

3 ART EVERYWHERE



1  Work in small groups. Look at the images. What do they show? What do they have in common? What is the link with the title of the unit?

2 a  Complete A in the KEY VOCABULARY PANEL . Discuss the questions.

- Are there any sculptures or other works of art on display in the open air in your area? Where are they?
- Are they permanent fixtures or part of a temporary exhibition?
- Are there any art galleries or museums in your town? What kind of art is on display there?
- Do you often visit art galleries and museums? Why/Why not?

b  3.1 Listen to five conversations. Answer the questions.

- 1 Which image of art are they discussing in each conversation?
- 2 Which image don't they discuss?
- 3 Do they like them? Why/Why not?





e

3 a Complete B in the KEY VOCABULARY PANEL.

b Complete the extracts with adjectives from B.

- It's how he takes these derelict old buildings and turns them into a work of art.
- Yes, but the images are pretty sometimes. I mean, all those rats!
- We were really when we came across this last exhibit.
- It was so—all these people taking photos with their phones!
- The kids look really, don't they? But actually they're just imitating the statue's pose.
- I tell you, this one was so lifelike that the first time you see it, it's

4 a 3.2 Listen and check. Which other adjectives could you add to the sentences in 3b?

b Do you agree with the speakers' opinions? Why/Why not?

KEY VOCABULARY

Art

A Works of art

- Match the words in the box to images a–f. There is one extra term.

drawing exhibition graffiti installation
mural painting photo sculpture
street art statue work of art

B -ed and -ing adjectives

- ed and -ing adjectives are formed from verbs that describe emotional reactions.
interest interested interesting
- Adjectives that end in -ed describe emotional reactions and responses. They usually follow a linking verb such as *be, seem, look*.
I was interested in the photos.
- Adjectives that end in -ing describe the thing, place or person that provokes the emotion.
The photos were interesting.
- Match the pairs of adjectives 1–8 to the emotions a–h they are associated with. The first has been done for you.

Adjectives	Emotions
1 annoyed/annoying	a sympathy or empathy
2 disturbed/disturbing	b anger
3 bored/boring	c extreme fear
4 surprised/surprising	d impatience or lack of interest
5 amazed/amazing	e reaction to something unusual
6 shocked/shocking	f surprise (something bad)
7 moved/moving	g surprise (something good)
8 terrified/terrifying	h unhappiness and worry

- Can you think of any more adjectives that have both an -ed and an -ing ending?

NOTICE ADJECTIVES

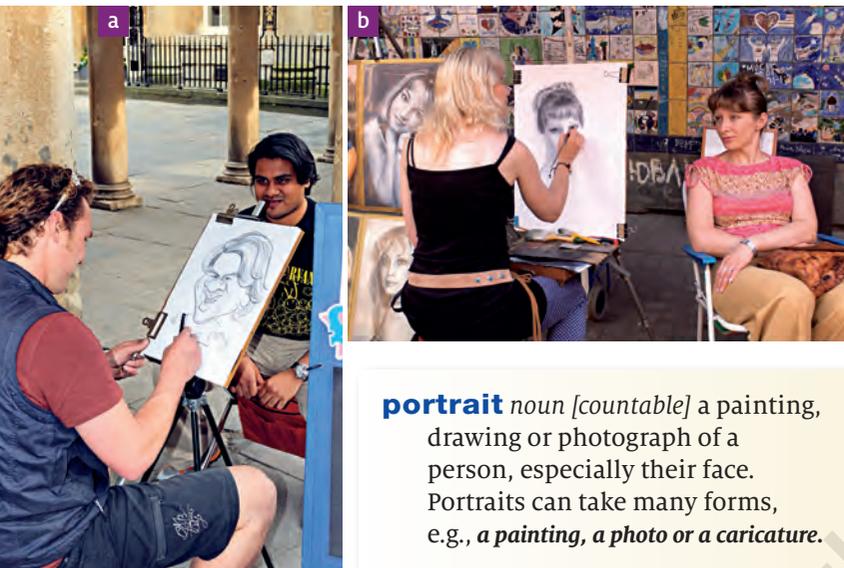
We can combine a noun and an -ing verb to create adjectives.

thought-provoking

breathtaking

mind-blowing

Use each adjective to describe one of the works of art.



portrait *noun* [countable] a painting, drawing or photograph of a person, especially their face. Portraits can take many forms, e.g., a *painting*, a *photo* or a *caricature*.

SPEAKING & READING

1 Work in pairs. Look at images a and b and the dictionary definition. Discuss the questions.

- Is there anywhere in your town where people draw or paint on the street? What kind of things do they usually paint or draw?
- Have you ever had a portrait taken or made of you? If so, what kind of portrait was it? Did you like it? Do you still have a copy?

A Portrait Is Worth a Thousand Words

- 1 The tradition of painting portraits is an old one. And artists have always been interested in self-portraits, but there are two Chinese artists who are doing something very different with this old tradition. Instead of painting pictures of themselves, they pose and their assistants paint *on* them. If you're confused, then read on...
- 2 Zhang Huan asked three calligraphers to paint very small Chinese characters all over his face: first a few words; then more and more. The tiny characters slowly filled his whole face until you can't read anything anymore. His whole face is covered in black ink. Art critic Alina Balanescu says, "I find this work extremely **interesting**. It's called *Family Tree*. Most of the text comes from Chinese folklore. The title isn't very easy to understand, but I think Zhang, who now lives in the U.S., is showing the influence of his [Chinese] roots, he's trying not to forget his family tree. He's doing it in a very **special** way, of course, and the result is totally **fascinating**." The artist has a more negative view: "At the end, I cannot tell who I am. My identity has disappeared."



2 **a** Look at paragraph 1 of the article and the two portraits c and d and answer the questions.

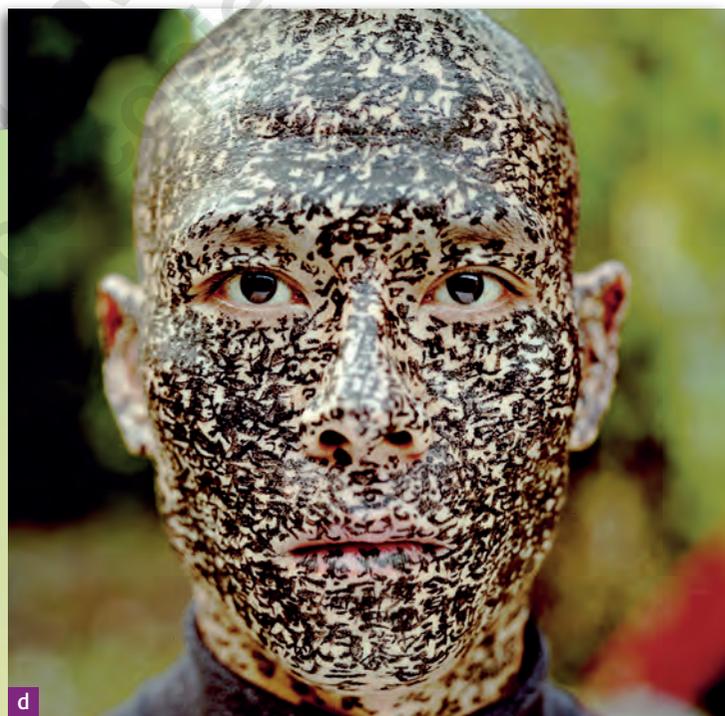
- 1 What two things do the portraits have in common?
- 2 What do you think the rest of the article is about?

b Read the rest of the article. Match the artists to their portraits. What messages are the two artists trying to express?

3 **a** Read the article again and match the facts to Liu (L), Zhang (Z) or both (B).

- 1 He doesn't live in the country of his birth. **Z**
- 2 The title of his work is easy to understand.
- 3 His work is connected with how he sees himself.
- 4 His art is a performance that the public can watch.
- 5 His work has a very personal significance.
- 6 His body becomes part of the artwork.

b In what ways are the two artists similar? In what ways are they different? Which portrait do you prefer (if any)? Why?



- 3 Compare this with the work of Liu Bolin in *Hiding in the City*—a series of photographs taken in urban locations. It's a very **good** title because it's almost impossible to see Liu in his photos. People walking by when the photos are being prepared often have no idea Liu is there until he begins to move. Preparing for these photographs requires a lot of patience. Liu has to stand still for hours while an assistant paints him from head to toe, until he disappears into the background like a human chameleon. It's great fun and makes for an absolutely **fantastic** collection of images. But there is another more serious side to his art. Liu makes himself invisible to highlight the difficulties that many artists have in his country. This is a silent protest that is completely **unique** to him.

GRAMMAR & VOCABULARY: Gradable & absolute adjectives

- 1 a  Work in pairs. Look at the pairs of adjectives and answer the questions.

interesting/fascinating good/fantastic special/unique

- Find the adjectives in **bold** in the article. What is each adjective describing?
 - Which adjective is stronger in each pair?
 - What word comes directly before each adjective?
- b Complete 1–8 in the **GRAMMAR PANEL** with words from 1a. Are these rules similar in your language?
- 2 a Look at the adjectives in the box. Make seven more word pairs with similar meanings. Use a dictionary to help you. Which adjectives would you not normally use to describe a work of art?

bad beautiful big delicious difficult exhausted huge impossible small stunning tasty terrible tiny tired

- b Decide which adjectives you can use with...
- a very *beautiful*, _____, _____, _____, _____, _____
- b absolutely *stunning*, _____, _____, _____, _____, _____
- 3 a  Work in pairs. Look at pages 24 and 25. Write a sentence about three of the pieces of art you can see, with the adjectives and modifiers in 1 and 2.
- b  Work with another pair. Read your sentences out loud. Can your partners guess which piece of art you're describing?

PRONUNCIATION: Word stress for emphasis

- 1 a  3.3 Listen and notice the stress on the words in **bold**.

- A Mm, this isn't very nice.
B Not very nice? It's **totally disgusting**!

b Listen and repeat.

- 2 a Complete the sentences using absolute adjectives.

- A This is very interesting.
B Interesting? It's **absolutely** _____!
- A I'm very tired after that walk.
B Tired? I'm **completely** _____!
- A Hey, this is pretty good, you know.
B Good? It's **really** _____!

b  3.4 Listen and compare your answers. Were they the same?

- 3 a  Listen again and mark the stress. Practice reading the exchanges in 2a in pairs.
- b Write two similar exchanges. Read them in pairs.

GRADABLE & ABSOLUTE ADJECTIVES

A Gradable & absolute adjectives

Some adjectives are **gradable**—we can make them stronger or weaker: *it's fairly nice* (weak), *it's very nice* (strong).

Examples: *good*, ⁽¹⁾ _____ ⁽²⁾ _____

Other adjectives are **absolute**—the quality either exists or it doesn't. They cannot be made stronger or weaker.

Examples: *fascinating*, ⁽³⁾ _____ and ⁽⁴⁾ _____

B Modifying gradable & absolute adjectives

To make **gradable** adjectives stronger use *very* or ⁽⁵⁾ _____: *very small Chinese characters*

To make gradable adjectives weaker use *pretty* or *fairly*: *It's fairly difficult*.

To emphasize **absolute** adjectives use ⁽⁶⁾ _____, *absolutely* or *completely*:

I find this work absolutely fascinating.

We cannot use *absolutely*, *completely* and ⁽⁷⁾ _____ with gradable adjectives. We cannot use ⁽⁸⁾ _____, *very* and *fairly* with absolute adjectives.

We can use *really* to add information about both gradable and absolute adjectives.

It's really nice. It's really stunning.

See page 142 for grammar reference and more practice.

SPEAKING

- 1 a  Work in pairs. Look at the different examples of graffiti on page 158 and discuss the questions.
- Who do you think painted them?
 - Why do you think they painted them?
 - Which do you think has a personal meaning? Which has a political message? Why?
 - Which could be viewed as art and which as an act of vandalism? Why?
- b Tell another pair about one of the pieces of graffiti. Can they guess which one it is?
- I think this was probably drawn by a very angry person.*
- 2  Work in pairs and discuss the questions.
- Is there a lot of graffiti in your neighborhood? If so, where is it? What kind of graffiti is it?
 - Do you think graffiti should be legal or illegal in your country?

LISTENING

1 a  3.5 Look at the image. What can you see? Where do you think it is? Listen and find out.

b Listen again and answer the questions.

- 1 What is a plinth?
- 2 Why is this plinth empty?
- 3 What competition was established in 2010?
- 4 Who decides the winner?
- 5 How long will the first two statues stand on the plinth?



2 a Look at the six short-listed entries a–f and match them to the descriptions.

- 1 A colorful statue of aristocrat and businessman, Sir George White.
- 2 A giant bright blue rooster.
- 3 A huge slice of Battenberg cake (a popular cake in the UK, possibly named after a German prince who married into the Royal family) made of bricks.
- 4 A mountain landscape in the shape of Britain.
- 5 A brass statue of a boy on a rocking horse.
- 6 An enormous organ that can be connected to an ATM.



b What exactly do you think they represent?

3 a  3.6 Listen to Estefanía, Luke, Camelia and Miguel talking about the short-listed entries and answer the questions.

- 1 Which is each person's favorite?
- 2 Which of the six works don't they talk about?
- 3 Which one do they think will win?

b Listen again. According to the speakers, which entry...

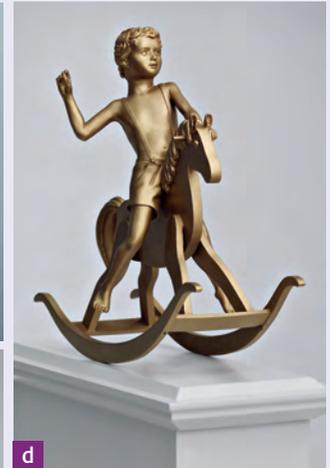
- 1 is easy to relate to?
- 2 is just a crazy idea?
- 3 has a historical significance?
- 4 is similar to another statue nearby?

4 a Listen a third time and match the phrases to the four works of art they talk about.

- 1 "It's definitely the funniest and by far the most colorful."
- 2 "It's much more elegant than the bird anyway!"
- 3 "I really think it's the most intelligent one."
- 4 "I think it's a little more appropriate, that's all."
- 5 "I think it's as funny as the cake."
- 6 "It's not as strange as the others."

b  Work in small groups. Discuss the questions.

- Do you agree with the speakers? Why/Why not?
- Which piece of art do you think would look best on the plinth? Why?



GRAMMAR

- 1 Look at the descriptions in LISTENING 4a. Which...
- describe a difference?
 - describe a similarity?
 - say that one thing is better than all the others?
- 2 a Look at the descriptions again. Underline the adjectives. Which are...
- comparatives (used with *more* or *-ed*)?
 - superlatives (used with *most* or *-est*)?
 - used with *as ... as*?
- b Fill in blanks 1–2 in A in the GRAMMAR PANEL with sentences from LISTENING 4a.
- 3 a Look at the sentences in LISTENING 4a again. Which of the words in the box are used with...
- a?
 - superlative?
 - as ... as*?
- by far the most colorful...*
- b Complete 3–5 in B in the GRAMMAR PANEL.
- 4 Look at the three versions of the *Mona Lisa* and complete the sentences with the correct form of the words in parentheses.
- I really like the third one—the Banksy. It's in my opinion. (*by far/good*).
 - Really? No, I prefer the cartoon. I think it's than the Banksy. (*much/original*).
 - I find it really difficult to choose between them. I think the Banksy is the cartoon. (*as ... as/original*).
 - I agree, they're both great, but I still prefer the Kucherenko. It's more colorful, I don't know, and just the other two, I suppose. (*a little/fun*).

NOTICE FUN

We can use *fun* as both a noun and an adjective.
This is great fun. (noun)
It was a fun day out. (adjective)
 We say *more fun/most fun*.
Playing tennis is much more fun than watching it!



- 5 a Look at the three versions of the *Mona Lisa* again. Which do you prefer? Write three sentences using the structures in the GRAMMAR PANEL to explain your answer.

b Compare your answers with a partner's. Do you agree?

AS ... AS, COMPARATIVES & SUPERLATIVES

A As ... as

We use *as* + adjective + *as* to show the similarity between two things. (1)

We use *not as* + adjective + *as* to show the difference. (2)

B Modifying comparatives & superlatives

• Comparative adjectives

We use *a lot*, *much*, *far* to show a big difference. (3)

We use *a little*, *a little bit*, *slightly* to show a small difference. (4)

• Superlative adjectives

We use *by far* to emphasize a superlative adjective. (5)

See page 142 for grammar reference and more practice.

SPEAKING

- 1 Work in small groups. Think of a sculpture, a fountain or a monument in your town or city, and answer the questions.
- Where is it?
 - What does it look like? Do you like it? Why/Why not?
- 2 a Work in groups. Your local city council wants to place a new sculpture in one of the main squares in your town. Your group is going to put forward a proposal. Think about the questions.
- Where do you think it should be?
 - What should the sculpture represent?
 - What kind of sculpture do you think would look best?
- b Present your ideas to the class. Vote on the most original idea and the most traditional idea.



Eric Molinsky is a freelance radio reporter with an interesting hobby. He likes sketching people secretly on New York City's subway using his iPhone. Read this interview with him.

1 _____?

"I love the technology side of it; it feels right for my work. I use an iPhone app called Sketchbook. I use my finger to do the drawings; I think they come out really well, better than if I was using a normal sketchbook and pencil. And of course people don't know you're drawing them. It works beautifully."

2 _____?

"Because I don't want them to pose. If somebody realizes I'm drawing them and gets annoyed, then I delete the drawing. I don't want to annoy people. But most people are friendly or they don't notice."

3 _____?

"There isn't very much time. People are coming in and out, and it can get crowded, so I have to draw them really fast. The initial black and white drawing only takes about 30 seconds. Often I finish the details at home. And I add layers of color."

4 _____?

"It's not easy; every day it's like a hunt—a hunt for a great-looking face. Like, you think, 'Wow that guy has a great beard!' Real people are always more interesting than what I would have come up with in my own head."

5 _____?

"I post my drawings to a blog. I have more than 300 sketches on the site, so people can easily go and check if they're there! The faces look so different; they're the faces of New York: babies and the elderly; burkas and sundresses; skaters and executives."

6 _____?

"I'm happiest when I feel like I've captured somebody to the point where you look at the drawing and you think the person is just going to start talking to you."

READING

1 Work in pairs. Look at the sketches and answer the questions.

- Where do you think the people are?
- What are they doing and thinking?
- In what way are these sketches different from photos? Do they give us more or less information about the people?

2 **a** Read the newspaper article about the sketches and answer the questions.

- 1 Who drew them?
- 2 Where were they drawn?
- 3 What's unusual about them?

b Read the article again and match a–f to blanks 1–6 in the article.

- a What do you look for in a face?
- b What does technology add to your work?
- c What are the problems of working on the subway?
- d What do you do with the sketches afterward?
- e What's the best part of your work?
- f Why don't you warn people that you are going to draw them?

3 **a** Complete the summary of the interview.

Eric Molinsky loves sketching ⁽¹⁾ _____ who are traveling on the ⁽²⁾ _____. He uses his ⁽³⁾ _____ so that no one will notice what he's doing because he doesn't want people to ⁽⁴⁾ _____ and look unnatural. He uploads the sketches to his ⁽⁵⁾ _____. He has more than ⁽⁶⁾ _____ faces on his site. These faces represent for him the many faces of ⁽⁷⁾ _____.

b Work in pairs. Discuss the questions.

- What do you think of Eric Molinsky's hobby?
- Would you be happy for him to sketch you on the subway? Why/Why not?

GRAMMAR

1 **a** Work in pairs. Look at the extracts from the interview. What do the words in **bold** refer to?

- 1 ... **it** feels right for my work. *working with an iPhone*
- 2 ... **they** come out really well.
- 3 **It** works beautifully.
- 4 But most people are friendly or **they** don't notice.
- 5 People are coming in and out, and **it** can get crowded.
- 6 I have to draw **them** really fast.
- 7 It's not easy, every day **it's** like a hunt—a hunt for a great-looking face.
- 8 ... people can easily go and check if **they're** there!

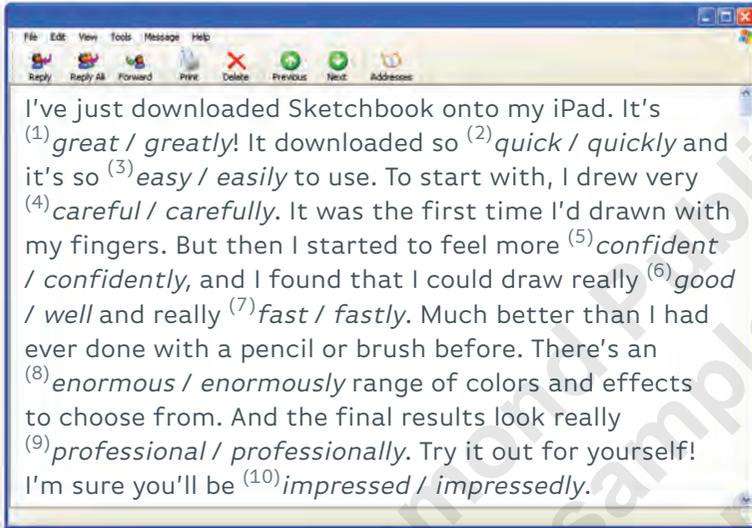
b Read **A** in the **GRAMMAR PANEL** . Look at the sentences in **1a** again and find all the examples of a) adjectives and b) adverbs of manner.

2 a Look at your answers to 1b and answer the questions.

- Which two adverbs can also be used as adjectives?
- Which adjective can also be used as an adverb?
- Which word ending in *-ly* is not an adverb?
- What is the adverb form of *good*?

b Complete 1–5 in B in the GRAMMAR PANEL.

3 Choose the correct option to complete this short description of the Sketchbook app.



4 a Do you have an interesting app on your phone or computer? Write three or four sentences explaining the app. Use as many adjectives and adverbs as you can.

b Compare your answers with a partner's. Have you ever tried your partner's app?

SPEAKING & VOCABULARY: People watching

1 a Listen to Toni talking about the café in the photo. What does she like about it? What does she like doing there?

b Listen again and match the two parts of the sentences.

- I love to sit here drinking coffee and **watching**
- ... a huge variety of people walk down this street, all **going**
- It's so much more interesting than just **staring**
- Sometimes I watch the people at the next table and **tune in**
- I know I shouldn't really **listen in**
- ... but usually they're simply **passing**

- ... **about their business**.
- ... **on** other people's **conversations**...
- ... **to** their conversations.
- ... **the time of day**...
- ... **the world go by**.
- ... **into space**.

2 a Work in pairs. Look at the phrases in **bold** in 1b. Can you guess what they mean?

b Check your answers on page 158. Do you have any similar phrases in your language?

ADJECTIVES & ADVERBS

A Adjectives & adverbs of manner

Adjectives add information about people, things or places. They can come...

- before a noun: *He has a great beard.*
- after a linking verb (*be, get, look, feel*):
It sounds strange, but it's true.

Adverbs of manner add information about how we do something. They usually come after the verb they are describing. *It works beautifully.*

NOTE: We do not use adverbs after linking verbs: *It sounds beautiful.* NOT *It sounds beautifully.*

B -ly adverbs

Many adverbs of manner are formed by adding *-ly* to an adjective:

beautiful → (1) _____, *easy* → *easily*,
gentle → *gently*

NOTE: Not all words that end in *-ly* are adverbs. Some are adjectives: (2) _____, *lovely*, etc.

Some adjectives and adverbs are the same.

(3) _____, (4) _____, *late*, *early*.

I had a late night. (adjective) *I worked late that night.* (adverb)

NOTE: The adverb form of *good* is (5) _____.

See page 142 for grammar reference and more practice.



3 Work in small groups. Discuss the questions.

- Do you enjoy people watching? Why/Why not?
- Where are the best places to watch the world go by in your town?
- Think of the last time you were in one of those places. Who else was there? What were they doing? Did you see anyone particularly interesting?



FOCUS ON LANGUAGE

4 Look at how we make sentences more emphatic by changing the word order. Do you add emphasis in a similar way in your language?

The design is the problem. → The problem is the design.

The color is the most important thing. → The most important thing is the color.

I really hate the color. → What I hate is the color.

5 a Work in pairs. Match 1–5 to a–e to make phrases.

- | | |
|----------------------------|---------------------------------------|
| 1 What I like is that it | a about it is that |
| 2 The best thing | b is that people are talking about it |
| 3 The most important thing | c is the location |
| 4 The problem is that | d matches what's inside |
| 5 What I hate about it | e the architect is famous |

b 3.8 Listen and check.

Stress

3.9 Listen again to the statements in 5a. Underline the main stress.

What I like is that it matches what's inside.

Listen again and repeat with the correct stress.

6 a Make the sentences more emphatic. Begin with the word in parentheses.

- I don't like pop music much. All the tracks sound the same. (What I don't like about pop music is...)
- I love traveling by plane, but I hate the jet lag. (The only problem with traveling...)
- It's a good idea to go shopping with somebody else so you get a second opinion. (The best thing about going shopping...)

b Change the sentences so that they are true for you.

OVER TO YOU

7 Work in pairs. Look at the list. Write a sentence giving your opinion on five of the topics.

- Sundays
- the English language
- art galleries
- summer vacations
- politicians
- cell phones
- fast food
- professional athletes
- pets
- beaches

The worst thing about Sundays is that they only last 24 hours.

8 a Show your sentences to another pair. Find the topics where there was most disagreement.

b Try to convince the others to change their mind. Be emphatic! Report back to the class.

TUNE IN

1 a Work in pairs. Look at the building in the photo. Do you like the design? Why/Why not?

b Read a short text on page 161 and find out more about the building.

2 a 3.8 Listen to Frank, Jane, Adrian and Sally talking about the building. How many people are in favor of the project, and how many are against the project?

b Listen again. Who says the following? Complete the chart.

	Frank	Jane	Adrian	Sally
The building...				
1 is embarrassing.			✓	
2 ruined a beautiful place.				
3 is modern like its contents.				
4 is a work of art in itself.				
5 is a topic of conversation.				
6 is a technological wonder.				
7 is not functional.				

3 Work in pairs. Compare your answers and answer the questions.

- What do you think about the building?
- Do you know of any other controversial modern public buildings? Do you like or dislike them?

TUNE IN



- 1** Work in pairs. Look at the photo. Discuss the questions.
- Where are the people? What do you think they're talking about?
 - When was the last time you were asked to answer a survey? What was it about?
 - Did you stop and answer the questions or did you walk on by? Why?

- 2 a** 3.10 Listen to the woman talking to a few people on the street and answer the questions.
- 1 How many people does the woman approach?
 - 2 How many of them agree to complete the survey?
 - 3 What do they get if they complete the survey?

b Listen again and write in the answers that you hear.

1 Age under 18 18–25 26–30 over 30

2 Gender M F

3 Do you have a digital camera?

Mark the ones you have

- a digital camera
- a digital video camera
- a smartphone
- other (give details)

4 Do you ever print your photos on photographic paper?

- No, never. Please explain why not.
.....
- Yes, on special occasions.
- Yes, always.

PREPARE FOR TASK

- 3 a** Work in pairs. Write the other questions in the survey using the prompts.

5 when / usually / take photos?

6 what kind / photos / usually take?

7 what / usually do with / photos?

8 ever alter / photos in any way?

b Which question in **3 a** do options a–d relate to?

- a photos of my friends and family
- b landscapes
- c vacation snapshots
- d action photos, sporting events, etc.

4 Write four options for each of the other questions in **3 a**.

5 3.11 Listen again to the woman asking people if they would be happy to complete her survey. Complete her questions.

- 1 Excuse me, do
- 2 Excuse me, I wonder
- 3 Good morning, do
- 4 OK, thank you. Just

TASK

6 Work in pairs. Interview three or four different classmates using the survey questions and options you have practiced.

7 a Read the short report from the survey in **2 a**. Are the results similar to the results in your surveys?

We were surprised to see that **most of the people we questioned** did not actually own digital cameras, but preferred to use the cameras on their phones. **Two or three people** occasionally printed out their photos on photographic paper, but **the majority** prefer to upload them onto a photo-sharing website.

b Compare your results and prepare to present them to the class. Use the phrases in bold to help you prepare your report.

REPORT BACK

8 Present your results to the class.

9 Compare the results from all the pairs and write a short paragraph about the information you have gathered. Use the text in **7 a** to help you.