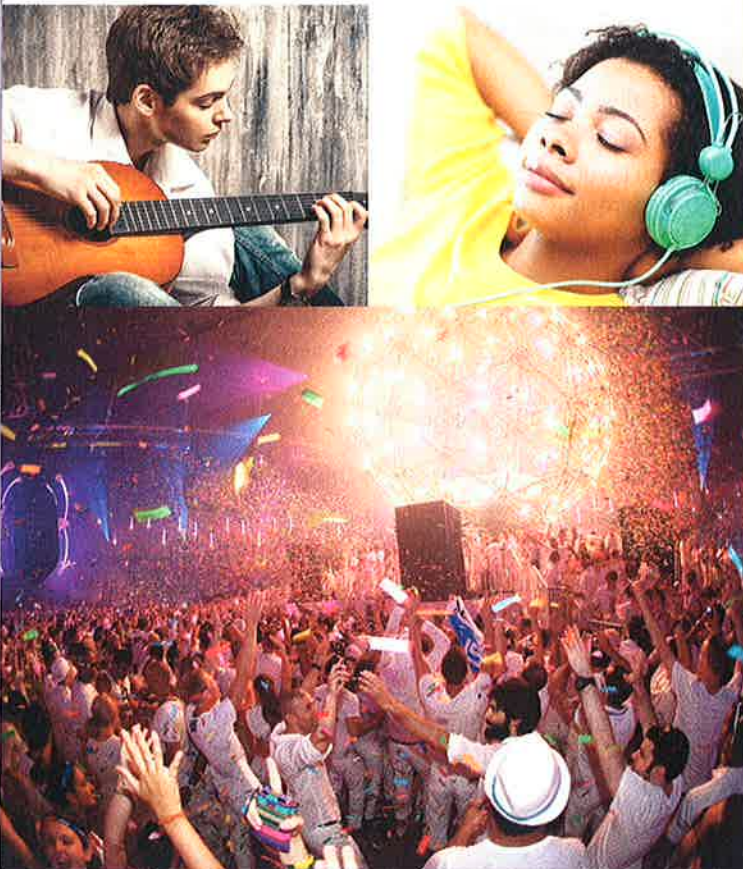


## SPEAKING

**1** Work in pairs or groups. Do the questionnaire.

### Let's talk about music

- 1** What kind of music do you enjoy listening to?
- 2** When/Where do you usually listen to music?
- 3** What was the last piece of music you listened to? Why?
- 4** What was the first song/musician you can remember really enjoying?
- 5** Do you play music when you work/study? Why/Why not?
- 6** Do you have a particular song that makes you happy/sad? What is it?
- 7** Is there any music you really cannot stand?
- 8** Have you ever been to see your favourite musicians live? Where? When?
- 9** Have your musical tastes changed over the last 5–10 years? How?
- 10** Do you believe music has the power to change people? How important do you think music is to society in general?



## VOCABULARY

### MUSIC

**2 A** Match the words in the box with definitions 1–12.

album rhythm lyrics track rave  
 download rap techno speakers  
 number one fan dance music

- 1** electrical devices used to allow you to hear sound or music \_\_\_\_\_
- 2** a collection of songs or pieces of music recorded together \_\_\_\_\_
- 3** a huge party involving dancing, often in a big space with hundreds of people \_\_\_\_\_
- 4** the words to a song \_\_\_\_\_
- 5** the beat of the music \_\_\_\_\_
- 6** a type of electronic music which is intended for dancing to in clubs \_\_\_\_\_
- 7** the most popular song in the charts (with the most sales) \_\_\_\_\_
- 8** a way to access music which is stored online \_\_\_\_\_
- 9** one of several pieces of music on a CD or musical recording \_\_\_\_\_
- 10** someone who particularly likes a type of music \_\_\_\_\_
- 11** a type of popular music with a heavy beat and a vocalist speaking over the top \_\_\_\_\_
- 12** a form of electronic dance music that began during the 80s \_\_\_\_\_

**B** **7.3 THE LETTER A** How is the letter *a* pronounced in the words in the box? Write them in the correct place in the table. Then listen and check your answers.

favourite class party fan album  
 shake last tape track


/eɪ/	/æ/	/ɑː/
rave	rap	dance

**C** Choose two or three words from Exercise 2A. Use them to write questions to ask other students.

*Do you have a favourite album?  
 What was the last track you downloaded?*

**D** Work in groups. Ask and answer your questions.

## LISTENING

**3 A**  7.4 Listen to Anya talking about her musical tastes. Are the statements true (T) or false (F)?

- 1 Anya likes listening to lots of different types of music.
- 2 In the past Anya listened to music in the car with her mum.
- 3 Anya didn't enjoy dance music when she was younger.
- 4 She's a massive fan of country music.
- 5 Anya's mother had a wide taste in music.
- 6 Anya's musical tastes have changed a lot since she was a child.

**B** Match 1–10 with a)–j) to complete Anya's sentences. Then listen again and check.

- 1 I've always been a
  - 2 My mum used to have so many
  - 3 I used to listen to
  - 4 We'd listen to a tape, or whatever,
  - 5 She had such an eclectic
  - 6 I've always listened to
  - 7 It started when
  - 8 I used to go to, like, raves
  - 9 One thing I can't get into is
  - 10 It's the sort of music that
- a) that we'd chosen from the supermarket at the weekend.  
 b) makes my toes curl.  
 c) for young people when I was at school.  
 d) I was about thirteen years old.  
 e) massive fan of music.  
 f) CDs and tapes and records.  
 g) country and western.  
 h) all sorts of things.  
 i) taste in music.  
 j) electronic music and dance music.

**C** Answer the questions.

- 1 What do you think it means to be a 'massive fan' of something?
- 2 If you have 'an eclectic taste in music', do you like lots of different types of music?
- 3 If you 'can't get into' something, have you tried to enjoy it or not?
- 4 If something 'makes your toes curl', do you think that's a positive or negative reaction?
- 5 Can you think of something that 'makes your toes curl', something you 'can't get into' and something you are 'a massive fan' of? Work in pairs and tell your partner about them.

## GRAMMAR

## BE/GET USED TO VS USED TO

**4 A** Read the sentences. What is the difference in meaning between the underlined forms (*used to*, *get used to* and *be used to*)? Which form is followed by an infinitive without *to*? Which are followed by a noun/*-ing* form?

- 1 I used to go to raves when I was younger.
- 2 I cannot get used to country and western music.
- 3 I'm used to singing in front of an audience.

**B** Complete rules 1–3 with phrases a)–c).

## RULES

- 1 \_\_\_\_\_ is for talking about something you are accustomed to doing; it's usual for you to do this.
  - 2 \_\_\_\_\_ is for talking about something you become accustomed to; it is no longer unusual or strange.
  - 3 \_\_\_\_\_ is for talking about a habit or state in the past, which you don't do now.
- a) *get used to* + noun/*-ing* form  
 b) *used to* + infinitive without *to*  
 c) *be used to* + noun/*-ing* form

 page 116 LANGUAGEBANK

**5** Circle the correct answer, a) or b) to complete the sentences.

- 1 I \_\_\_\_\_ play the piano, but I stopped when I left home.  
 a) get used to      b) used to
- 2 I can't \_\_\_\_\_ used to the taste of this coffee. It's too bitter.  
 a) be                  b) get
- 3 She \_\_\_\_\_ paint but then she started working on sculptures.  
 a) got used to      b) used to
- 4 Remember to drive on the left. It's tricky at first but you'll \_\_\_\_\_ used to it.  
 a) get                  b) be
- 5 I really can't \_\_\_\_\_ waking up so early. I'm tired all the time.  
 a) get used to      b) used to
- 6 Don't worry. He's a journalist, so he \_\_\_\_\_ people disagreeing with him.  
 a) used to            b) is used to
- 7 When I was younger, I \_\_\_\_\_ a lot of basketball.  
 a) used to play      b) get used to playing
- 8 He used to \_\_\_\_\_ a long distance runner when he was at school.  
 a) being              b) be

**6** Work in pairs. Talk about these things.

- 1 something you used to do as a child but you don't do any more
- 2 a hobby that you started. Was there anything that was difficult to get used to?
- 3 things you are used to doing every day (drinking tea, sitting in traffic, etc.)
- 4 music that your parents used to listen to
- 5 something you will never get used to



## WRITING

### AN ESSAY; LEARN TO USE PARALLELISM

**7 A** Work in pairs. Complete the essay writing tips with the words in the box.

conclusion	topic sentence	introduction	paragraph
main idea	quotations		

### Essay writing tips

- 1 Introduction:** the purpose of the introduction is to present your <sup>1</sup> \_\_\_\_\_ on the topic. The essay should begin with a 'hook'—something to grab the reader's attention and make them want to read on. Examples of good hooks are relevant <sup>2</sup> \_\_\_\_\_ or surprising statistics. You can also use a strong descriptive image or statement. The introduction should also tell us what to expect from the rest of the essay.
- 2 Body paragraphs:** Each <sup>3</sup> \_\_\_\_\_ should exemplify a different point. Begin the paragraph with a <sup>4</sup> \_\_\_\_\_ that expresses the main idea of the paragraph. Then give some supporting details or examples of what you're talking about.
- 3 <sup>5</sup> \_\_\_\_\_:** the concluding paragraph should repeat the ideas you mention in your <sup>6</sup> \_\_\_\_\_, even using the same language sometimes, to reinforce the message.

**B** Read the essay below. Find an example of each of the ideas mentioned in the tips in Exercise 7A.

**C** Do you agree with the points in the essay? Is there anything that you find surprising/interesting?

#### The power of music

Music is an integral part of our lives. We carry it in our pockets and blast it from the rooftops. It controls our emotions and our behaviour and it can even help us to make friends. As Henry Wadsworth Longfellow said, 'Music is the universal language of mankind'.

Music affects our memories and our emotions. We remember the music that was playing at weddings and funerals or during a special holiday together. We can use music to change our mood. Just think about how your emotions are affected by the soundtrack when you watch a scary scene in a movie.

Our brains are also affected by music. Music can help to relieve stress and depression, and even helps people to sleep better. Music affects our behaviour in other ways too. When calming music is played in shopping centres, people tend to walk more slowly and buy more. When we listen to loud music in the gym, we tend to work faster and do more exercise. Music can even make us more intelligent. People who listen to Mozart before doing an IQ test perform better. This is known as the 'Mozart effect'.

Lastly, music has an incredible power to bring people together, even when they don't speak the same language. Music and singing have been used by societies all around the world to help social groups to bond more strongly. Think about the way football fans sing and chant. There's no doubt about it, music has always been a fundamental part of our society, for all of these reasons, and perhaps for others we don't even know. The power of music is simply magical.

**8** Read the sentences. Which sounds better, a) or b)? Why?

- 1** a) Writing essays takes time and you have to be careful and you have to think a lot.  
b) Writing essays takes time, care and a lot of thought.
- 2** a) I enjoy cooking, jogging and I like to read books.  
b) I enjoy cooking, jogging and reading books.
- 3** a) When people get together, they like to sing and enjoy dancing and having a good time.  
b) When people get together, they like to sing, dance and have a good time.

### speaking TIP

Parallelism is the use of a repeated grammatical structure in a sentence to add rhythm and balance, e.g. *I listen to music when I'm working, studying and driving.*

Find examples of parallelism in the essay in Exercises 7B and 8.

**9** Circle the best answer, a) or b), to complete the sentences from an essay on the power of love.

- 1** When you feel loved,  
a) you feel sure of yourself and you are protected and have confidence in yourself.  
b) you feel secure, protected and confident.
- 2** I think love is more important than  
a) money, cars or other material possessions.  
b) how much money you have or if you have a big car or other things you can buy with lots of money.
- 3** Everybody needs  
a) love and everybody needs to be happy, and to feel secure.  
b) love, happiness and security.

**10** Write an essay with the title *The power of ...*. Follow these steps.

- 1** Choose one of the topics from the box or another of your choice.

love	politics	money	exercise
meditation	sport	literature	art
conversation	education		

- 2** Do some research and plan your essay. Think about the writing tips in Exercise 7A.
- 3** Write a first draft of the essay (400 words).
- 4** Check your work. Can you improve your writing by using parallelism?

# 7.3 LIFE HACKS

- F** responding to suggestions
- P** intonation: sounding positive or negative
- V** everyday objects



## VOCABULARY

### EVERYDAY OBJECTS

1 Match the words in the box with photos A–J.

sponge wrapping paper tea bag price tag  
hairdryer electric fan hammer watering can  
paper towel clothes peg

2 Read about some life hacks (creative ideas to make everyday life easier). Which of these ideas do you like? Which do you think are the most useful?

## 10 Life hacks

Smelly shoes? Put dry tea bags in them to absorb the smell.

After washing the dishes, put the sponge in the microwave for two minutes. This kills germs.

If a metal object is rusting, soak it in salt and vinegar overnight.

If someone spills ink, use milk to clean it. To remove grass stains, use vinegar. To remove make-up, use shaving cream.

Need to remove a sticky price tag without making a mess? Use a hairdryer to blow warm air on it. The glue will melt, making it easy to remove.

If you burn yourself, put yellow mustard on the burn and then wash the area with cold water.

Cut open old toilet rolls and use them as a cuff to hold wrapping paper.

Worried about burning your fingers when lighting candles? Use a lighted piece of spaghetti instead of a match.

No watering can for watering the plants? Put holes into the top of a plastic bottle and fill it with water.

Need to make your drink colder? Wrap a wet paper towel around the bottle and put it in the freezer. It will be ice cold in fifteen minutes.

## FUNCTION

### RESPONDING TO SUGGESTIONS

3 **A** 7.5 Listen to a conversation about life hacks. What life hacks does the woman mention?

**B** Answer the questions. Then listen again and check your answers.

- 1 How can you stop your clothes from wrinkling in a suitcase?
- 2 How can you stop dirty clothes from smelling in a suitcase?
- 3 What should you do if a mosquito bites you?
- 4 What should you do if mosquitoes are buzzing around you?
- 5 What container can you make to stop your valuables from being stolen at the beach?
- 6 What can you do if you're caught in the rain and you're on the street?

4 **A** 7.6 Complete the extracts from the recording. Use one word in each gap. Then listen again and check your answers.

1 **A:** If you're travelling and you have dirty laundry, keep it in a separate plastic bag, but put a bar of scented soap in the bag as well.

**B:** To stop the clothes from smelling bad?

**A:** Yep.

**B:** That's a good \_\_\_\_\_.

2 **A:** Lick your finger and dip it in salt. Then rub the mixture of salt and saliva on the bite. It heals after a few minutes.

**B:** Oh wow – **that** \_\_\_\_\_ **so easy!** I'll try it.

3 **A:** You switch on a fan and sit in the breeze. Mosquitoes are very light and can't fly in the wind.

**B:** Oh, \_\_\_\_\_'s good.

4 **A:** First, you clean it out. Then you cut the top off so you can fit your phone, keys and money in it. Then you fit the top back on. If it looks old and nasty, people are much less likely to steal it.

**B:** I get it. **That's** \_\_\_\_\_ **a good idea.**



**B** The man in the recording responds to suggestions in different ways. Look at the phrases in bold for responding to suggestions in Exercise 4A. Write them in the correct place in the table.

questions	<i>To stop the clothes from smelling bad?</i>
<b>a so or such sentence</b>	
<b>that sounds/that's + adjective (e.g. great, amazing, interesting, terrible)</b>	
<b>how + adjective</b>	
<b>one-word comment</b>	

**C** Write the phrases in the box in the correct place in the table in Exercise 4B.

Brilliant! You're so clever! How awful! Is it really?  
That's wonderful! That sounds terrible!  
Congratulations! Excellent! How interesting!  
That sounds amazing! That's unfair! Are you serious?  
That's such a nice thing to do. Great!

▷ page 116 **LANGUAGEBANK**

**5 A** Underline the correct alternatives to complete the conversations.

- A:** To get rid of a cold, you should rest and drink hot tea with honey.  
**B:** *How awful!/Congratulations!/That sounds good.*
- A:** Use the sticky part of a Post-it note to clean between the keys on your keyboard.  
**B:** *Is it?/You're so clever!/Does it really? I've been trying to clean my keyboard for ages!*
- A:** If you're feeling miserable, clean out your cupboards. Getting rid of old stuff will cheer you up.  
**B:** *That's a good idea./That sounds terrible!/Do they really?*
- A:** If you often forget where you parked in a multi-storey car park, take a photo of the floor number.  
**B:** *That sounds amazing!/That's such a kind thing to do./Brilliant!*
- A:** If you run out of shaving cream, use olive oil. It works just as well.  
**B:** *Olive oil on my face? Are you serious?/How sweet!/That's very nice of you.*
- A:** I've been eating carrots to improve my eyesight, but now my skin has turned orange!  
**B:** *Oh no. Is it really?/That sounds terrible!/That's unfair!*

**B** **7.7 INTONATION: sounding positive or negative**  
Listen to the conversations from Exercise 5A and repeat B's responses. Copy the intonation.

## LEARN TO

### AGREE USING ME TOO/ME NEITHER

**6** Read conversations 1 and 2 and complete rules a) and b).

- A:** Mosquitoes love me.  
**B:** Me too.
- A:** I don't think this plan will work.  
**B:** Me neither.

#### RULES

- To agree with a positive statement, use *me* \_\_\_\_\_.
- To agree with a negative statement, use *me* \_\_\_\_\_.

**7 A** **7.8** Listen to people reacting to ten statements. In which conversations (1–10) does the second speaker disagree?

**B** Read the sentences. Put a cross next to the ones that are NOT true for you.

- I drink coffee every morning.
- I don't write in a notebook.
- I sometimes wash the dishes.
- I don't like mustard.
- I work long hours.
- I don't listen to classical music.
- I like DIY.
- I don't have a sedentary lifestyle.
- I water the plants at home.
- I don't own an umbrella.

**C** Work in pairs. Take turns to read the sentences from Exercise 7B which are true for you. Your partner responds using *me too* or *me neither*.

- A:** *I drink coffee every morning.*  
**B:** *Me too.*

**D** Work in pairs. Think of three true sentences each about things you do regularly. Then tell your partner, who should respond with *me too* or *me neither*.

## SPEAKING

**8 A** Work in groups of three. Think of a skill you are good at or something you know about. What creative advice can you give to someone who wants to learn it? If you need help, Student A: turn to page 129. Student B: turn to page 130. Student C: turn to page 133. Plan what you will say to your group.

**B** Share your 'hacks' with your group. As you listen, respond to the suggestions.

*I'm going to talk about 'exercise hacks'. These are ways to ...*



## DVD PREVIEW

**1 A** Work in pairs. Discuss the questions.

- 1 Do you think graffiti should be legal or illegal? Why?
- 2 Is there any street graffiti that you like? Where? What can you remember about it?

**B** Read about graffiti artists in Taiwan. What has changed for Taiwanese street artists?


**Taiwan opens up to graffiti artists**

Walk around many cities in Europe or the US and you won't be surprised to find colourful graffiti sprayed across its walls. Graffiti used to be considered vandalism, but many countries now support and encourage street artists. In Asia, however, street artists still often face fines or even prison sentences.

In Taipei, the capital of Taiwan, new legislation means that penalties for street art are low, and artists are being given spaces to legally create their art. The BBC team went to meet Jimmy Cheng, long-time graffiti artist and founder of the Taipei Alliance for the Advancement of Multi Art Culture Youth Center

## DVD VIEW

**2 A** Watch the programme. Answer the questions.

- 1 How are attitudes to graffiti changing in Taiwan?
- 2 Why are they changing?
- 3 Do you think this change is a good thing?

**B** Are the statements true (T) or false (F)?


- 1 When Jimmy Cheng started spraying graffiti twenty years ago, Taiwanese people already had a good understanding of graffiti as a form of public art.
- 2 In Ximending graffiti has been legalised, with spaces for people to spray, practise or exhibit their art.
- 3 Before the graffiti artists arrived it was mostly vagrants and drug addicts who occupied the space.
- 4 At first, the artists only used Chinese, but now they include English words.
- 5 The fine for spraying graffiti in Taiwan is very high, so foreigners don't like to go there.
- 6 Taiwanese public acceptance of graffiti is higher than that in Europe or America.
- 7 Foreign graffiti artists exchange ideas with local Taiwanese artists.

**C** Watch again to check your answers.**3** Work in groups. Discuss the questions.

- 1 What kinds of messages or ideas do you think graffiti artists try to represent in their work?
- 2 Do you think graffiti art is a good way for a city to improve the look of run-down areas? What else could be done?



## speakout a cultural experience

**4**  **7.9** Listen to Marcella talking about an art experience. Answer the questions.

- 1 What does Marcella like to do when she visits a new city?
- 2 What was the art experience?
- 3 What is special about the Barranco district in Lima?
- 4 What did Marcella enjoy about the tour?

**B** Listen again and underline the alternative you hear to complete the key phrases.

### KEYPHRASES

It's no secret that I <sup>1</sup>love/adore street art ...  
Whenever I travel to a new city, it's one of the <sup>2</sup>first things I see/my favourite things to see ...  
I love the vibrant colours and the <sup>3</sup>exciting/interesting atmosphere ...  
I'm always on the lookout for good <sup>4</sup>art/restaurants ...  
I was so <sup>5</sup>thrilled/excited when a friend told me about ...  
The area is <sup>6</sup>inhabited/frequented by artists, photographers and musicians.  
It was really <sup>7</sup>fascinating/fantastic to hear about their history.  
<sup>8</sup>Undoubtedly/Unfortunately, I would not have discovered ...  
To <sup>9</sup>finish/top it all, we had a wonderful lunch ...  
The best thing about the <sup>10</sup>exhibition/tour?

**C** Choose a cultural experience from the box to talk about. Before you talk, think about the questions below.

going to a music festival/gig    seeing a theatre show  
visiting a place with interesting architecture  
seeing interesting art

- 1 Where were you and who were you with?
- 2 What was special about the experience?
- 3 Would you recommend it to others? Why/Why not?

**D** Work in groups. Take turns to tell each other about the experience you chose. Would you be interested in trying some of the cultural experiences you heard about?

## writeback a review

**5 A** Read the review. Would you enjoy this art experience? Why/Why not?

### Shoreditch Street Art Tours

This has to be one of the best things to do in London! I went with my fourteen-year-old niece and we really enjoyed getting off the tourist trail and taking photos of the amazing art. The tour takes place in Shoreditch, an area which used to be a working-class industrial neighbourhood, but after the Second World War, fell into disrepair. Its factories and warehouses were abandoned until groups of young artists started to move in, looking for cheap studio space. Over the past twenty years, the area has been transformed and it's now an open-air gallery for some of the world's best known street artists and muralists, including Banksy and Deface. The tour takes you around the colourful and vibrant streets near Brick Lane, where you will see murals, markets, cafes, bars and galleries. You'll learn all about street culture, meet some of the artists and hear the stories that have made this area one of the world's epicentres for street art. Don't miss it.

**B** Write an online review of one of the cultural experiences you talked/heard about in Exercise 4C (150–200 words).



## V VISUAL ARTS

**1 A** Add the missing letters to complete the comments by people who make art.

**A** 'My mother gave me a set of <sup>1</sup>paintb\_\_\_\_\_es for my tenth birthday. I painted my family, using <sup>2</sup>water\_\_\_\_\_urs. Then I started doing oil <sup>3</sup>pai\_\_\_\_\_gs. Now I'm working on a series of 'self-po\_\_\_\_\_its.'

**B** I paint in a traditional way. I begin by making a <sup>5</sup>sk\_\_\_\_\_ of my subject, using <sup>6</sup>ch\_\_\_\_\_al. Then I place the <sup>7</sup>c\_\_\_\_\_s on my <sup>8</sup>e\_\_\_\_\_ and begin.'

**B** What do you remember about making art when you were younger? Do you make art now?

## G MAKING COMPARISONS SO/SUCH

**2 A** Put the words in the correct order to make sentences.

### Who was the greatest: Picasso or Michelangelo?

- 1 Michelangelo was / that he was / a great artist / known as 'the divine one' during / such / his lifetime
- 2 As a sculptor, architect / greater range / and painter, / Michelangelo had a / of artistic interests / than Picasso
- 3 Art critic Robert / not even Michelangelo, / Hughes wrote, / had been as famous / 'No painter or sculptor, / as Picasso in / his own lifetime'
- 4 highest price ever paid / More of / been stolen than / and a Picasso picture also holds / Picasso's paintings have / any other artist's, / the record for the / for a painting

**B** Write sentences comparing people, things, places, etc. Use the words in the box. Then work in pairs and compare your ideas.

such so as + (adjective) + as  
more the most/the least

## G BE/GET USED TO VS USED TO

**3 A** Complete the texts with the words in the box.

get used to am used to  
used to do used to be  
used to it used to

Tell us about the things you

<sup>1</sup>\_\_\_\_\_ as a child that you don't do anymore.

Be creative. I <sup>2</sup>\_\_\_\_\_ so imaginative. I would draw things all the time. Now I find it really hard. My new job is in marketing though, and we have to come up with new ideas, so I'm going to have to <sup>3</sup>\_\_\_\_\_ thinking creatively again.

I <sup>4</sup>\_\_\_\_\_ play a lot of sport, so I was really fit. Nowadays, I <sup>5</sup>\_\_\_\_\_ sitting around all day in an office. I never do exercise. I'm really weak, so I've started to train again. It's hard, but I'm getting <sup>6</sup>\_\_\_\_\_.

**B** Work in pairs. Tell your partner about something you used to do as a child that you don't do now. Does it affect your life now?

## V MUSIC

**4 A** Underline the correct alternatives to complete the sentences.

- 1 I love this new *lyrics/album*. It's got some really great *tracks/speakers* on it.
- 2 I'm not really a *fan/number one* of *download/dance* music. I generally don't like *techno/album*.
- 3 Have you heard that new *track/speakers* by Ed Sheeran? I must *techno/download* it.
- 4 You need to move the *number one/speakers* so they face this way. I can't hear the *rave/rhythm* properly.
- 5 You haven't heard of Jay Z?! He's a *rhythm/rap* artist, with several *number one/speakers* albums.

**B** Work in pairs. Tell your partner about these things.

- 1 the last piece of music you downloaded
- 2 whether you like techno, rap or dance music
- 3 what kind of music you were a fan of when you were younger

## F RESPONDING TO SUGGESTIONS

**5 A** Complete the conversations with the words in the box.

such idea so it  
serious sounds

- 1 **A:** If you're stressed, try painting big circles. It clears your mind.  
**B:** Are you \_\_\_\_\_?
- 2 **A:** You should exercise more. I used to run up a mountain at 6a.m. every morning.  
**B:** That \_\_\_\_\_ terrible!
- 3 **A:** You can't sleep? Try drinking herbal tea before bed.  
**B:** That's a good \_\_\_\_\_.
- 4 **A:** Before exams I'd always go swimming. It helped me relax.  
**B:** That's \_\_\_\_\_ a nice thing to do.
- 5 **A:** 4a.m. is the best time to see wild animals here.  
**B:** Is \_\_\_\_\_ really?
- 6 **A:** I just fixed the air conditioning. You should always check the filter.  
**B:** You're \_\_\_\_\_ good at fixing things!

**B** Work in pairs. Read situations 1–5. Take turns to make a suggestion for each situation. Your partner responds.

Your partner:

- 1 can't sleep.
- 2 has an English exam tomorrow.
- 3 has a broken TV.
- 4 needs to find a good restaurant.
- 5 wants to try a new sport.

**A:** *I can't sleep!*

**B:** *You should read a boring book for thirty minutes.*

**A:** *That's a great idea!*