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?

2a 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 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?
3.0 Key Vocabulary

Art

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

<table>
<thead>
<tr>
<th>drawing</th>
<th>exhibition</th>
<th>graffiti</th>
<th>installation</th>
</tr>
</thead>
<tbody>
<tr>
<td>mural</td>
<td>painting</td>
<td>photo</td>
<td>sculpture</td>
</tr>
<tr>
<td>street art</td>
<td>statue</td>
<td>work of art</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>annoyed/annoying</td>
<td>a sympathy or empathy</td>
</tr>
<tr>
<td>disturbed/disturbing</td>
<td>b anger</td>
</tr>
<tr>
<td>bored/boring</td>
<td>c extreme fear</td>
</tr>
<tr>
<td>surprised/surprising</td>
<td>d impatience or lack of interest</td>
</tr>
<tr>
<td>amazed/amazing</td>
<td>e reaction to something</td>
</tr>
<tr>
<td>shocked/shocking</td>
<td>f surprise (something bad)</td>
</tr>
<tr>
<td>moved/moving</td>
<td>g surprise (something good)</td>
</tr>
<tr>
<td>terrified/terrifying</td>
<td>h unhappiness and worry</td>
</tr>
</tbody>
</table>

- 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.

3 a Complete B in the Key Vocabulary panel.

b Complete the extracts with adjectives from B.

1 It’s ___________ how he takes these derelict old buildings and turns them into a work of art.
2 Yes, but the images are pretty ______________ sometimes. I mean, all those rats!
3 We were really _______________ when we came across this last exhibit.
4 It was so ______________—all these people taking photos with their phones!
5 The kids look really _______________, don’t they? But actually they’re just imitating the statue’s pose.
6 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?
Portraits

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.”

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
   1 Find the adjectives in **bold** in the article. What is each adjective describing?
   2 Which adjective is stronger in each pair?
   3 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 **Listen and notice the stress on the words in bold.**

   1 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.

   1 A This is very interesting.
      B Interesting? It’s absolutely __________!
   2 A I’m very tired after that walk.
      B Tired? I’m completely __________!
   3 A Hey, this is pretty good, you know.
      B Good? It’s really __________!

b **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.

**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 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 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...
   1 describe a difference?
   2 describe a similarity?
   3 say that one thing is better than all the others?

2 a Look at the descriptions again. Underline the adjectives. Which are...
   a comparatives (used with more or -ed)?
   b superlatives (used with most or -est)?
   c 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 a?
   b superlative?
   c 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.
   1 I really like the third one—the Banksy. It’s ______________ in my opinion. (by far/good).
   2 Really? No, I prefer the cartoon. I think it’s ______________ than the Banksy. (much/original).
   3 I find it really difficult to choose between them. I think the Banksy is ______________ the cartoon. (as ... as/original).
   4 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.”

**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. **they**
3 It works beautifully.
4 But most people are friendly or they don’t notice. **them**
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.
2a Look at your answers to 1b and answer the questions.
   1 Which two adverbs can also be used as adjectives?
   2 Which adjective can also be used as an adverb?
   3 Which word ending in -ly is not an adverb?
   4 What is the adverb form of good?

2b Complete 1–5 in B in the Grammar panel.

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

I've just downloaded Sketchbook onto my iPad. It's (1) great / greatly! It downloaded so (2) quick / quickly and it's so (3) easy / easily to use. To start with, I drew very (4) careful / carefully. It was the first time I'd drawn with my fingers. But then I started to feel more (5) confident / confidently, and I found that I could draw really (6) good / well and really (7) fast / fastly. Much better than I had ever done with a pencil or brush before. There's an (8) enormous / enormously range of colors and effects to choose from. And the final results look really (9) professional / professionally. Try it out for yourself! I'm sure you'll be (10) impressed / impressedly.

4a 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.

4b 📚 Compare your answers with a partner’s. Have you ever tried your partner’s app?

Speaking & Vocabulary: People watching

1a 3.7 Listen to Toni talking about the café in the photo. What does she like about it? What does she like doing there?

1b Listen again and match the two parts of the sentences.
   1 I love to sit here drinking coffee and (a) watching
   2 ... a huge variety of people walk down this street, all (b) going
   3 It's so much more interesting than just (c) staring
   4 Sometimes I watch the people at the next table and (d) tune in
   5 I know I shouldn’t really (e) listen in
   6 ... but usually they’re simply (f) passing

   a ... about their business.
   b ... on other people’s conversations...
   c ... to their conversations.
   d ... the time of day...
   e ... the world go by.
   f ... into space.

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

2b 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.
**Tune In**

1. **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. **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.

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

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?

---

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

   1. What I like is that it matches what’s inside.
   2. The best thing about it is that people are talking about it.
   3. The most important thing is the location.
   4. The problem is that what’s inside matches what’s inside.
   5. What I hate about it is that the architect is famous.

   **b** Listen and check.

---

**Stress**

- 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. **Make the sentences more emphatic.** Begin with the word in parentheses.

   1. I don’t like pop music much. All the tracks sound the same. (What I don’t like about pop music is...)
   2. I love traveling by plane, but I hate the jet lag. (The only problem with traveling...)
   3. 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. **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.
1. Tune In

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. 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 3a 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 3a.

5. a. Listen again to the woman asking people if they would be happy to complete her survey. Complete her questions.
   - 1 Excuse me, do you have a digital camera?
   - 2 Excuse me, I wonder when people usually take photos?
   - 3 Good morning, do you have photos you would like to print?
   - 4 OK, thank you. Just one thing.

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

6. Task

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 2a. 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.

8. Report Back

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 7a to help you.