

# 2 CREATIVITY



## OBJECTIVES

- talk about an exhibit, gallery or building
- discuss finding creativity
- describe a life-changing moment
- debate how technology might change art
- have a discussion about art
- write a book or movie review

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

- 1 Look at the picture. What do you think the purpose of this art is?
- 2 How does art in public spaces affect local communities?
- 3 Complete the idioms with the words in the box. Then check their meaning.

box feet inspiration mark

have a flash of \_\_\_\_\_

make your \_\_\_\_\_

think on your \_\_\_\_\_

think outside the \_\_\_\_\_



**G** narrative tenses **V** describing art and design

## READING

**A PREDICT** Look at the pictures in the article. What are these structures used for? Do you know where they are located?

**B 2.1 SKIM** Read *From reviled to revered* quickly and find the answers to Exercise A.

# FROM REVEILED TO REVERED

Any art form is often the battleground of taste, and architecture is no different. What is considered groundbreaking by some can be seen as overrated by others. In fact, even some of the world's most iconic buildings came under criticism when they were first constructed, including one of the world's most famous structures.

Nowadays, no one would consider the Eiffel Tower ugly, but when it <sup>1</sup>was completed in 1889, the fact that it was unlike anything Paris <sup>2</sup>had seen before did not work in its favor.

This huge metal tower was considered an eyesore by many Parisians while it <sup>3</sup>was being built, as they believed it didn't fit in with the classical style of the city. Newspapers printed cartoons mocking its spindly structure, and many residents wrote to the city government in protest. These protests almost worked, too. In fact, if it wasn't for the use of the tower as a radio transmitter, it may have been dismantled after the 1889 Paris Exposition for which it was built. Yet, over the decades the Eiffel Tower has become one of the most acclaimed landmarks in the world, beloved for its unconventional design and the breathtaking views it offers. Nowadays it is almost impossible to think of Paris without conjuring up a romantic view of the tower in your mind's eye.

The Eiffel Tower is not the only famed structure to receive intense criticism at first. The Guggenheim Museum in New York similarly received scathing reviews, with people comparing its shape to a toilet bowl. Critics argued that it was pretentious, prioritizing style over function. For its architect Frank Lloyd Wright, however, it represented a necessary move away from the repetitive architecture of what he called 'a forest of skyscrapers.' It wasn't an easy project. Construction had been planned to start in 1946, but due to arguments with locals and artists, the building didn't begin until 1956. Lloyd Wright <sup>4</sup>had also been planning to paint it bright red, have a glass elevator and observation deck, but delays and budget cuts made these elements impossible. While it may not be the exact building Lloyd Wright had envisioned, it's now one of the most popular museums in the city and a National Historic Landmark.

**C 2.1 READ FOR DETAIL** Read the article again. Match the sentences (1-5) with the structures (a-c).

- 1 It seemed unsuitable for its purpose. \_\_\_\_\_
  - 2 The result was a compromise on the original design. \_\_\_\_\_
  - 3 It was originally constructed for a specific occasion. \_\_\_\_\_
  - 4 It was a purposeful departure from the surrounding architecture. \_\_\_\_\_
  - 5 One of its purposes saved it from demolition. \_\_\_\_\_
- a The Eiffel Tower                      c The Fish Building  
b The Guggenheim Museum

**D SPEAK** Work in pairs. Discuss the questions.

- 1 What do you think about these structures?
- 2 Do you think they are good examples of creativity? Why/Why not?
- 3 What unusual architecture is there in your city or country?

While the Guggenheim could be described as different or thought-provoking, this next building is simply off the wall. In Hyderabad, India, the Fish Building, formally known as the National Fisheries Development Board Building, is in the literal shape of a fish. Many <sup>5</sup>considered the building hilarious, while others thought it was appalling considering the building was to house professional offices. But yet again, at first its impact was underrated. Now the Fish Building has become a sensational example of novelty architecture. It attracts tourists and photographers alike who celebrate its wacky form as a symbol of creativity.

It's not difficult to imagine what these engineers and architects <sup>6</sup>were thinking when they imagined these structures. They wanted to make their mark, to challenge the tedious uniformity that was covering cities everywhere. While these buildings may have divided opinion, something awesome was quietly being born – the kind of originality that makes us stop, look up and think, whether we like it or not.

## GLOSSARY

**revere (v)** admire and respect  
**revile (v)** criticize strongly

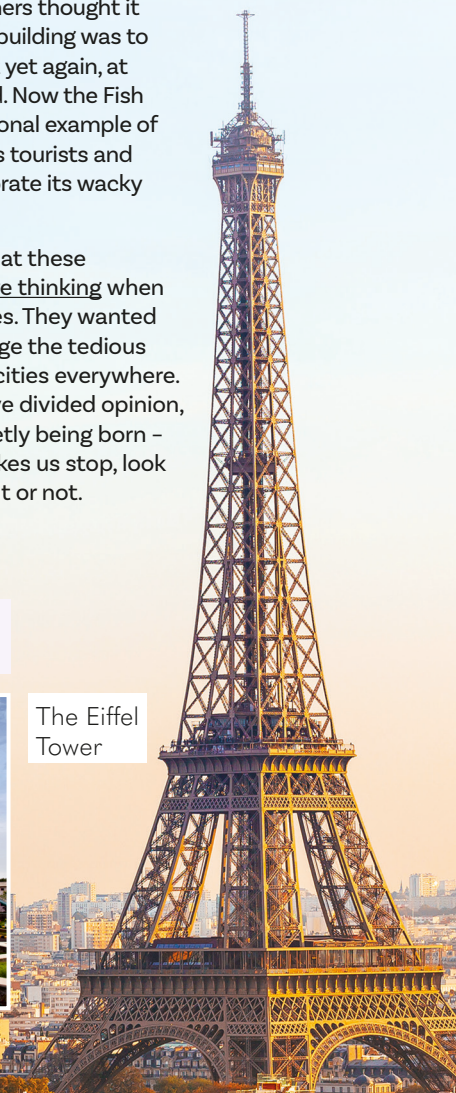


The Guggenheim



The Fish Building

The Eiffel Tower



## GRAMMAR Narrative tenses

**A Match the underlined forms (1–6) in *From reviled to revered* with the tenses (a–f).**

- a simple past \_\_\_\_\_
- b past progressive \_\_\_\_\_
- c past perfect \_\_\_\_\_
- d past perfect progressive \_\_\_\_\_
- e simple past passive voice \_\_\_\_\_
- f past progressive passive voice \_\_\_\_\_

**B WORK IT OUT** Complete the rules with the tenses in Exercise A.

### Narrative tenses

We use these narrative tenses when telling stories and anecdotes.

- When we talk about the past, we use the \_\_\_\_\_ and \_\_\_\_\_ to explain the main events.
- We use the \_\_\_\_\_ and \_\_\_\_\_ to give background information for actions that were completed before the main events.
- We use the \_\_\_\_\_ and \_\_\_\_\_ to give background information for actions that were in progress before the main events, or to describe something happening at the same time as the main event in the past.

**C Go to Grammar Hub 2.1 at the back of the book.**

**D Complete each sentence with the correct active or passive voice form of the verbs in parentheses.**

- People were angry because \_\_\_\_\_ (have/keep) waiting outside the venue by security.
- In the museum gardens, the sun was shining and the birds \_\_\_\_\_ (be/sing) in the trees.
- The reason the roof needed fixing was that part of it \_\_\_\_\_ (have/collapse) in the storm.
- We \_\_\_\_\_ (have/only/work) on the design project for a week when it was canceled.
- Pete \_\_\_\_\_ (be/not tell) about the change of plans, so he was late to the architects' meeting.
- The gallery visitors couldn't use the elevator because it \_\_\_\_\_ (be/repair).

**E SPEAK** Work in pairs. Complete the sentences with your own ideas.

- I had been working for several hours when ...
- I had just gone to bed when ...
- It had been raining all day, so ...



## VOCABULARY Describing art and design

**A Choose the correct adjectives to complete the comments.**

### Comments

**1** In my view, some famous places are **overrated / repetitive** and not that inspiring. But in this case, the beautiful stained-glass roof is different from anything that has been done before – it's truly **pretentious / groundbreaking**.

**2** It was **hilarious / tedious**! I couldn't stop laughing. OK, the same jokes again and again can become **underrated / repetitive**, but in this case, the performances were **awesome / appalling**.

**3** It's a very **unconventional / repetitive** piece. It's definitely not something you see every day. But for me, it's trying too hard to be different and I wouldn't want something so **acclaimed / pretentious** in my living room.

**4** Most people recognize this image. It's so **iconic / hilarious**, capturing the mood of the time. It's **thought-provoking / unconventional** and makes you consider the human story behind this historical event.

**5** The risk with performances like this is if the songs are **appalling / iconic** then it's not enjoyable. Fortunately, everything about this show was really special. It was a truly **sensational / iconic** experience. I can see why it's been **overrated / acclaimed** by critics and audiences.

**B Match the art forms (a–e) with the comments (1–5) in Exercise A.**

- |                |       |                  |       |
|----------------|-------|------------------|-------|
| a a musical    | _____ | d a building     | _____ |
| b a sculpture  | _____ | e a comedy movie | _____ |
| c a photograph | _____ |                  |       |

**C SPEAK** Work in pairs. Tell your partner about a famous piece of art using the vocabulary in Exercise A.

Game



## SPEAKING TASK

**A PREPARE** Choose an exhibit, gallery or building you've visited. Write some notes about:

- what you visited
- when and why it was built/created
- what it made you think about
- how you felt about the experience/visit overall

**B SPEAK** Work in groups. Discuss the places you visited.



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## SPARKING IDEAS

**Jasmine, artist**

'Some people are very practical about finding ideas. But not me. I need to <sup>1</sup>get into the right state of mind, whatever it takes. It means traveling miles to get away from everyone, working through the night or going for a walk – until I find inspiration or it finds me. Then I just <sup>2</sup>run with an idea and see where it takes me.'

**Leo, dancer and choreographer**

<sup>5</sup>I draw inspiration from other art – movies, paintings, even books are great ways <sup>6</sup>to jump start your creativity. They're not just sources of inspiration for my dance. When <sup>7</sup>you immerse yourself in other art forms, you get the distance you need from your own work. You <sup>8</sup>get a fresh perspective on it.'

**Michelle, director**

<sup>3</sup>Working from a blank canvas, with no idea where you are going to start, can be really scary. So, ... I call my mom or dad! It's great <sup>4</sup>to bounce ideas off someone. Even if you disagree with their thoughts or opinions, the discussion can help you move forward.'

**Sam, playwright**

'Although writing is my job, when <sup>9</sup>I hit a wall and just can't find the ideas, I start doodling cartoons, shapes. It really helps me to think. Then when the ideas start to come, <sup>10</sup>you trust your instincts. You just know which ideas to use, which to combine and which to just forget.'



## VOCABULARY Ideas and inspiration

A Read *Sparking ideas*. Choose the correct definition for the underlined phrases (1–10).

- 1 a find the right location  
b find the right mood
- 2 a abandon an idea  
b develop an idea
- 3 a working from nothing  
b working with no equipment
- 4 a steal someone's ideas  
b discuss something with someone
- 5 a get ideas from  
b paint a picture of
- 6 a escape a problem  
b help you to think of some ideas
- 7 a become very involved with something  
b are about to finish
- 8 a feel more energetic about  
b get a different view of
- 9 a find a good idea  
b am unable to progress
- 10 a think carefully  
b rely on your feelings

## B Choose the correct phrases to complete the sentences.

- 1 I've just **got into the right state of mind / hit a wall** with this project. I have no inspiration and can't get any further with it.
- 2 With art projects, you can't always know for certain you have the best idea. Sometimes you just have to **trust your instincts / work from a blank canvas**.
- 3 When you're feeling uninspired, talk to other people. **Bouncing ideas off someone / Running with an idea** can only help.
- 4 When there are no distractions and you are completely focused, you can truly **get a fresh perspective on / immerse yourself in** something.
- 5 We had no idea where we could **jump start our creativity for / draw inspiration from** this design, but we had to begin somewhere.

C **SPEAK** Work in pairs. Discuss the questions.

- 1 Do you ever have to be creative in your daily life?
- 2 How do you come up with ideas?
- 3 Which job in Exercise A do you think requires the most creativity?



## LISTENING

- A** **2.2** **LISTEN FOR MAIN IDEA** Listen to Mark and Lauren discussing an article about inspiration. Answer the questions with the people in the box.

Celia Lauren Mark Simon

- Who is having trouble with their work? \_\_\_\_\_
- Who often shares things they read with others? \_\_\_\_\_
- Who is trying to offer solutions from the article? \_\_\_\_\_
- Who likes to set themselves constraints? \_\_\_\_\_

- B** **2.2** **LISTEN FOR DETAIL** Listen again. Complete the tips from the article with the words that you hear.



- Make sure you have a \_\_\_\_\_ at all times.
- Set an alarm \_\_\_\_\_ in the morning.
- Make a \_\_\_\_\_ of writing even if you don't have ideas.
- Take a \_\_\_\_\_ – you'll be refreshed and more creative after doing this!
- Talk to others – they might have a \_\_\_\_\_ on your ideas.
- Don't be afraid to \_\_\_\_\_ if you feel something might work.

- C** **MEDIATION** You have a friend who also struggles to get inspired. Using the tips in Exercise B, write an email summarizing the main ideas from the conversation. Use these ideas to help you:

- the different strategies creative people use
- examples that were mentioned
- suggestions that Lauren thought might help Mark

- D** **SPEAK** Work in pairs. Would you try any of the ideas mentioned in Exercise A? Why/Why not?

## PRONUNCIATION

Questions for comment or criticism

- A** **2.3** Listen to the questions from the discussion. Choose whether the intonation rises (↗) or falls (↘) at the end of each sentence.

- Isn't that somewhat pretentious? ↗ / ↘
- Is he crazy? ↗ / ↘
- Why does she keep writing if it's terrible? ↗ / ↘
- Don't you think? ↗ / ↘
- Is she serious? ↗ / ↘
- How can you make something when you don't know what you're doing? ↗ / ↘

- B** **2.4** Choose the correct intonation for the questions. Then listen and check.

- A:** Do you think it's sensible to schedule time for creativity? (↗ / ↘)

**B:** What's the point of that? (↗ / ↘) You can't be creative if you're not in the right state of mind.
- A:** Do you ever have creative ideas while you're dreaming?

**B:** Yes, but I can never remember them. Isn't that frustrating? (↗ / ↘)
- A:** Do you find it easier to be creative when you're listening to music?

**B:** Are you serious? (↗ / ↘) I can't think properly unless it's quiet.
- A:** Do you feel more creative early in the morning or late at night?

**B:** Late at night. Definitely. Who feels creative first thing in the morning? (↗ / ↘)

- C** **SPEAK** Work in pairs. Ask and answer the questions in Exercise B. Try to use a question for comment or criticism in your answer.

## SPEAKING TASK

- A** **PREPARE** Work in pairs. Look at the infographic and make a list of advantages and disadvantages for each suggestion.



- B** **PLAN** Decide which is the best suggestion for finding ideas.

- C** **SPEAK** Work in pairs. Discuss the questions.

- Are you a creative person? Do you think outside the box? Why/Why not?
- When do you get flashes of inspiration? Can you think of the last time you had one?
- How important is being creative for you? Why/Why not?
- Do you think everyone should try to do something creative from time to time? Why/Why not?



**V** compound adjectives **S** inferring meaning **G** future in the past

## VOCABULARY Compound adjectives

**A SPEAK** Work in pairs. Complete the fame quiz.

### ARE YOU CUT OUT FOR FAME?

#### RATE YOURSELF ON A SCALE OF 1-5

1 = Strongly agree 3 = Agree 5 = Strongly disagree

- 1 You would trade having privacy for being world-famous. \_\_\_\_
- 2 You are very focused on one kind of career. You are not open-minded to other career choices. \_\_\_\_
- 3 You would describe yourself as a highly motivated person. \_\_\_\_
- 4 You are thick-skinned. You don't mind being criticized. \_\_\_\_
- 5 You would rather be self-employed than do part-time work for someone else for the same money. \_\_\_\_
- 6 You'd prefer to be paid less in a fun creative job than well-paid and bored at work. \_\_\_\_
- 7 You can handle working long days and doing late-night shifts. \_\_\_\_

**B** Go to **Communication Hub 2.3** at the back of the book to see what your answers say about you.

**C** Find eight compound adjectives in the quiz. Use the information in the vocabulary box to help you.

### Compound adjectives

Compound adjectives can be formed in several ways, including:

- adjective + noun: *last-minute*
- adjective + participle: *left-handed*
- adverb + participle: *never-ending*
- noun + adjective: *sun-dried*
- noun + participle: *career-ending*

We generally hyphenate compound adjectives before a noun, but not after. There are exceptions to this rule as some compound adjectives are written as one word (e.g. *heartwarming*) or are always hyphenated (e.g. *self-important*, *thick-skinned*).

**D** Make compound adjectives with the words in the box to complete the sentences.

highly late open part self thick well world

- 1 Almost all actors are \_\_\_\_\_-employed, so it's their responsibility to find work.
- 2 Filming overseas can introduce you to new ways of seeing the world and as a result, make you more \_\_\_\_\_-minded.
- 3 Sandra's looking for a \_\_\_\_\_-time job so she can focus on her exhibition work.
- 4 Sometimes you need to be \_\_\_\_\_-skinned – you can't take criticism personally.
- 5 Rob is a \_\_\_\_\_ motivated person who loves opera singing and wants to excel at it.
- 6 You'd be surprised at how \_\_\_\_\_-paid an influencer can be! Especially when you have a lot of followers.
- 7 He is definitely a celebrity in his own country, but he isn't \_\_\_\_\_-famous yet.
- 8 There is a \_\_\_\_\_-night radio show that interviews celebrities who have unusual hobbies.

**E SPEAK** Work in pairs. Discuss the questions. Use some of the adjectives in Exercise D.

Game



- 1 Would you like to be famous?
- 2 What do you think the good and bad points of being famous are?

## READING

**A SPEAK** Work in pairs. Look at the pictures of the people in the article *Change of plans*. What do you know about them?

**B** **2.5 READ FOR DETAIL** Read *Change of plans*. What do the three people's stories have in common?

**C** **2.5 INFER MEANING** Read the article again and match the people with the information. Use the information in the skills box to help you.

### Inferring meaning

Writers do not always explain everything in detail. They sometimes provide readers with the facts and allow them to infer the meaning by drawing a conclusion from the information available.

- |                   |                                                 |
|-------------------|-------------------------------------------------|
| 1 Charlize Theron | a felt they should follow a traditional career. |
| 2 Andrea Bocelli  | b used their initial career as inspiration.     |
| 3 Agatha Christie | c had no choice but to change their career.     |

**D SPEAK** Work in pairs. What was the most interesting story? Why?

# CHANGE OF PLANS

Some people choose a career at a young age and stick with it. However, here are three famous people who ended up with very different careers from what they expected.

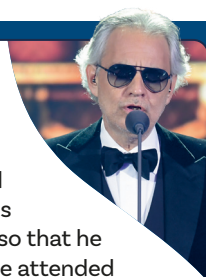
## CHARLIZE THERON

Charlize Theron, originally from South Africa, was to have been a ballerina. However, she suffered a career-ending injury to her knee that meant she had to abandon her childhood dream. Instead, she decided she would turn to acting. After finding it difficult to land speaking roles, she watched hours of television to try to pick up an American accent. But the roles still didn't come and although she was getting modeling work, money was tight. One day she was trying to cash a check at the bank but the teller said he was not going to accept it. Theron started to argue with the teller, making a scene in the bank as she tried to explain that she was about to be thrown out of her apartment if she couldn't cash the check. Eventually a man in the line behind her came over to help resolve the situation and, after she had her money, he gave her his business card – he was an agent. A couple of months later, Theron had landed her first movie role.



## ANDREA BOCELLI

World-famous opera singer Andrea Bocelli was supposed to have a very different career. Although he displayed a talent for music from an early age, his parents encouraged him to study law so that he would always have a steady income. He attended law school and became a lawyer. However, he also continued with his music – playing in piano bars in the evenings to earn money for singing lessons. It was at one of these bars where he got the lucky break that was to launch his career. Zuccherò, a famous Italian singer, heard him sing, and thought that he would be perfect for a demo he wanted to make. As a result of that meeting, Bocelli ended up going on tour with Zuccherò, and he even sang at Zuccherò's birthday party, where he was immediately signed up by an agent. She knew he was going to be a big star – and she was right.



## AGATHA CHRISTIE

Before becoming the best-selling novelist of all time, Agatha Christie worked as a nurse. In 1914, with the outbreak of World War I, she volunteered in a hospital in southwest England. Her work entailed caring for the seriously wounded and assisting in operations. Later she joined the hospital pharmacy and went on to train as an apothecary's assistant, which involved learning about chemistry and medicine. During her training she was thinking of writing a detective story, and it seemed inevitable that she would use her newfound expertise to write about death by poisoning. She would go on to use this method in many novels, especially those featuring the detective Hercule Poirot.



## GRAMMAR Future in the past

**A WORK IT OUT** Read the underlined phrases in *Change of plans*. Then choose the correct options to complete the rules.

### Future in the past

- When we talk about plans, intentions and predictions that we had in the past, we use **past / present** forms of the verbs we usually use to talk about the future.
- We use *be* + *infinitive* for events that **came / didn't come** true and *be* + *to* + *have* + past participle (or *be* + *supposed to* + verb) for events that **came / didn't come** true.

**B** Go to **Grammar Hub 2.3** at the back of the book.

**C** Choose the correct options to complete the sentences.

- I couldn't go to the party because I **would take / was taking** a test the next day.
- When we were at school together, we always knew he was **becoming / going to become** a doctor.
- They thought it **will / would** be fun to play a trick on us.
- Our new TV was to have been **delivered / delivering** yesterday but it didn't come.
- I was **about / about to** ask him where he got the money when he made an excuse and left.
- The band did not know they **would have / were to be** the biggest selling rock group of this decade.
- The fingerprints found at the scene **were being / were to be** vital in solving the crime.
- Thinking there was no way he **was going / would** to get into college, he didn't even apply.

## GLOSSARY

**teller (n)** a person who works in a bank to receive and pay out money  
**cash a check (v)** to exchange a check for the monetary value  
**get a lucky break (v)** to get an opportunity that results in more opportunities or a better outcome  
**apothecary (n)** someone who made and sold medicines

**D SPEAK** Work in pairs. Make sentences using the future in the past to explain the situations.

- You didn't get up early today.
- You missed your train or bus this morning.
- You didn't eat lunch yesterday.
- You got lost in the city.
- You went to see a movie with a friend.

*I was going to get up early, but I forgot to set my alarm clock.*

## SPEAKING TASK

**A PLAN** Think of a time when a change of plans had a big effect on your life. Write notes to talk about this life-changing moment. Use these ideas or your own:

- You changed your mind about something.
- You had an unexpected opportunity.
- Something did not go as you had planned.
- Something good came out of a bad situation.

**B SPEAK** Work in pairs. Take turns to describe the event and ask each other questions about what happened.



## AUTHENTIC VIDEO

A **SPEAK** Which of these types of art do you prefer?

- digital art
- photographs
- paintings
- street art

B **PREPARE** Read the definition of NFTs (non-fungible tokens). What type of art in Exercise A could be bought this way?

**Non-fungible token (NFT) (n)** a kind of digital certificate that shows who owns a unique item on the internet like a piece of art, music, video or game. While other people may be able to download or use the item, the NFT owner has the original, like owning an original painting signed by the artist, rather than a print.

C **WATCH FOR MAIN MESSAGE** Watch the video. Choose the correct options to complete the sentences.

- 1 Edward Zipco advises buyers to choose NFTs that are **promoted by influential celebrities / backed by a genuine artistic career / rapidly increasing in value**.
- 2 Sunil Singhvi thinks NFTs are a **positive / distressing / rapid** development.
- 3 Jacob Silverman is **a pioneer of / an owner of / a skeptic of** NFTs.

## GLOSSARY

**flip side (n)** negative/con

**hype (n)** a lot of talk about something or an event which gets people excited about it

**rife (adj)** full of

**royalties (n)** payments to writers, artists, etc. to use or buy their work

D **WATCH FOR DETAIL** Watch the video again. Check (✓) the advantages and disadvantages of NFTs that are mentioned.

## Advantages

- 1 They directly support artists. ☐
- 2 They make art accessible to more people. ☐
- 3 Buying them is a good investment. ☐
- 4 They can foster interest in art. ☐

## Disadvantages

- 5 There is a risk their value will drop. ☐
- 6 The quality of artwork is low. ☐
- 7 There is no regulation in the market. ☐
- 8 They focus too much on the superficial. ☐

E **SPEAK** Work in groups. Discuss the questions.

- 1 Would you like to own an NFT? Why?
- 2 What side of the argument surrounding NFTs do you take? Why?



## AROUND THE WORLD

- A** **SCAN** Read the question and two people's answers. Which opinion is most aligned to your views? Why?

Do you like AI-generated art? How do you think it will change the art world?

### Fatima, Morocco

I believe artists can gain a lot from using technology because it offers new ways to be creative. Digital tools let artists experiment, try out ideas quickly and share their work with audiences around the world. Traditional methods are still important because they carry history, cultural identity and a personal touch. AI-generated art is fascinating, but it also raises questions. I think AI will become a common tool for artists to generate ideas or test different styles. At the same time, it may make it harder to decide who owns a piece of art or what originality means. Technology helps artists create more, but the creativity behind the work still comes from people.



### Gabriela, Mexico

I like AI-generated art because it allows more creative people, who may not be incredibly skilled with their hands, to produce what's on their minds. I think it will change the art world because after an initial investment in proper digital tools, the costs involved in making art will be significantly lower. This means that more people will find the means to become artists. However, AI-generated art can be reproduced and edited quite easily, so it's possible that the vision of art will shift from individual creation to community work.



- B** Read the Critical thinking box. Then identify the two predictions in Fatima's answer and the three predictions in Gabriela's answer.

## Critical thinking

### Predicting future outcomes

Speculating on the future of an issue or topic helps you understand the potential effects of present actions and developments. This in turn helps inform you on decisions or positions you might take.

- C** Complete the phrases for speculating with the words in the box.

cup  
distinct  
feeling  
guess  
hard  
likely  
outcome  
signs  
stands  
surprised

## Speaking skills

### Speculating

- 1 It's highly \_\_\_\_\_ that ...
- 2 The \_\_\_\_\_ seem to point to ...
- 3 It \_\_\_\_\_ to reason that ...
- 4 We're on the \_\_\_\_\_ of ...
- 5 There's a \_\_\_\_\_ possibility that ...
- 6 One possible \_\_\_\_\_ is ...
- 7 I wouldn't be \_\_\_\_\_ if ...
- 8 It's \_\_\_\_\_ to say right now ...
- 9 I get the \_\_\_\_\_ that ...

- D** **SPEAK** Work in pairs. Use the Speaking skills phrases to discuss the questions in Exercise A.

## MY WORLD

- A** **PLAN** Think about the art you enjoy in your life: in your town or city, in your social circles or in online spaces you regularly visit. Write notes about:

- the kinds of art you personally engage with
- how technology is already influencing the art you see or make (in positive and negative ways)



- B** **DEBATE** Work in small groups. Use your notes to discuss these questions.

- How has technology changed the way you discover or experience art locally?
- What creative tools or platforms are common where you live?
- What developments do you think will have the biggest impact on the art you enjoy in the next few years?

- C** **SPEAK** Now, discuss as a class. Are you optimistic or concerned about how technology might change the art you care about? Why?



**F** managing a discussion


## VIDEO COMPREHENSION

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

- 1 Do you like modern art? Why/Why not?
- 2 What do you think about art criticism?

**B** **▶** Watch the video and answer the questions.

- 1 What does Malcolm like about the painted paper?
- 2 What does each of the following people think the message of the painted paper is?
  - Amanda
  - Malcolm
  - male customer
- 3 Whose opinion is most popular among the three of them?
- 4 What misunderstanding has occurred?

## FUNCTIONAL LANGUAGE

**A** **SPEAK** Work in pairs. Read the underlined expression from the video and answer the questions.

**Amanda:** The artist is clearly making a comment on ...

**Sam:** I think you're a bit confused ...

**Amanda:** Sam ... Can you let me finish?  
Thanks. The artist is clearly making a statement on feelings of isolation ...

- 1 What has happened in the exchange between Sam and Amanda?
- 2 Why do we use expressions like this when we're speaking?

**B** Match the ways of managing a discussion (1–5) with the examples from the video (a–e).

## Managing a discussion

- 1 Interrupting: Say something to stop someone speaking so that you can speak instead. \_\_\_\_\_
  - 2 Taking the floor: Signal that you are now going to join a debate or discussion. \_\_\_\_\_
  - 3 Returning to a point: Indicate that you want to further discuss a point that you previously made. \_\_\_\_\_
  - 4 Stopping an interruption: Tell the person who is trying to interrupt that you want to finish your point first. \_\_\_\_\_
  - 5 Pre-empting an interruption: Anticipate that someone will interrupt you and briefly state all the points you want to cover before they cut in. \_\_\_\_\_
- a Well, that leads back to my point ... without meaning there is no relationship.
- b If I could just finish ... my main point, though, is that it doesn't really matter what it is.
- c I couldn't agree more ... it does evoke some really quite intense emotions.
- d I don't mean to cut you off, Amanda, but I think it's the exact opposite.
- e And that's my point exactly. When you are using bold colors like this artist has, you are clearly trying to expose just how superficial those connections are.
- C** **SPEAK** Work in small groups. Discuss one of the following topics. Use the strategies in Exercise B.
- art in the past and now
  - different forms of art
  - the greatest artist ever

## SPEAKING

**A** **PREPARE** You are going to talk about a work of art in a small group. Look at the picture on page 13 or find your own picture. Think about what you want to say about the picture and art in general.

**B** **PRESENT** Work in small groups. Discuss the picture and present your views.

I usually tend to prefer landscapes rather than portraits ...

Exactly. What I was actually saying was that while I usually prefer landscapes, in this case ...

But that misses the point. The style of painting is what makes it special.

**W** writing concisely

## WRITING MODEL

**A SPEAK** Work in pairs. What types of things do people write reviews about? How can reviews be useful?

**B SPEAK** Read the ad and answer the questions.

### Reviews wanted

Have you recently read a classic book or watched a classic movie? We're starting a series of reviews of classic books and movies and we want your opinion. Is the book or movie as good as everyone says it is? Is it still relevant today? Please send us a review for the college paper. Write 220–260 words.

- 1 What should be reviewed?
- 2 What questions should be addressed by the review?
- 3 Who is the target audience?
- 4 How long should the review be?

**C SKIM** Read the review. Does the writer agree that the book deserves its reputation as a classic? Which parts of the review tell you this?

## Alice's Adventures in Wonderland

**a** <sup>1</sup> Fantasy children's novel *Alice's Adventures in Wonderland* was published in 1865. The book, <sup>2</sup> adapted for film and television and translated into over 100 languages, fully deserves its reputation as a classic and is just as fun today as it always was.

**b** At the start of the story, Alice sees a white rabbit wearing clothes and talking to himself. <sup>3</sup> Following the rabbit, she falls down a hole into a bizarre world of strange and wonderful creatures, including a snooty caterpillar and the mysterious, grinning Cheshire Cat. In order to navigate this crazy new world, she has to think on her feet.

**c** One of the reasons that *Alice's Adventures in Wonderland* is so popular is that it is a nonsense story. It's not a typical linear story or a story with logic and a moral. It's full of strange situations and unusual characters, <sup>4</sup> unimaginable for most of us, which surprise and delight readers everywhere.

**d** <sup>5</sup> Lewis Carroll's playful use of language is another reason why the book has remained popular for so long. The story is full of riddles, puzzles, puns, and made-up words. One of the most famous examples is the 'unbirthday party' at the Mad Hatter's tea party.

**e** <sup>6</sup> Having captured the imaginations of generations of children and adults, *Alice's Adventures in Wonderland* is without doubt a classic book. Its creative story, characters, and playful use of language make it a unique story – and one that everybody should read at least once.

**D** Read the review again. Match the information (1–5) with the paragraph (a–e) that contains it.

- 1 an overall opinion of the work and a recommendation \_\_\_\_\_
- 2 key information about the work and a general opinion of it \_\_\_\_\_
- 3 analysis of one positive or negative aspect of the work \_\_\_\_\_
- 4 a plot summary or description of the work \_\_\_\_\_
- 5 analysis of a second positive or negative aspect of the work \_\_\_\_\_

**E** Read the underlined sections of the text (1–6) and match them with the features (a–c) in the skills box.

### Writing concisely

To write concisely, use some of these features:

- a noun phrases: *English writer and mathematician Lewis Carroll* \_\_\_\_\_
- b reduced relative clauses: *Lewis Carroll, writer and mathematician, published his first book.* \_\_\_\_\_
- c participle clauses: *Educated at home, Carroll wrote poems and short stories.* \_\_\_\_\_

**F** Rewrite the sentences using the structures in parentheses.

- 1 *Alice's Adventures in Wonderland*, which was published in 1865, was a huge success. (participle clause)  
\_\_\_\_\_
- 2 Alice, who is seven years old, is the main character of the story. (noun phrase)  
\_\_\_\_\_
- 3 Lewis Carroll, who was born in Cheshire, spent most of his life in Oxford. (reduced relative clause)  
\_\_\_\_\_

## WRITING TASK

**A PLAN** Read the ad in Writing Model Exercise B again. Plan a review of a book or a movie.

**B WRITE** Write your review. Use your plan to help you. When you finish, complete the checklist.

- ☐ I included a description and gave my opinion.
- ☐ I analyzed positive and negative aspects.
- ☐ I included a recommendation.
- ☐ I wrote concisely.

**C REVIEW** Exchange reviews with a partner. Did they use the checklist? What could make their review better?

# 2. REVIEW

## VOCABULARY

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

groundbreaking hilarious repetitive  
sensational tedious unconventional

- 1 **Mia:** That was a really funny movie.  
**Ren:** Yes, it was \_\_\_\_\_.
- 2 **Leo:** I thought her performance was amazing.  
**Thiago:** She was \_\_\_\_\_.
- 3 **Sam:** Have you read this book? I'm finding it pretty dull.  
**Zuri:** Yeah, it's a bit \_\_\_\_\_, isn't it?
- 4 **Ana:** It was such an innovative musical. I loved it.  
**Jo:** Me, too. As you say, it was \_\_\_\_\_.
- 5 **Sam:** This show is just car chase after car chase.  
**Gina:** Yeah, it's kind of \_\_\_\_\_, isn't it?
- 6 **Yaz:** Do you like her work? It's very unusual.  
**Marcus:** She's \_\_\_\_\_, but I enjoy it!

### B Choose the correct options to complete the sentences.

- 1 For my latest collection of paintings I **drew / immersed** inspiration from nature.
- 2 When you're stuck with a problem at work, try **bouncing / working** ideas off your colleagues.
- 3 Listening to different genres of music is a great way to **run / jump** start your creativity.
- 4 Don't listen to the critics – you have to **get / trust** your instincts and carry on with your ideas.
- 5 Writers usually have techniques they use to help them with new ideas when they **run / hit** a wall.
- 6 It's important to **get / draw** into the right state of mind before doing anything creative.
- 7 Can you take a look at this design for me? I need to **work / get** a fresh perspective on it.

### C Match the sentence halves.

- 1 You need to be thick- \_\_\_\_\_
  - 2 You need to be highly \_\_\_\_\_
  - 3 Most people won't become world- \_\_\_\_\_
  - 4 It's like being self- \_\_\_\_\_
  - 5 You have to be open- \_\_\_\_\_
  - 6 It's a part- \_\_\_\_\_
- a time job, so it doesn't pay much.  
b employed, because you can work from home.  
c minded, because things change all the time.  
d motivated, because it's competitive.  
e skinned to handle the criticism.  
f famous, but they still make a living.

## GRAMMAR

### A Complete the sentences with the correct narrative past form of the verbs in parentheses.

- 1 The council wanted to open the new library in September but unfortunately the construction work \_\_\_\_\_ (be/not complete) on time.
- 2 The children \_\_\_\_\_ (have/practice) for the school concert for months and were excited to be performing in front of their parents and friends.
- 3 I really enjoyed the exhibition of local artists at the gallery last week, especially as we \_\_\_\_\_ (be/give) postcards of some of the paintings to take home.
- 4 We were late to the cooking class and the teacher \_\_\_\_\_ (be/demonstrate) some basic knife skills when we walked in.
- 5 The manuscript \_\_\_\_\_ (have/not revise) properly before the editor saw it and she pointed out that it was full of spelling mistakes.
- 6 Jamie \_\_\_\_\_ (have/show) the new design for the company logo to some of his friends before he presented it to his manager.
- 7 By the end of the week many suggestions for the office re-decoration \_\_\_\_\_ (have/reject) and the design team were becoming a little frustrated.
- 8 While the students got ready to deliver their final presentations, the lecturer checked the equipment \_\_\_\_\_ (be/work) properly.
- 9 Amanda \_\_\_\_\_ (have/send) her music to agents for a few years before she finally got a break and recorded her first album.

### B Choose the correct options to complete the sentences.

- 1 When the movie was released, few people thought it **would be / was being** a success.
- 2 Little did he know, his discovery **was to change / is to have changed** the experiment completely.
- 3 This **was supposed to be / would be** a dream vacation, but it turned into a nightmare.
- 4 They **were to finish / be finished** in May, but the deadline was pushed back until June.
- 5 You weren't **about to / supposed to** have opened your present yet. Your birthday is tomorrow!
- 6 Carlos **would go / was about to go** through airport security when he realized he didn't have his passport.
- 7 I went to bed early because I **would go / was going** to the airport early in the morning the next day.

Kahoot!



WORKBOOK



ASSESSMENT



LONG READ

TEACHER  
ZONE



MEDIATION