

UNIT 9

SPEAKING

- › Choose sculptures to suit clients' needs
- › Ask creative questions
- › Rant or rave
- › Recommend a cultural place

LISTENING

- › Listen to people talking about where they get their ideas
- › Listen to rants and raves
- › Watch a BBC documentary about an art gallery

READING

- › Read about living statues
- › Read a review of a television programme

WRITING

- › Write a review
- › Write a recommendation

BBC CONTENT

- ▶ Video podcast: Do you do anything creative in your life?
- ▶ DVD: The Culture Show: Tate Modern is 10!

inspiration



▶ Living art p104



▶ Feeling inspired p107



▶ Love it or hate it p110



▶ Tate Modern is 10! p112

VOCABULARY adjectives: the arts

1A Look at three works of art that have been displayed in Trafalgar Square, London. What do you think of each 'statue'?

B Work in two groups. Group A: look at box A. Group B: look at box B. Answer questions 1–4 below.

A

unconventional thought-provoking moving bleak
impressive compelling charming well-received
poignant

B

overrated offbeat stylish amusing striking
dramatic stunning heart-breaking subtle

- Which words do you know? Use a dictionary to check the meaning of unknown words.
- Which art forms do you think these words usually describe?
- Which words can be used about people?
- Can you use any of the words to describe the art in the photos?

C Work with a student from the other group. Teach them your words. Think of films, books, music or works of art that fit the adjectives in Exercise 1B. Think of as many as you can in two minutes.

The film Avatar was stunning.

D ▶ 9.1 Say the words in Exercise 1B aloud. Which three words are spelt differently from their pronunciation?

Listen and repeat.

thought-provoking ...

speakout TIP

In English, many words look different from the way they sound. Sometimes, combinations of letters in the middle of words aren't pronounced in the way we expect. What are the silent letters in the following words: *whistling, cupboard, foreigner, mosquito*? Now say the whole word.

READING

2A Read the title of the article. What do you think it is about?

B Read the article to check your ideas.

3 Match paragraphs 1–6 with headings a)–f).

- The first and the last
- Amusing or thought-provoking? What the 'artists' did
- Up on the plinth – the artists' viewpoint
- Antony Gormley's 'One and Other'
- What to do with the fourth plinth
- The computer's choice: art for everyone by everyone



4 Find words/expressions in the article with the following meanings.

- show (paragraph 1)
- leading to (paragraph 1)
- organise (paragraph 1)
- worries or concerns (paragraph 2)
- people who are watching (paragraph 2)
- unsystematically (paragraph 3)
- range (paragraph 3)
- went on longer than (paragraph 4)
- calming (paragraph 6)
- as if someone enjoys watching other people's private lives (paragraph 6)

5 Discuss. What do you think of the project? Have there been any similar projects in your country?

Sixty minutes of fame: living statues

1 In London's Trafalgar Square stand three statues. These depict old soldiers – British heroes who helped build its empire. The fourth plinth (the base on which a statue stands) stood empty for years, engendering a national debate about what should go on it. Should it be a statue of another British hero – Winston Churchill, for example, or John Lennon? Should it be a striking piece of modern art or something representative of modern multicultural Britain? While the debate went on, Antony Gormley, one of Britain's best-known sculptors, was asked to orchestrate a project to fill the plinth for 100 days.

2 Gormley decided to offer the plinth to members of the public, who would stand, sit or lie on it in their own piece of performance art. While there, they could speak of their preoccupations, stand up (literally) for their beliefs, reveal their fantasies, or simply enact their everyday lives in front of onlookers. It was an unconventional project, bringing the world of reality TV onto the street. It was called 'One and Other' and would have a different person occupying the plinth every hour for twenty-four hours. The plan was to develop a compelling portrait of the UK in the twenty-first century. Gormley also seemed to be challenging the idea that only famous old soldiers or politicians should be depicted in statues.

3 Gormley invited the public to submit their names for a spot on the plinth. They didn't need to say what they were planning to do once they were there. Rather than select from the 14,500 entries according to artistic skill or ambition, participants were chosen at random by a computer. They ranged in age from sixteen to eighty-three and their professions covered the full spectrum of British life, from professors to blacksmiths to rubbish collectors.

4 The first 'living statue' was housewife Rachel Wardell, who took her place on the plinth on Monday 6 July, 2009. She did it 'to show my kids that you can do and be part of anything'. The last was a medical photographer, Emma Burns, who read out a moving short story about the ninety-six victims of a disaster at a British football stadium in the 1980s. She overran her hour, but as there was no one to take her place, she was allowed to finish.

5 In between Wardell and Burns, there were 2,398 others. They came up with wildly different ways to spend their sixty minutes of fame, some thought-provoking, some poignant, some amusing. Darren Cooper performed a silent disco for an hour, while fifty of his friends stood below, listening to the same music at the same time on their headphones. Jane Clyne dressed up as a bee to highlight the decline in the numbers of bees due to environmental damage. Heather Pringle, a student, marked her twentieth birthday on the plinth, and celebrated with a solo birthday party. David Rosenberg, a forty-one-year-old designer from London, used a folding pink bicycle to generate electricity to light up his suit.

6 And what was it like up on the fourth plinth? Did the performers have to put up with nerves and noisy onlookers? Cooper said, 'I was quite nervous at first, but once I started dancing, the nerves went away and I had the best time.' Rachel Lockwood said, 'It felt very peaceful and serene on the plinth looking down at everyone living their lives. All I could hear was the noise of the fountains and the traffic below. I felt like I was isolated and in a bubble.' Martin Douglas said, 'It was strangely voyeuristic watching people go about their daily lives. Not many people look up, you know!'

GRAMMAR verb tenses for unreal situations

6A Read some comments on the 'One and Other' project. Which ones do you agree with?

- This is great. It's about time people realised that art is for everyone.
- These are normal people acting as if they were artists, but what they're doing isn't art.
- I wish I was brave enough to do something like that in front of everyone. I admire them for their courage.
- Imagine you had sixty minutes to perform in public. I think it would be hard.
- I'd rather nobody noticed me in public. I'd hate to be up there.
- What if I had been on the plinth? I'd have done something about world peace.

B Look at the underlined clauses in the comments above and answer the questions.

- Which tense are the final verbs in each underlined clause? One of the verbs is a different tense. Which one?
- Do these situations refer to a) the past, or b) an imaginary/hypothetical situation?

▶▶▶ page 144 LANGUAGEBANK

PRACTICE

7 Complete the sentences with the words in the box.

time rather would imagine if had
was hadn't

- He walked in here as though he _____ a hero.
- If only I _____ lost my lottery ticket, I'd be rich!
- It's _____ you stopped complaining and did something!
- Supposing you _____ seen her! What would you have said?
- I'd _____ nobody knew about my plans.
- Hey, _____ you could speak twenty languages! Wouldn't that be amazing?
- What _____ you could retire right now? Would you?
- I _____ sooner do a research paper than take the exam.

8 Answer the questions. Then compare your answers with other students.

- Would you rather somebody took you to a film or to the theatre? A rock concert or a ballet?
- Imagine you could own any painting or sculpture in the world. Which would you choose?
- Supposing you were asked to act in a soap opera. Under what conditions would you accept?
- If someone from your home town said, 'It's time we did something cultural,' what would you suggest?

SPEAKING

9A You are an art dealer. Read about your clients 1–3 and look at the sculptures on this page and on page 162. Decide which sculpture to recommend to each company.

- 1 Icontech.com is an internet start-up run by twenty-one-year-old twins. There is no one over thirty in the company and everyone wears jeans and shorts. The company recently relocated to a stylish one-storey office. The owners want a dramatic sculpture for the roof. It must fit their company motto: Live for Now.
- 2 Daniels and Stone is a conservative, traditional law firm. The new boss wants a more exciting image for the firm, but doesn't want to offend old clients. He is looking for a sculpture to go outside the main entrance of the building.
- 3 Green Tuesdays Ltd is a company that sells organic food. It is run by fifteen ex-hippies who live in a multi-coloured bus. In two years, the company has expanded by 180 percent and now has a stunning new office building surrounded by trees and hills. The owners want a striking sculpture to go in reception.

B Work in groups and discuss your choices.

VOCABULARY PLUS three-part multi-word verbs

10A Read three extracts from the article on page 105 and answer the questions below.

- a) While there [on the plinth], they could stand up for their beliefs.
 - b) They came up with wildly different ways to spend their sixty minutes of fame.
 - c) Did the performers have to put up with nerves and noisy onlookers?
- 1 Underline the multi-word verbs. What do they mean?
 - 2 Is it possible to split three-part multi-word verbs? (Can we say: *he came up with an idea* and *he came up an idea with*?)
 - 3 Where is the main stress on three-part multi-word verbs?

B Read the advice for learning multi-word verbs. Which pieces of advice do you agree with?

- 1 Write full examples of multi-word verbs in your notebook because they are best understood in context.
- 2 Learn all the meanings of the most common phrasal verbs by heart. The top ten are *go on*, *carry out*, *set up*, *pick up*, *go back*, *come back*, *go out*, *point out*, *find out*, *come up*.
- 3 Never use phrasal verbs in formal English.
- 4 Don't learn long lists of multi-word verbs because there are too many and they have different meanings. Instead, 'discover' them in texts.
- 5 Learn the general meanings of some particles (see page 61) because you can sometimes guess the meaning of the multi-word verb from the particle.
- 6 Group the multi-word verbs either by topic (e.g. friendship: *get on*, *fall out*), main verb (e.g. *get up*, *get over*), or particle (e.g. *come up*, *eat up*) in your notebook.



11 Choose the correct multi-word verb to complete each sentence.

- 1 You stole the money, but you'll never *get away with/get round to* it!
- 2 I've been meaning to write to Sally but I never *get away with/get round to* it.
- 3 I don't really *go along with/go in for* dangerous sports; I prefer golf.
- 4 I'm happy to *go along with/go in for* your plans.
- 5 Because of the price, I don't know if we'll buy the flat; it'll all *come up with/come down to* money.
- 6 We have twenty-four hours to *come up with/come down to* a plan to save this company!
- 7 I'm not going to *put down to/put up with* this noise for one minute longer!
- 8 He had problems reading, which he *put down to/put up with* his poor education.
- 9 You have to *stand up for/stand up to* that bully, or he'll walk all over you.
- 10 My father taught me to *stand up for/stand up to* my beliefs.
- 11 I hope to *catch up with/catch on to* you at the party next month.
- 12 The police will never *catch up with/catch on to* this little scam!

12 Choose three questions to answer. Compare your answers in pairs.

- 1 Is there anything you've wanted to do for a long time but haven't **got round to**?
- 2 When you need ideas desperately, how do you **come up with** them?
- 3 What irritations of modern life do you find difficult to **put up with**?
- 4 Is there anyone from your past you'd love to **catch up with**?
- 5 Do you **go in for** any dangerous sports or do you prefer a quiet life?
- 6 Can you think of a time when you **stood up for** your beliefs?

▶▶▶ page 156 VOCABULARYBANK

FEELING INSPIRED

▶ GRAMMAR | adverbials

▶ VOCABULARY | ideas

▶ HOW TO | give a review



LISTENING

1A Work in pairs and discuss the questions.

- 1 Where do you think people in different jobs might find inspiration, e.g. musicians, artists, writers, designers, chefs, architects?
- 2 Write a list of six ways to find inspiration.

B ▶▶▶ 9.2 Listen to four people talking about where they get their ideas. Make notes about what their job is and where they get their inspiration.

C Did the speakers mention any of the ideas from your list in Exercise 1A?

2A Answer the questions.

- 1 Why does the writer like to do the washing up?
- 2 Why does the artist like photos? What does she do with them?
- 3 Why does the chef enjoy using old recipe books that he has had for a while?
- 4 What kinds of things does the fashion designer put on her inspiration board? How does it work?

B Listen again to check your answers.

C Discuss. What do you think of the ideas suggested? What kinds of things do you do when you're looking for new ideas/inspiration?

VOCABULARY ideas

3A Write a list of all the phrases you can think of which use the words *idea* or *ideas*. You have two minutes. *have an idea, think of an idea ...*

B Look at the list of common collocations below. Does it include any of the phrases on your list? Can you think of other ways to express the phrases in bold?

- 1 He's always **coming up with novel ideas**.
- 2 I'm **toying with the idea** of going back to college.
- 3 What **gave you the idea** for the book?
- 4 **The idea came to me** while I was having a bath.
- 5 We had a meeting **to brainstorm ideas** for the new advertising campaign.
- 6 We **hit on the idea** of renting a cottage.
- 7 **Whose bright idea was it** to leave the washing out in the rain?
- 8 The company is looking for people who can **come up with original ideas**.
- 9 **It seemed like a good idea** at the time.
- 10 Camping in the middle of winter was **a ridiculous idea**.

C Answer the questions.

- a) Which phrase is often used ironically (to mean the opposite of what you say)?
- b) Which phrases talk about having new ideas?
- c) Which phrase is used when you're considering something?
- d) Which phrases refer to bad ideas?

4A Which phrases in Exercise 3B could you use to talk about the following situations?

- 1 Your younger brother is thinking about going to university, but isn't sure if he wants to.
- 2 Your business has a new product and is looking for some new ideas for ways to sell it.
- 3 You've been wondering what to do for your birthday, and when you were out today you suddenly had an idea.
- 4 You convinced your family to go out for a walk, but the weather turned bad and now everyone's in a bad mood.

B Choose two or three phrases in Exercise 3B. Write sentences to describe situations in which you might use the phrase. Read your sentences to a partner. Try to guess the phrase.

speakout TIP

The collocations in Exercise 3 were taken from the *Longman Advanced Dictionary of Contemporary English*. Most good dictionaries will show lists of common collocations. Use a good dictionary and find some common collocations for the word *creativity*. Write them in your notebook.

▶▶▶ page 156 VOCABULARYBANK

GRAMMAR adverbials

5A Read the six suggestions for finding inspiration. Tick any ideas you like.

B Work in pairs. Cover the text and try to remember the six ideas.

6A Look at the underlined adverbials in the text. Replace them with the words/phrases in the box.

most probably alone at the same time
to keep track of his observations willingly annually

B Read the rule and answer the questions.

Rule:

An adverbial gives us additional information about a verb, an adjective or another adverb. It can be a single word (*frequently, eventually*) or a group of words (*on your own, for his ideas*) which act together to give detail.

Which adverbials in the text describe:

- 1 how something happens/should happen? (adverbial of manner)
- 2 when something happens? (adverbial of time)
- 3 how often something happens? (adverbial of frequency)
- 4 the probability of something happening? (adverbial of probability)
- 5 why something happened? (adverbial of purpose)

C Find at least three other examples of adverbials in the text.

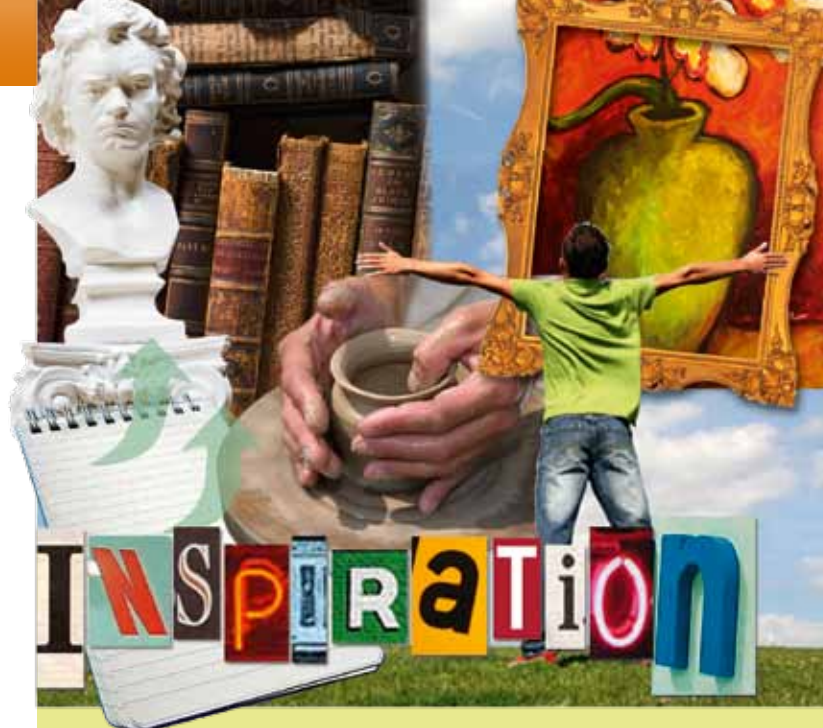
page 144 LANGUAGEBANK

PRACTICE

7A Expand sentences 1–6 using the adverbials in a)–f). Make sure you put each adverbial in the correct position.

- 1 I totally forgot to call you yesterday to tell you about this great idea I've had.
 - 2 We ¹ _____ go walking ² _____ ³ _____.
 - 3 I can ¹ _____ change the appointment ² _____ ³ _____.
 - 4 I ¹ _____ like to facebook friends ² _____ ³ _____.
 - 5 I ¹ _____ like to take things easy ² _____.
 - 6 I'll ¹ _____ try to visit my family ² _____.
- a) to make it more convenient / easily / for you
b) to find out what they've been doing / generally / in the evenings when I'm at home
c) next time I'm in the area / probably
d) ~~totally / to tell you about this great idea I've had / yesterday~~
e) at the weekends / usually
f) in the mountains near our house / regularly / during the holidays

B Choose two sentences from Exercise 7A. Expand them in a different way to make them true for you. Compare your sentences in pairs.



1 Cultivate your imagination. Write everything down. Charles Darwin kept a rigorous system of notebooks for his ideas and he reread them frequently. These days, we have Google Docs. Use a 'spark file' to keep track of interesting ideas and websites you come across.

2 Create a 'coffee house' culture in your brain by extending your sphere of interest with hobbies. Many great inventors worked on several projects simultaneously. Darwin had no fewer than sixteen hobbies.

3 Take a reading sabbatical. Bill Gates takes two weeks off a year just to read. This isn't practical for most people, but you can adopt the principle. Save up everything you want to read around a topic and then take a long weekend to do nothing but read.

4 Learn to share. George Bernard Shaw said, 'If you have an apple and I have an apple and we exchange these apples then you and I will still each have one apple. But if you have an idea and I have an idea and we exchange these ideas, then each of us will have two ideas.' Share your ideas readily, both online and offline.

5 Spend time on your own. Every once in a while, find space and time to just relax and be by yourself. Solitude bears surprising fruit.

6 Try new things. Doing the same thing every day does little to spark your creative genius. Put yourself in new situations and try new experiences. This will almost certainly allow your brain to make new and interesting connections.

SPEAKING

8A Work in groups. Write a list of 'creative' questions you could ask a stranger in order to get to know them. Try to think of questions you have never been asked before.

If you were a colour, what colour would you be?

If you could change the world, where would you start?

B Work with a different group. Ask and answer your questions, making your answers as interesting as possible.

C Use your answers to tell the class two things they didn't know about you.

WRITING a review

9A Read the review of a television programme and answer the questions.

- 1 What kind of programme is this?
- 2 Who is it suitable for?
- 3 Is the review positive or negative?
- 4 Would you watch this based on the review?

B Read the guidelines for writing a review.

Which ones does the Wallace and Gromit review follow? How could it be improved?

- 1 Try to be both informative and entertaining.
- 2 Give an account of the subject in question (the book, film, play or event) and offer a reasoned opinion about its qualities. Report on the content, the approach and the scope of the work.
- 3 Your audience may or may not have heard about the work in detail. Make sure your review caters for those who have and those who haven't.
- 4 Even with a short review, try to follow a clear structure. Include:
 - a brief introduction.
 - a description of contents.
 - an assessment of value.
 - a comparison with others.
 - a conclusion.

LEARN TO use a range of vocabulary

10A Work in pairs. Think of synonyms for the words/phrases below.

- 1 unusual/peculiar
- 2 very clever
- 3 very pleased
- 4 extremely interesting
- 5 at first
- 6 unusual adventures
- 7 happily
- 8 funny and enjoyable
- 9 extremely attractive or beautiful

B Find synonyms for words/phrases 1–9 in the review. Compare them with your own ideas.

speakout TIP

Make your review interesting by using a variety of adjectives, e.g. *good = excellent, superb, top quality, terrific, exceptional*, etc. Qualify the adjectives you use in a review with adverbs, e.g. *absolutely gripping, completely credible, quite heavy-going*. Find examples of adverb + adjective combinations in the review in Exercise 9A.



Wallace & Gromit's World Of Invention

Wallace and Gromit hit the world stage in 1993 when their short film *The Wrong Trousers* won an Academy Award. Since then, the animated duo – an eccentric cheese-loving inventor Wallace, and his quiet but highly intelligent dog, Gromit – have become some of the best known and best loved stars to come out of the UK. I was absolutely delighted to discover they are back on our screens with a new BBC series, *Wallace & Gromit's World of Invention*.

In the series, Wallace and Gromit explore the wonders of the natural world and look at inventions inspired by Mother Nature. They travel to various locations around the world to meet inventors working on some really fascinating projects. Among them are a robot that takes its inspiration from a Venus fly trap and an artificial gill which allows a person to breathe under water. I had initially expected the whole show to be animated. Much though I am a fan of this comic duo and their extraordinary escapades, I was pleasantly surprised to find that Wallace, in his animated form, just plays host to the show, introducing the inventors and their ideas. The rest of the filming is live, on location, and it is this combination of humorous animation mixed with stunning action segments that gives the show its appeal, both entertaining and truly educational for adults and children alike. Don't miss it.

11 You have been asked to write an exhibition review for a magazine. Read the exhibition description below. Then turn to page 163 and read some notes about it. Write a review based on the notes (200–250 words).

Exhibition: Inventing the 21st Century

Folio Society Gallery, The British Library **Price: FREE**

In a celebration of British ingenuity, this exhibition explores the stories behind some of the most iconic inventions of the century's first decade. Whether they are changing the world of sport, fighting climate change, or just making life a bit easier, each inventor has challenged the established way of doing things. From Dyson's revolutionary bladeless fan to President Obama's favourite dog bowl, trace the journey of an idea from that first spark of inspiration to the development of a business. See original drawings, patent specifications and the finished products.

FUNCTION | ranting/raving VOCABULARY | express yourself LEARN TO | use comment adverbials

VOCABULARY express yourself

1A Read the website extract and discuss the questions.

- 1 What kind of website does it talk about?
- 2 What kinds of things can you read about on this site?
- 3 Do you know of any other websites like this?
- 4 Do you think they are a good/bad idea? Why/Why not?

LOVE IT OR HATE IT?

Do you ever find yourself hating something which everyone else raves about? For me, it's football and Coca Cola. For my husband, it's Marmite. Now you have the chance to celebrate your individuality on ranrave.com. This website claims to have a community of independent thinkers who crave a fresh perspective and are always willing to speak their mind. You can find more than just reviews here – this is a place for people to rant and rave about anything that's on their mind, whether it's paying for an overpriced ticket, raving about a new album you've bought, or simply complaining about football results. Sign up to ranrave.com and start to let your feelings fly. Why not give the world a piece of your mind, whether they like it or not?

B What do you think the following words/phrases from the extract mean?

- | | |
|-----------------------------|-------------------------|
| 1 rave (v, n) | 4 speak their mind |
| 2 rant (v, n) | 5 let your feelings fly |
| 3 crave a fresh perspective | 6 a piece of your mind |

C Complete the sentences with words/phrases in Exercise 1B.

- 1 Everything I read in the newspapers is the same. I really _____.
- 2 He went on a _____ about the evils of modern society.
- 3 That's not acceptable. You should give the manager _____.
- 4 Don't tell them they are wrong all the time. Let them _____.
- 5 I've never seen you so animated before. You really _____.
- 6 Rick loves to _____ about how wonderful life is in Australia.

FUNCTION ranting/raving

2A Choose three of the topics below. What do you think people would rant or rave about for each one?

- | | |
|--------------------------|---------------------------|
| • arts and entertainment | • people |
| • culture and lifestyle | • products |
| • economy | • science and technology |
| • food | • sports |
| • news and politics | • travel <i>speaker 1</i> |

B 9.3 Listen to people ranting and raving about different things. Match each rant/rave with a topic in Exercise 2A.

C What did each person say about their topic?



3A Listen again and complete the phrases below.

Raving

It was the most wonderful/amazing/awesome ...
 It was absolutely ¹ _____ /incredible.
 It's really the best (show) ² _____.
 There's (absolutely) nothing ³ _____ than ...
 (It was) one of the most ⁴ _____ (sunsets) I've ever seen.
 I couldn't believe my ⁵ _____ when ...
 It was idyllic.
 It's an all-time ⁶ _____.

Ranting

If there's one thing I can't ⁷ _____, it's ...
 It drives me up the ⁸ _____.
 It was absolutely ⁹ _____.
 It was a total ¹⁰ _____ of money.
 It's not my style/kind of thing/cup of tea at all.

B 9.4 Listen to the phrases. Notice how the intonation changes for the positive and the negative comments. Repeat the phrases.



4 Match the sentence halves.

- 1 If there is one thing I can't
 - 2 We went to an exhibition at the Tate Modern, but I'm afraid
 - 3 The hotel had great reviews, but the service was
 - 4 It was most definitely one of the funniest films
 - 5 There's nothing better than
 - 6 It's one of the most
- a) absolutely horrendous.
 - b) a really well-made coffee, in a friendly and welcoming café.
 - c) stand, it's having to read a boring book.
 - d) spectacular shows ever. That's why it's been such a raving success.
 - e) I've ever seen. I was on the floor with laughter.
 - f) it wasn't my cup of tea.

page 144 **LANGUAGEBANK**

LEARN TO use comment adverbials

5A 9.5 Listen to extracts from the rants/raves in Exercise 2B and complete the sentences.

- 1 _____, it drives me up the wall.
- 2 I have, in the past, _____ raised my voice at tourists.
- 3 I'd _____ go back there again.
- 4 She was _____ good, honestly.
- 5 The restaurant was _____ overpriced.
- 6 _____ it's hard to cook for a lot of people.

speakout TIP

Listen out for comment adverbials (*absolutely, definitely, obviously, totally, simply, undoubtedly, completely, surprisingly, incredibly, etc.*) to help you understand someone's viewpoint. Also, when you are talking, comment adverbials which come at the beginning of the sentence can give you thinking time (*Honestly, Basically, Seriously, etc.*).

B Choose the correct alternatives.

- 1 *Honestly/Undoubtedly*, I have no idea where you could possibly find more delicious chocolates!
- 2 *Incredibly/Basically*, he's just lazy.
- 3 *Clearly/Completely*, this was one of the more luxurious hotels.
- 4 Not *clearly/surprisingly*, with high unemployment young people are struggling to find jobs.
- 5 It's quite *basically/simplely* the most ridiculous idea I've ever heard.
- 6 *Undoubtedly/Completely*, this is one of the top bands of the moment.

C Work in pairs. Are the sentences in Exercise 5B rants or raves? Choose one of the sentences and develop it into a short conversation. Include two more comment adverbials.

SPEAKING

6A Choose two or three topics from the list below. Prepare to rant or rave about each topic. Make notes and try to use comment adverbials.

- a restaurant you've enjoyed/been disappointed by
- a spectacular/ugly place you have visited
- an item of clothing you love/hate
- an actor or film you love/hate
- a piece of music/album you love/hate
- something you bought recently which was a success/disaster

B Work in groups. Take turns to talk about your topics.

DVD PREVIEW

1 Work in pairs and discuss the questions.

- How much do you know about famous art galleries, museums and other cultural places in your city or region? Which have you visited and why?
- Are there any galleries, museums or cultural places you would like to visit in other countries?

2 Read the programme information. What question will the programme attempt to answer?

BBC Tate Modern is 10! A Culture Show Special

The Culture Show is a BBC programme that looks at different aspects of the arts, such as books, film, art, music and fashion. In this episode, presenter and art critic Matthew Collings celebrates the tenth birthday of one of the world's most popular art galleries, London's Tate Modern. The programme asks why the gallery has been so popular and examines how it has changed the public's perception of art.



DVD VIEW

3 Watch the DVD. Tick the works of art that you see.

- a giant slide
- a mechanical sun
- a metal container that is completely dark inside
- a giant spider
- a work by Henri Matisse called *The Snail*
- a portrait by Pablo Picasso
- an animation of a cartoon girl
- an old van with sledges coming out of the back door

4A Answer the questions.

- How many people visit Tate Modern each year?
- What is the impressive thing about Tate Modern even when it's empty?
- The presenter shows us two areas of Tate Modern: the Turbine Hall and the higher floors. How are the two areas different?
- What years does the permanent collection cover?
- What comparison does the presenter make between modern artists like Henri Matisse and contemporary artists like Gerhard Richter?
- What is the final question that the presenter asks?

B Watch the DVD again to check.

5 Work in pairs and discuss the questions.

- The presenter describes one area of Tate Modern as a 'make-you-think' theme park and a 'philosophy fairground'. Do these 'happenings' make you think, or are they just for amusement?
- The presenter says 'this temple of the far-out [crazy or strange things] has become a fixture in ordinary people's lives.' Why do you think so many people go to art galleries like Tate Modern? Is it because of the art or are there other reasons?

speakout recommend a cultural place

6A ▶ 9.6 Listen to someone recommending a cultural visit to a group of students. What is impressive about the place? What subject do you think the students are studying?

B Listen again and tick the key phrases you hear.

keyphrases

It's one of the world's most recognisable landmarks.

It's an absolute must-see.

The most striking thing about it is ...

The best time to go is ...

What makes it so breathtaking is ...

The building itself is obviously admired all over the world.

It's also been very influential in ...

It makes an impression on you because ...

7A Read the instructions and think about questions 1–3.

A group of students is coming to your city. You have been asked to recommend a place for them to visit. This place must be relevant to their studies. You will also need to provide a short oral introduction to the place, saying why it is important today or how influential it has been.

- What are your visitors studying? Choose from: architecture, art, fashion, engineering, design, music, sport, business or history.
- What place in your city will you recommend? It could be a building, stadium, museum, street, etc.
- In your introduction to the place, what will you tell the students? Why are you recommending it?

B Work in groups and take turns to introduce your cultural places. Listen to other students' recommendations and ask questions.

writeback a recommendation

8A Read one post and one reply from a travel forum. Why does the writer recommend this place?

We are going to Cairo next month. Is there anything we should particularly see or do apart from the Great Pyramids and the Sphinx? We are interested in culture and history.

Molly

Go to Khan el-Khalili, the downtown bazaar. This is a wonderful place to browse. The bazaar is huge so you'll need several hours if you want to see everything. You can buy all kinds of things here, but it's particularly good for hand-made jewellery, precious stones, pottery, rugs and all kinds of textiles. Don't be shy about haggling, either. The locals expect it and they are very friendly and open. As soon as you arrive, you're hit with a sensual explosion – noise, colour, smells, people everywhere. This can get a bit overwhelming, but fortunately there are several restaurants and coffee shops where you can take refuge. The most famous of these is El Fishawy, where the great writer Naguib Mahfouz used to go. While in Khan el-Khalili you should pause to appreciate the architecture. For those who look closely enough, there are many wonderful archways, engraved doors and ornate decorations on the walls. Overall, I'd say Khan el-Khalili is unmissable for any visitor to Cairo. Just make sure you take your camera and some money for souvenirs.

Kim Hae-Jeng

B Write a comment for the forum about somewhere you know (200 words). Recommend the place, explaining why visitors should see it.

ADJECTIVES: THE ARTS

1 Underline the correct alternatives.

- The exhibition was very *impressive/overrated*. No wonder it was sold out.
- What a *compelling/well-received* film. I couldn't stop watching.
- The song is very *poignant/subtle*. It reminds me of some hard times.
- I don't think this book is that good. It's *stunning/overrated*.
- The movie was quite *bleak/offbeat*. It was full of bizarre surprises.
- That actress is extremely *stylish/thought-provoking*. She always dresses well.

TENSES FOR UNREAL

SITUATIONS

2A Read about a wish list for the arts. Find and correct the six mistakes.

It's high time art forms like opera are made accessible to the public. Tickets should be cheap, and free for children. Opera and theatre are treated as though they're for the elite, but they're about the same things that are in the papers every day: jealousy, passion, murder and blood feuds, and it's about time the public is having a chance to enjoy them.

I'd sooner TV isn't overtaken by sites like YouTube. The do-it-yourself culture has its benefits, but people talk as if anyone can make a masterpiece on camera. They can't and that's why TV will survive.

Finally, it's time schoolteachers will think outside the box. What if circus skills were taught in schools? Supposing kids having a chance to learn how to juggle, swing on a trapeze and be real clowns? I'm sure millions of kinaesthetic learners would rather they are spending their days doing this than sitting at desks doing worksheets.

B Write three sentences to describe your own wish list for the arts. Remember to use language for unreal situations.

IDEAS

3A Choose the correct option to complete the sentences.

- Oh no! The whole bookcase has fallen over now. Whose _____ idea was it to move it?
a) toy b) novel c) bright
- We were completely at a loss until we _____ on the idea of renting out the office.
a) hit b) had c) held
- What _____ him the idea of becoming a circus performer? I have no idea.
a) hit b) gave c) had
- If we don't know what to do, I suggest we _____ a few ideas.
a) toy b) original c) brainstorm
- I've never heard of that before. What an _____ idea!
a) original b) origin c) originate
- I've never heard of such a _____ idea in all my life.
a) ridiculous b) ridicule c) ridiculously

B Work in pairs. Test each other on the phrases above.

A: *We thought it was a good idea at the time ...*

B: *It seemed like a good idea.*

A: *Correct.*

ADVERBIALS

4A Work in pairs. Try to expand the sentences as much as possible by adding different adverbials.

1 I eat chocolate.

A: *I always eat chocolate.*

B: *I always eat chocolate at the end of the day.*

A: *I always greedily eat chocolate at the end of the day.*

2 I like music.

3 He left the office.

4 We agreed to pay.

5 We went there.

6 I love the way she speaks.

7 He cooks.

B Compare your sentences with other students.

RANTING/RAVING

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

horrendous amazing ever idyllic
luck all-time waste thing

1 A: What did you enjoy about the film?

B: The most _____ thing about it was the cinematography. It was spectacular!

2 A: Did you like his latest book?

B: Yes, it's an _____ classic. It's his best one yet.

3 A: Did you enjoy your holiday?

B: Yes, it was the best holiday _____.

4 A: Did you enjoy the exhibition?

B: I'm afraid I didn't. It's not my kind of _____.

5 A: Did you manage to get tickets?

B: Yes, I couldn't believe my _____ when I saw there were still some available.

6 A: It's a four-star restaurant.

B: I can hardly believe that. The service was absolutely _____.

7 A: What was the island like?

B: Oh it was _____. The beaches were sandy and deserted and the sea was a beautiful turquoise blue.

8 A: Is that new computer game you bought good?

B: No, it was a total _____ of money because it was the wrong version for my computer.

B Work in pairs and practise the conversations.

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