

2

WHAT IS ART?

LEARNING OUTCOMES

I can ...

- understand texts about young artists and an audition
- describe a picture
- write a review of a performance
- understand how to use the present perfect with *already, just, still* and *yet*
- talk about visual and performing arts
- recognise noun endings for people, infer meaning
- make a profile of an artist.



Start it!

- 1 Look at the photo. Do you like it? Why / Why not?
- 2 Before you watch, which different types of art can you think of?
- 3 Which styles of art do they talk about? Watch and check.
- 4 Which is your favourite art form from the video?



Watch video 2.1



p25

Language in action 2.2



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Language in action 2.3



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Everyday English 2.4



## VOCABULARY

### Visual and performing arts

**1** Match the words with the photos (1–9) and definitions (10–12). Then listen, check and repeat.

- |              |                          |                    |                          |
|--------------|--------------------------|--------------------|--------------------------|
| architecture | <input type="checkbox"/> | contemporary dance | <input type="checkbox"/> |
| exhibition   | <input type="checkbox"/> | fashion design     | <input type="checkbox"/> |
| filmmaking   | <input type="checkbox"/> | gallery            | <input type="checkbox"/> |
| illustration | <input type="checkbox"/> | musical theatre    | <input type="checkbox"/> |
| performance  | <input type="checkbox"/> | photography        | <input type="checkbox"/> |
| sculpture    | <input type="checkbox"/> | street art         | <input type="checkbox"/> |

- 10** a room or building where you can see art  
**11** acting, singing, dancing or playing music  
**12** an event where you can see paintings and other art forms

**2** Complete the table with the words from Exercise 1.

Visual arts	Performing arts
architecture	

### LEARN TO LEARN

#### Making nouns for people

We often use the endings *-ist*, *-er* and *-or* for people.

**3** Write the people who do these activities.

- fashion design           *fashion designer*
- filmmaking \_\_\_\_\_
- illustration \_\_\_\_\_
- performance \_\_\_\_\_
- photography \_\_\_\_\_
- sculpture \_\_\_\_\_
- street art \_\_\_\_\_



#### Use it!

**4** Put words 1–9 from Exercise 1 in order starting with your favourite. Then compare with your partner and say why.

*My favourite art form is street art because it looks really cool. What's yours?*

#### Explore it!

Guess the correct answer.

People won medals for architecture, painting, sculpture and ... at the Olympic Games between 1912 and 1948.

- a** music    **b** filmmaking    **c** fashion design

Find another interesting fact about an art form. Then write a question for your partner to answer.





# WHAT DO YOU SEE?

## RUBBISH, PASTA OR ART?

### Check out this talented street artist from Lisbon, Portugal!

Bordalo II, creator of 'Big Trash Animals', has transformed the streets of Lisbon into an art gallery. When you first look, you see an enormous bear or a giant duck, but look again and you'll see a car wheel or an old toilet. This is street art with a message. Bordalo II hasn't used normal paints, brushes or rollers for a reason. He's used rubbish and spray paint because he wants us to think about all the things we throw away. His animals are beautiful, but he has made them from ugly things. Fans have seen his creations at exhibitions and festivals in the USA, Italy and Sweden, but Lisbon is his favourite city.



Have you ever looked at a normal, everyday object and seen something else? Inspiring young illustrator Kristián Mensa, from Prague in the Czech Republic, takes ordinary objects and uses his imagination to change them into exciting visual art. For Kristián, an orange isn't just a fruit, it's a turtle's body, and spaghetti becomes guitar strings. His biggest gallery is social media and

followers have shared photos of his artwork thousands of times, but fans have also been to exhibitions of his illustrations in his home country and the USA. Kristián loves dance, theatre and music. He hasn't been to art school but would love to go. So, next time you look at some pasta, imagine what else it could be!



We haven't got time for more this week, but check out next week's young talented artists – Joshua Behrens and Shania McDonagh.

## READING

### A magazine article

1 Look at the pictures. Which types of art can you see?

2 Read the magazine article and check your answers from Exercise 1.

3 Do the sentences refer to Bordalo II (B), Kristián (K) or both (BK)?

- 1 He creates art to share important ideas. B
- 2 He includes everyday objects in his art.
- 3 A lot of his art is online.
- 4 He's a street artist.
- 5 His hometown is his favourite place.
- 6 He likes performance art.

4 Complete the table with words from the article.

People	artist, creator, _____, _____, _____
Art materials	_____, _____, _____, _____
Other art words	_____, _____, _____, _____, _____

### Voice it!

5 Discuss the questions.

- 1 Do you prefer Bordalo II's art or Kristián's art? Why?
- 2 Which type of art do you like to create? Why?

Finished? p119 Ex 1

# LANGUAGE IN ACTION

## Present perfect with regular and irregular verbs



**Watch video 2.2**  
 How does she describe São Paulo?  
 What amazing things has she seen?

I / You / We / They	He / She / It
Fans <b>have</b> <sup>1</sup> <u>seen</u> his creations at exhibitions.	He's <sup>2</sup> _____ rubbish and spray paint.
We <b>haven't</b> seen the exhibition.	He <b>hasn't</b> <sup>4</sup> _____ to art school.
<b>Have</b> you <b>ever</b> <sup>3</sup> _____ at a normal, everyday object and seen something else? <b>Yes, I have.</b> / <b>No, I haven't.</b>	Where <b>has</b> he <b>been</b> ?

**1** Complete the examples in the table above. Use the article on page 24 to help you.

**Get it right!**

The verb **go** has two past participles: **been** and **gone**.  
 She **has been** to school. (She's back from school now.)  
 She **has gone** to school. (She's at school now.)

**2** Put the words in the correct order.

- had / has / exhibitions in the USA and Poland / Bordalo II  
 Bordalo II has had exhibitions in the USA and Poland.
- Bordalo II / Has / had an exhibition in Italy / ever / ? \_\_\_\_\_
- Bordalo II / sculptures of animals / made / hasn't \_\_\_\_\_
- People / Kristián's work on social media / shared / have \_\_\_\_\_
- Kristián / Has / been to art school / ? \_\_\_\_\_

**3** Correct the false sentences and answer the questions in Exercise 2.

- False. Bordalo II hasn't had exhibitions in Poland.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**4** Complete the text with the correct form of the verbs in the box. Then listen and check.

amaze appear create not finish see win

<sup>1</sup>Have you ever seen a photograph and then realised it was a drawing? Perhaps you were looking at one of Shania McDonagh's illustrations. Shania is a young Irish artist who <sup>2</sup> \_\_\_\_\_ the world of art with her incredible pictures. She <sup>3</sup> \_\_\_\_\_ several drawings that look like photographs, with nothing more than a pencil. The talented schoolgirl <sup>4</sup> \_\_\_\_\_ first prize in national art competitions and her pictures <sup>5</sup> \_\_\_\_\_ in exhibitions in Ireland. Shania <sup>6</sup> \_\_\_\_\_ her education, but in the future she wants to be an artist.



**Use it!**

**5** Write questions with the present perfect and the phrases in the box or your own ideas.

go to an exhibition go to the theatre make a film  
 play a musical instrument win a competition

Have you ever been to the theatre?

\_\_\_\_\_

\_\_\_\_\_

**6** Work in groups. Ask and answer your questions to complete the sentences about your group.

All of us have been to a concert \_\_\_\_\_.


Some of us \_\_\_\_\_.

None of us \_\_\_\_\_.

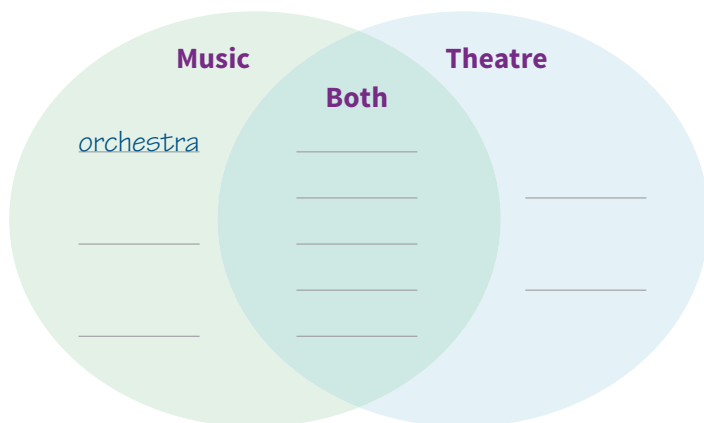
**Finished? p119 Ex 2**

# VOCABULARY AND LISTENING

## Music and theatre

 **1** Read the sentences and put the words in **bold** in the correct category. Then listen and check.  
 2.04

- 1 I'm playing the **part** of the sister, but I'm only in the opening **scene** of the play.
- 2 The **audience** stood up when the **orchestra** finished playing the last song.
- 3 I need to learn my **lines** for an **audition** I have next week.
- 4 I'm learning the **lyrics** to my favourite song.
- 5 We only had one **rehearsal** before the **show**.
- 6 She spent three months in the **studio** working on her latest album.




 **Use it!**

**2** Write present perfect questions with words from Exercise 1. Then ask and answer the questions with a partner.

*Have you ever seen a show?*

**A conversation**

 **3** Which emotions in the box can people feel before or after an audition? Why?


calm cheerful confident  
 sad sensitive stressed



 **LEARN TO LEARN**

**Inferring**

Noticing the way people speak can help you to guess their feelings.

 **4** Rosa and Daniel have had an audition. Listen and answer the questions.  
 2.05

- 1 Did they get the parts they auditioned for?  
 \_\_\_\_\_
- 2 How do Rosa and Daniel feel?  
 \_\_\_\_\_  
 \_\_\_\_\_

 **5** Listen again. Tick (✓) the advice Daniel gives Rosa.  
 2.05

- 1 practise every day
- 2 say your lines out loud
- 3 think about the meaning of the lines
- 4 say your lines in front of a mirror
- 5 record yourself with a camera
- 6 think about your audience
- 7 don't make any mistakes

 **Voice it!**

**6** Discuss the questions.

- 1 Which is the most important piece of advice?
- 2 What's difficult about performing?





# LANGUAGE IN ACTION

## Present perfect with *already, just, still* and *yet*



**Watch video 2.3**  
 When was the audition?  
 Has he got the part?

I've <sup>1</sup> <u>just</u> spoken to my drama teacher.
I've <sup>2</sup> _____ had it!
They <sup>3</sup> _____ haven't decided on the main parts.
I haven't heard <sup>4</sup> _____.
Have you heard anything <sup>5</sup> _____?

Pronunciation p141

**1** Read the information below. Then complete the examples in the table above.

**Get it right!**

- We use **still** before **hasn't/haven't**.
- We use **just** and **already** between **has/have** and the past participle.
- We use **yet** at the end of the sentence.

**2** Choose a word and write it in the correct place in the sentences.

- 1 Have you heard the news? (still / yet)  
Have you heard the news yet?
- 2 I haven't finished my food. (already / still)  
 \_\_\_\_\_
- 3 She's seen the new play at the theatre. (already / yet)  
 \_\_\_\_\_
- 4 They've gone to see a film. (just / still)  
 \_\_\_\_\_
- 5 They haven't learned their lines for the play. (already / yet)  
 \_\_\_\_\_

**3** Complete the conversation with the present perfect form of the verbs and *already, just, still* or *yet*. Then listen and check.

- DANIEL** Hey! Guess what? I <sup>1</sup> ve just seen (see) my drama teacher and ...
- ROSA** You got the part?
- DANIEL** Shh! Yes, but it's a secret. They <sup>2</sup> \_\_\_\_\_ (not tell) everyone \_\_\_\_\_ because they <sup>3</sup> \_\_\_\_\_ (not choose) all the parts.
- ROSA** So why <sup>4</sup> \_\_\_\_\_ they \_\_\_\_\_ (tell) you?
- DANIEL** Because they've decided they really want me for the part. I said at the audition I <sup>5</sup> \_\_\_\_\_ (learn) all the lyrics to all the songs.
- ROSA** And <sup>6</sup> \_\_\_\_\_ you \_\_\_\_\_ (tell) your parents \_\_\_\_\_?
- DANIEL** Not yet. I <sup>7</sup> \_\_\_\_\_ (send) my mum a message to ring me, but she <sup>8</sup> \_\_\_\_\_ (not call).

**Use it!**

**4** Write questions to help you find a person in your class who ...

- 1 has already finished some homework.  
Have you finished your biology homework yet?
- 2 hasn't seen (film name) yet.  
 \_\_\_\_\_
- 3 has already tried (a sport you've never done).  
 \_\_\_\_\_
- 4 has helped someone today.  
 \_\_\_\_\_
- 5 still hasn't been to (a place in your town).  
 \_\_\_\_\_

**5** Ask your questions from Exercise 4.

*Have you finished your biology homework yet?*

*No, not yet.*

**Finished? p119 Ex 3**

## SPEAKING

### Describing a picture



- 1 Look at the painting and answer the questions.
  - 1 What can you see?
  - 2 Do you like it? Why / Why not?

- 2** Listen to Lucas and Sofia talking about the painting. Who do you agree with?

**LUCAS** Hey Sofia, have you done your art homework yet?

**SOFIA** To write about the painting? No, I still haven't finished. There's tons to say!

**LUCAS** Really? What?

**SOFIA** I've seen *The Starry Night*. It's amazing! <sup>1</sup>*It makes me feel* calm and excited at the same time. What about you?

**LUCAS** Dunno, <sup>2</sup>\_\_\_\_\_ a kid's painting. The clouds, stars and moon are ginormous compared to the houses. <sup>3</sup>\_\_\_\_\_ strange.

**SOFIA** Have you read about it yet? <sup>4</sup>\_\_\_\_\_ look real. The artist Van Gogh wanted to show how the sky made him feel.

**LUCAS** Nope, sorry! I've just looked at it again and I don't understand why he used wavy lines and shapes.

**SOFIA** He used them to show how light moves.

**LUCAS** Oh, I see. And he combines lots of bright and dark colours.

**SOFIA** Right. <sup>5</sup>\_\_\_\_\_ his mixed emotions.

- 3** Complete the conversation with the phrases from the *Useful language* box. Then listen and check.

#### Useful language

It isn't supposed to ...	It probably shows ...
It looks like ...	It seems a bit ...
It makes me feel ...	

- 4** Match the words and phrases (1–5) with the words in the *Everyday English* box.

- |                |            |
|----------------|------------|
| 1 I don't know | 4 a lot    |
| 2 no           | 5 enormous |
| 3 child        |            |



#### Watch video 2.4 Everyday English

dunno  ginormous  kid   
 nope  tons



#### PLAN

- 5** Look at the painting of the artist's bedroom. Make notes.

Have you seen this painting before?

What can you see?

Do you like it? Why / Why not?

How does it make you feel?

- 6** Work in pairs. Plan a conversation about the painting.

#### SPEAK

- 7** Practise the conversation. Remember to use the present perfect and phrases from the *Useful language* and *Everyday English* boxes.

#### CHECK

- 8** Work with another pair. Listen to their conversation. Do they answer the questions from Exercise 5?

## WRITING

### A review



- 1  Have you seen **STOMP** yet? You haven't? Then what are you waiting for? **STOMP** is perfect for adults and kids – it's the best show I've ever seen.
- 2  **STOMP** isn't a musical or a dance show. It's a performance with a difference. The performers create powerful rhythms with objects like brushes and newspapers. There are no lines, singing or story, but the sounds and movements are amazing.
- 3  What I liked about it was that the performers were so talented. I've never seen anything like it before. It was a bit loud sometimes, but great fun really.
- 4  **STOMP** is on at a theatre near Broadway and tickets are a really good price. I recommend it because it's so creative and original.

#### 1 Look at the photo and answer the questions.

- 1 What type of show is it?
- 2 Have you ever seen a similar performance?

#### 2 Read Camila's review of the show. Did she enjoy it?

\_\_\_\_\_

#### 3 Match information a–d with paragraphs 1–4.

- a a description of the event
- b what she liked / didn't like about it
- c where you can see it
- d who it is for

#### 4 Complete the phrases in the *Useful language* box. Then check in the review.

#### Useful language

I <sup>1</sup> \_\_\_\_\_ it because ...  
It's the best show I <sup>2</sup> \_\_\_\_\_ seen.  
I've never <sup>3</sup> \_\_\_\_\_ anything like it before.  
(STOMP) is <sup>4</sup> \_\_\_\_\_ at ...  
<sup>5</sup> \_\_\_\_\_ I liked / didn't like about it was ...

### *School of Rock, the musical!* Great family entertainment!

Dewey Finn fails as a rock star! But can he become a good teacher and turn his students into an amazing rock group? Winter Garden Theater, Broadway, New York.

#### Write your own review of a performance

#### PLAN

- 5 Look at the *School of Rock* poster or think of a performance you have been to. Make notes.

Where did you see it? \_\_\_\_\_

Who was the performance for? \_\_\_\_\_

What was it like? \_\_\_\_\_

What did you like / not like about it? \_\_\_\_\_

- 6 Decide what information to include in each paragraph. Use the information in Exercise 3 to help you.

#### WRITE

- 7 Write your review. Remember to include four paragraphs, the present perfect and phrases from the *Useful language* box.

#### CHECK

- 8 Do you ...
  - describe the event?
  - say who it is for?
  - say what you liked / didn't like about it?







# THE ART PROJECT

## A profile of an artist

- 1 Look at the photos and read the profile. Do you like Ben Heine's work? Why / Why not?
- 2 Read the profile again and complete the notes.

*Nationality:* \_\_\_\_\_


*Education:* \_\_\_\_\_

*Interests:* \_\_\_\_\_

*Types of art:* \_\_\_\_\_

*Exhibitions:* \_\_\_\_\_

## How to do online research

- 3 Why is it important to think about these questions when you read information online?
  - a Who wrote the information?  
\_\_\_\_\_
  - b Who is the information for?  
\_\_\_\_\_
  - c How do I know it's true?  
\_\_\_\_\_
  - d Can you find the same information on a different website?  
\_\_\_\_\_
  - e When did they write it?  
\_\_\_\_\_
  - f Can I copy and paste this information into my own work?  
\_\_\_\_\_
- 4  Listen to the advice about doing online research and check your ideas from Exercise 3.





OWN IT!

Artist's name: Ben Heine

Art form: painting, illustration and photography

- 1 He is Belgian and he lives and works in Brussels. He started drawing when he was 11. He's an artist and a music producer.
- 2 He studied at art college in the UK and he taught himself photography. He has also taught himself how to play the drums and the piano, and he has learned how to speak French, English, Russian and other languages.
- 3 In 2010, he invented a new art form which uses illustration and photography. He adds drawings to photos to make them come alive. This artwork has been so popular that art teachers around the world have used it to teach their students how to be creative.
- 4 He has created a range of paintings which use paintings and real-life models. Ben paints a model the same colours as the painting. Then the model stands in front of the painting so they look 'invisible'.
- 5 Ben's artwork has appeared in exhibitions and galleries in Africa, Asia, Europe and the USA. You can see his work all over the world.

### Make a profile of an artist

#### PLAN

##### 5 Work in pairs. Choose an artist you like.

- Find information about the artist. Use the tips from Exercise 4.
- Make notes like the ones in Exercise 2.
- Find pictures of their artwork.
- Decide who will write the different parts of the profile.
- Write your part then give it to your partner to check.
- Work with your partner to put together the information and pictures.
- Write two questions for your classmates to answer about your profile.

#### PRESENT

- ##### 6 Present your profile to the class. Remember to include interesting facts, pictures and to use your own words.

#### CHECK

- ##### 7 Look at your classmates' profiles. Do they include all the information from Exercise 2? Which artist is your favourite?



## 2 REVIEW

### VOCABULARY

#### 1 Complete the words with vowels.

- \_\_rch\_\_t\_\_ct\_\_r\_\_
- \_\_xh\_\_b\_\_t\_\_n
- f\_\_lmm\_\_k\_\_ng
- sc\_\_lpt\_\_r\_\_
- \_\_ll\_\_str\_\_t\_\_n
- m\_\_s\_\_c\_\_l\_\_th\_\_tr\_\_
- p\_\_rf\_\_rm\_\_nc\_\_
- ph\_\_t\_\_gr\_\_phy

#### 2 Match the parts of the words.

- |          |         |
|----------|---------|
| 1 aud    | a nes   |
| 2 li     | b ow    |
| 3 pa     | c rt    |
| 4 sh     | d sal   |
| 5 sce    | e ience |
| 6 rehear | f ne    |

#### 3 Complete the text with words from Exercise 2.

Yesterday I went to the final <sup>1</sup>\_\_\_\_\_ of my sister's school <sup>2</sup>\_\_\_\_\_. It was the last practice before the first performance tonight with a real <sup>3</sup>\_\_\_\_\_ watching. My sister plays the main <sup>4</sup>\_\_\_\_\_ and forgot some of her <sup>5</sup>\_\_\_\_\_ in the final <sup>6</sup>\_\_\_\_\_. I think she needs a lot more practice!

### LANGUAGE IN ACTION

#### 4 Circle the correct words.

- Have you finished *still* / *yet*?
- I've *already* / *still* been to that gallery twice.
- Have you *just* / *still* learned some new lines?
- She *already* / *still* hasn't heard how her audition went.
- She's *just* / *still* sung the lyrics to the song.

#### 5 Complete the text with the present perfect form of the verbs in brackets.



Teenage artist, Autumn de Forest, sold her first painting when she was just six years old. People <sup>1</sup>\_\_\_\_\_ (compare) her to Pablo Picasso. She <sup>2</sup>\_\_\_\_\_ (teach) herself how to paint by studying famous artists. People from all over the world <sup>3</sup>\_\_\_\_\_ (buy) her paintings and she <sup>4</sup>\_\_\_\_\_ (sell) some of them for thousands of dollars. Autumn <sup>5</sup>\_\_\_\_\_ (give) interviews on TV and she <sup>6</sup>\_\_\_\_\_ (speak) to university students about the importance of art at school.



#### Self-assessment

I can describe visual and performing arts in English.



I can talk about music and theatre.



I can use the present perfect with regular and irregular verbs.



I can use the present perfect with *already*, *just*, *still* and *yet*.





# LEARN TO LEARN

## LEARN TO ... HELP YOUR PARTNER IMPROVE THEIR SPEAKING

When you work in pairs, it's important to listen carefully so you can help each other improve.

### 1 Do you agree with these ideas? Why / Why not?

- a Everyone in this class knows different things in English.
- b Everyone in this class is good at different things in English.
- c Everyone in this class can help each other to improve.



*I agree with a. You already knew the word 'filmmaking', but I didn't.*

*Yes, but you often know words I don't know!*

### 2 Read Lucy's notes for a presentation. Think about the best show, concert or exhibition you've ever been to. Complete the notes and prepare a one-minute presentation.

#### The best show I've ever been to

**What:** The Moon Circus

**Where:** Brisbane

**When:** 27 January

**Who with:** Mum, Dad, older sister Maria

**Other information:** amazing orchestra  
 funny clowns – audience loved them  
 not a traditional circus – no animals



The best \_\_\_\_\_ I've ever been to

What: \_\_\_\_\_

Where: \_\_\_\_\_

When: \_\_\_\_\_

Who with: \_\_\_\_\_

Other information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 3 In pairs take turns to listen to each other's presentations. Tick the things they do in the checklist and make notes.

- speak clearly
- speak for one minute
- use the present perfect to introduce the topic
- use the past simple to talk about:
  - where it was
  - when you went
  - who you went with
  - what it was like
  - why you liked it
- use adjectives to make your presentation interesting

## OWN IT!

### 4 Use the checklist to tell your partner what they did well and how they can improve.

*You spoke very clearly, but you didn't use the present perfect to introduce the concert.*

### 5 Use your partner's comments from Exercise 4 to help you improve. Then, give your presentation to a different student.

### 6 Next time you do a speaking activity, listen to your partner carefully and then tell them how they can improve.