

UNIT

6

Art in our lives

UNIT OBJECTIVES

Why is art important?

In this unit, you will:

Investigate

- ▶ Read a blog post about a unique mural in Texas.
- ▶ Watch and reflect on a video about a young artist from Uganda.
- ▶ Practise encouraging someone to speak.
- ▶ Find and select points to write a for-and-against essay.

Apply

- ▶ Evaluate what makes where you live special and design a mural for your community.

16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



Discuss the questions in class.

- 1 What kind of art do you like?
- 2 How does it make you feel?

Art

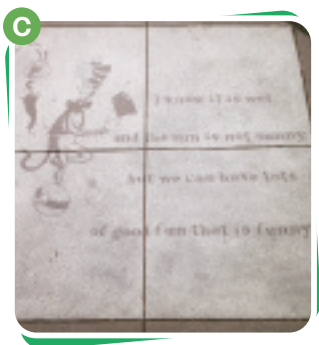
Activate Match the activities with the words in the box. Which activities have you tried?

dancing ● painting ● photography ● singing



- 1 41 Match pictures A–C with words from the box. Look up any words you don't know in a dictionary. Listen, repeat and check.

animation ● comic ● fashion design ●
graphic design ● performance art ●
poetry ● mural ● sculpture



- 2 Read about *Rainworks*. Where can you see this type of art?

Rainworks™

Do you want to create **original** pictures that only appear on rainy days? Then check out *Rainworks* art. Anyone can make them, with a can of invisible paint, an idea and a pavement! 😊

Rainworks art isn't **colourful**, but it's never **dull**! Some pictures are **abstract** patterns; others are **realistic** images. Some are funny messages and others are simple poems or **clever** quotes like 'There's treasure everywhere'. And they all appear when it starts to rain.

- 3 Match the adjectives in bold in the article with their meanings 1–6.

- 1 showing intelligence or skill
- 2 having lots of colours
- 3 not representing something as it is in real life
- 4 representing something as it is in real life
- 5 new and interesting
- 6 not interesting or exciting

- 4 42 Listen to a conversation about *Rainworks*. Complete the sentences with adjectives from exercise 2.

- 1 At first, I drew a smiley face, but it was a bit ____.
- 2 Then, I designed a(n) ____ picture, with a heart and two people inside it.
- 3 The people are really ____!
- 4 It isn't a picture but it's a(n) ____ idea.
- 5 I think it's really ____!

Mediation Your friend missed the class. Describe the class and give an example. Discuss ideas for some *Rainworks* art for your town or city. Use the **Mediation guide**.

Vocabulary practice



- 1 Look at the photos on page 73. What type of art is on the wall? Read the blog post and check your ideas.

LEARNING TO LEARN

Reference words like **she**, **it**, **his**, **this** and **them** refer to people, things and ideas. We need to understand what or who they refer to in order to understand the text.

- 2 Look at the pronouns and references in bold in the text. Which people, things or ideas do they refer to?

- | | |
|------------------|--------------------------------|
| 1 he (line 04) | a the app |
| 2 his (line 11) | b the murals in the exhibition |
| 3 them (line 20) | c Houston Atlee's |
| 4 they (line 20) | d people in the street |
| 5 it's (line 25) | e Houston Atlee |
| 6 it (line 29) | f the selfie |

Project pathway 1

Find or take a photo of a public work of art that you think is interesting and find out the story behind it.

Workbook Project preparation

ART ATTACK: WHAT'S NEW?



Followers 4.75K ★

Hi everyone! Last week I was in Houston, so today's post is all about the 'Big Art, Bigger Change' exhibition. If you're in Houston this week, you'll be able to see it!

My favourite mural from the exhibition is called *King of the Road*. It's of 11-year-old Houston Atlee who is a student at a local school. Houston is named after the city, and loves studying maths and playing sports. **1** _____. When **he** finishes school, he cycles to his granny's house and plays basketball in a nearby park. Houston and his bike were painted by street artist, Case Maclain. **2** _____. For Houston and his friends the mural is also a positive image of kids from their neighbourhood – the boy on the bike looks like he has a bright and happy future. 😊

How would you feel if you were part of a famous mural? Houston likes the attention and people have shared **his** picture on social media thousands of times. **3** _____.



King of the Road is just one of many murals in the city. If you walk around, you'll find 29 paintings altogether by street artists from all over the world. **4** _____. They're all part of the 'Big Art, Bigger Change' exhibition, and deal with issues such as global peace, poverty, inequality and climate change. When people walk past **them**, perhaps **they** think about these things. I know I did! The murals are a call to action to change things for the better.

If you want to find out more, you can download an app called 'Behind the Wall'. **It's** got information about each artwork and what it represents. **5** _____. You can also spread the message by taking a selfie with a mural, and sharing **it** on social media!



Comments (1)

@artfan

What a great idea! Changing the world one mural at a time 😊.

3 Read the gapped sentences from the text and look at the words in bold. Do they refer to people, things or ideas?

- a **It's** got practical advice on how to take action too.
- b **He** chose Houston from a group of boys in an after-school club.
- c **He** used the bike to raise awareness of eco-friendly transport.
- d **Their** murals are clever, dramatic and original.
- e Maclain has painted murals in other cities.
- f **He** also loves riding **his** bike.
- g **He's** appeared on the local news too.
- h There are lots of reviews of the app online.

4 **43 Read the text and complete gaps 1–5 with sentences a–h from exercise 3. There are three sentences that you don't need. Listen and check.**

5 Critical thinker Look at these opinions about public art. Which do you agree/disagree with and why?

It can make people feel happy and smile.

It makes places feel more welcoming and safer.

It's an important way to deal with big issues.

It makes people feel proud of their community.

Project pathway 1

Go online and find a statue or a mural about an important issue. Describe what the issue is and how the mural raises awareness.

Workbook Project preparation

1 Look at the photo. What do you think the advertisement is about? Read and check your ideas.

a If you see this sign in a museum , don't take a selfie in front of a painting! **b** Cameras damage paintings if they have a flash. But on Museum Selfie Day, you can take a photo. 😊

As soon as you take your selfie, you can post it online. Add the hashtag #MuseumSelfie and remember, it won't go

viral unless it's super creative. **c** If there's a Museum of Museum Selfies in the future, it might be on display there! 😊



Comment 1

Share

@Tina365 **d** When I take a selfie, I never use a flash. It's better to use filters.

@Karl83 **e** I'll definitely go and take a selfie if I don't have football practice!

2 Look at rules 1–5 and match them with examples a–e in the advertisement.

Zero conditional: *if/when* + present tense + present tense/imperative

We use zero conditionals for:

1 habits, with adverbs of frequency: *d When I take a selfie, I never use a flash.*

2 general truths or facts: ____

3 instructions or rules: ____

First conditional: *if* + present tense + future tense

We use first conditionals for:

4 things that are possible or likely in the present or future if another thing happens: ____

5 future ability or possibility with *may* or *might*: ____

3 Match the sentence halves to make zero conditionals. Are they habits, general truths or instructions?

- | | |
|--------------------------------------|---------------------------------|
| 1 When you visit a gallery, | a it boils. |
| 2 If you want to take a good selfie, | b there's a school trip. |
| 3 I usually visit museums when | c use a smartphone. |
| 4 If you heat water, | d you learn about art. |

4 Complete the following selfie tips to make first conditional sentences.

- If you ____ (**add**) a funny meme, your selfie will look cool.
- You ____ (**not look**) good if your camera is below your face!
- Your eyes ____ (**look**) bigger if you take the photo from above!
- You ____ (**not need**) a flash if you take a selfie outside.

5 Read the tip, then find *unless* and *as soon as* in the advertisement in exercise 1.

Alternatives to 'if'

* *unless* = 'if ... not'

* *as soon as* = one action happens quickly after another

6 Complete gaps 1–5 in the text with sentences a–e. Are they zero or first conditional sentences?

- you might find a pet selfie on your camera
- they sometimes take a selfie too
- don't leave your phone at home
- if you post it on social media
- check out the quokkas



If you have a curious cat, **1** ____! If you do, **2** ____ . But don't worry, because you'll get thousands of likes **3** ____ .

However, it's not just pets who like photos. When wild animals come across a camera, **4** ____ . If you search for animal selfies online, **5** ____ !



1 Read about an unusual piece of art. How much was the art? What happened to it?

2  44 Copy and complete the table with the words in bold in the text. Listen and repeat.

dis-	il-	im-	in-	ir-	un-

3 Read teens' reactions to Noh eating the banana. Write the correct prefix for words 1–6.

Noh Huyn-soo wasn't 1 _____ **tidy**. He put the banana skin back on the wall!

It's 2 _____ **credible** that no one tried to stop him. It's also 3 _____ **honest** to steal a banana.

I think he was 4 _____ **patient** for his lunch!

Perhaps the banana was weird or 5 _____ **regular** in some way?

It's crazy and a bit 6 _____ **logical** to say it's art.

BANANA DRAMA

Is it **impossible** to eat a work of art? Student Noh Huyn-soo doesn't think so! Noh ate a \$120,000 artwork at a museum in South Korea. The artwork was an **inexpensive** banana fixed to a wall by artist Maurizio Cattelan, so it was easy to replace.

Noh said he was hungry, but it's **illegal** to eat art. People said he was **irresponsible**, but the artist **disagreed**. Cattelan wasn't angry or **unhappy**. He said 'No problem'. Is it art or is it just a banana? What do you think?



4  45 Listen and check your answers.

Add words 1–6 from exercise 3 to the table in exercise 2.

5 How would you describe someone who ... ?

- 1 never tidies their bedroom
- 2 doesn't revise for exams
- 3 tells a lie

Plurilingual competence What negative prefixes exist for adjectives in your language? Are there any rules or patterns for them?

Vocabulary practice 

Now take a break and ...

YOU CHOOSE

Fun and games

Game 

Me time

Get creative!

What's trending?

- 1  Watch the introduction to the video (00:00–00:35) and answer the questions.

- 1 Where does Jobray live and what does he do?
- 2 What do you think we will learn in the video?



LEARNING TO LEARN

When you watch a video that tells someone's story, notice how events in their life are presented.

- Who tells the story?
- Which events are included?
- What order do they happen in?

- 2 Watch the rest of the video (00:35–03:27) and order the main events in Jobray's life.

- a He taught children at schools in Kampala.
- b He started drawing cartoons.
- c He travelled to another country.
- d His parents worried about his job.
- e He painted murals in public places.
- f He joined the Breakdance Project.

- 3 Read the questions and options, and note down your answers. Watch the video again and check your answers.

- 1 When Jobray was ten years old, he used to ...
 - a draw pictures every day.
 - b read comics every day.
 - c watch cartoons every day.
- 2 Jobray's parents wanted him to ...
 - a be a police officer.
 - b work in fashion.
 - c have a good career.
- 3 Breakdance Project Uganda taught Jobray that ...
 - a it was important to work hard.
 - b art was more important than family.
 - c it was important to listen to his parents.
- 4 Jobray's murals are ...
 - a always realistic pictures.
 - b a way to connect with others.
 - c only for schoolchildren.

- 4  46 Listen to a podcast about a breakdancing project. How is the project helping children like Kaweesi?

Social and emotional learning

Responsible decision-making

When you make a decision, carefully consider your options, listen to advice from parents and friends, then choose what you feel is best for you.



- 5 Who do you ask for advice and is it helpful?

Mediation Imagine you are Jobray. Write a personal profile about you for a website about the Breakdancing Project. Use the **Mediation guide**.

- 6 Listen again and complete the text with one or two words, a number or a date.

THE BREAKDANCING PROJECT

When the project started in **1** _____, it only had **2** _____ students. Today it has **3** _____ of students. It's popular because breakdancing is exciting and students don't have to **4** _____ classes.

As well as breakdancing, the project does beatboxing, **5** _____, public speaking and painting. The project encourages students to follow **6** _____!





Ana

Lucas

Hey, Lucas. Come, look at my flyer for Dark Thunder. Our first concert is on Friday.

That's exciting! It'd be nice if you used a photo of the band.

I don't think 1 _____. If I use this one, no one will come!

That's 2 _____! What about a thunder cloud?

A cloud might look dull.

Or something colourful?

I'm not 3 _____. We're called Dark Thunder ...!

I 4 _____ so. Wait – here's another idea!

Go on, Lucas. Tell me. I bet it's a good one.

A black drum kit with a lightning bolt!

Yes! I was just thinking 5 _____!



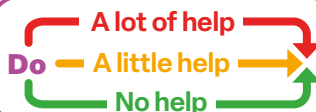
It's your turn

Create a conversation where you share ideas about a design. Go to the Workbook and choose how much help you need.

Watch the tips in the video.



Prepare



Share

Evaluate

Workbook Speaking scaffolding

- 1 Watch the video. What is Ana designing? What four things does Lucas suggest?

Phrase bank

Agreeing

I suppose so.

That's true.

Exactly.

I was just thinking the same.

Disagreeing

I'm not sure ...

I'm sorry, but I disagree.

I don't think so.

- 2 Watch the video again. Which two phrases do you not hear?

- 3 Copy and complete the dialogue with the missing words.

LEARNING TO LEARN

When you have a discussion, it's important to listen to other people's points of view, and encourage them to speak.

- 4 Match 1–4 with a–d to make phrases that encourage people to speak.

- | | |
|-------------------------------------|---------------------|
| 1 It'd be good to know | a as anyone else's. |
| 2 Do you have an idea? Let's | b what you think. |
| 3 Don't worry. We don't | c hear it. |
| 4 Your opinion is just as important | d have to agree. |

- 5 How does Ana encourage Lucas to share his idea?

Project pathway 1

Choose a poster, an album cover or a magazine cover that you like. Write down three reasons why you like it.

Workbook Project preparation

- 1 Look at the advert for a poetry competition. What do people have to imagine?

SPOKEN WORD POEMS

Imagine you were a different person, an animal or an object. Write a poem beginning with 'If I were a ...' and say how your life would be different. Send your poem to the poetry blog. Winners will be announced in September. Good luck!

- 2 Read the competition entry. What does the poet want to be? Why?

WHAT IF...?

1 'What would you be if you could be *anything*?' asked my little sister.

'I don't know,' I replied.

She looked up at the sky.

2 'If I were you, I'd choose a bird,' she sighed.

So I thought about it ...

3 'If I was a bird, I would

... make my home in the trees.

... fly over rivers, mountains and oceans.

... see strange and exciting places.

4 If I was a bird, I wouldn't

... have any problems. I'd just fly away!



- 3 Match sentences 1–3 in the poem with rules a–c.

Second conditional

If + past tense + *would* + infinitive without *to*

We use second conditionals to ...

a talk about unlikely situations in the present.

b ask questions about imaginary situations in the future, e.g. *What would you do if you met Rosalía?*

c make a suggestion or give advice, e.g. *If I were/was you, I'd do your homework!*

- 4 Complete the sentences with the correct form of the verbs in brackets.

1 If I ____ (**be**) a bird, I ____ (**fly**) to different countries.

2 If we ____ (**not have**) poetry, we ____ (**not able to**) dream!

3 He ____ (**visit**) the Tate Modern if he ____ (**go**) to London.

4 What ____ (**you/say**) if you ____ (**meet**) a famous artist?

- 5 Complete the second conditional sentences so they are true for you. Compare your sentences with a partner's.

1 If I were a cat, ____.

2 If I was in a scary film, ____.

3 I'd laugh a lot if ____.

4 My friends would be happy if ____.

SLAM POETRY

Slam poetry is similar **1** ____ rap; both poets and rappers tell a story, but rap **2** ____ always used music, and slam poetry the spoken word. The first slam poems **3** ____ performed in Chicago in the 1980s – people used **4** ____ compete in jazz clubs there. Today, young people from all over the world compete in the National Poetry Slam. It's a competition **5** ____ poets are awarded points, and the audience chooses the WINNER! 'If I didn't have slam,' says one 16-year-old poet, **6** 'I ____ be able to express myself.'

Checkpoint

1 2 3 4 5 6 7 8



Grammar practice



1 Look at the photo and read the advert. What is the essay about? What arts subjects do you do at school?

As part of our *Arts in School* month, we are organising an essay competition. Write an essay arguing for and against studying arts subjects in school. The winning entry will receive free tickets to the Banksy Museum.

What are the arguments for and against learning arts subjects in schools?

- A** Are arts subjects important to study at school? Some people think that they're not. Others disagree. In fact, there are interesting arguments both for *and* against studying arts subjects in schools.
- B** Let's start with the arguments *against*. Firstly, people say that subjects such as music, drama and art are not as important as maths and science. On the one hand, music and drama are fun to do, but on the other hand, they won't help you get a good job. Secondly, many schools don't have a lot of money, so people argue that they should spend their money on subjects students really need.
- C** What about arguments *for* the arts? Experts say that when students study arts subjects, they stay in school longer, **so** schools get better results. **In addition**, arts subjects prepare students for jobs, **because** they practise teamwork and critical thinking. Finally, music and drama are good for mental health, **as well as** giving us more confidence.
- D** In conclusion, although there are some arguments against studying arts subjects, studies show that they can help us in lots of ways. Students are happier, get better results and are more prepared for the world of work.

say what the essay is about

use adverbs to order your ideas

when you present arguments, avoid saying 'I think' or 'In my opinion'

2 Read the essay and match descriptions 1–4 with paragraphs A–D.

- 1 Present arguments that support arts subjects in schools.
- 2 Sum up the arguments you agree with.
- 3 State the question and say which argument you support.
- 4 Present arguments against arts subjects in schools.

LEARNING TO LEARN

In a for-and-against essay, remember to present both sides of an argument. Use linkers, such as *on the one hand ... on the other hand* to introduce contrasting ideas.



3 Look at the linking words in bold in the text. Copy and complete the table.

Addition	Reason	Result

It's your turn

Write a for-and-against essay about murals and other forms of street art. Go to the Workbook and choose how much help you need.

Watch the tips in the video.

SKILLS EXPERT

Prepare

A lot of help
A little help
No help

Share

Evaluate

Workbook Writing scaffolding

Context: A local community group is asking for ideas for a mural which reflects the spirit of the community.

Task: Evaluate what makes where you live special and design a mural for your community.

Use your Workbook to develop your ideas.

Workbook Project preparation

Review

1

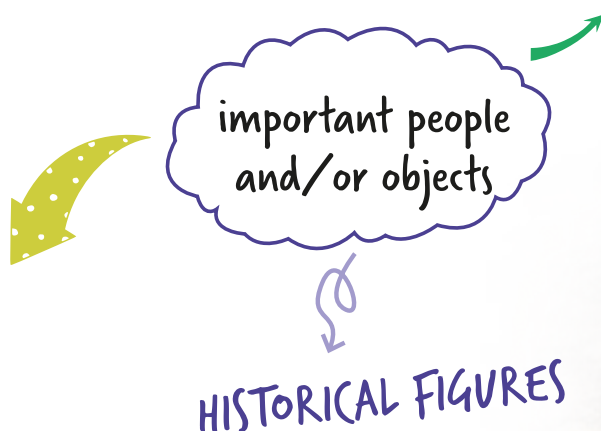
2

3

- 1 Look back at your notes from the Project pathway exercises. Use them to help you complete the task.

Plan

- 2 Think about your community. Copy and complete the mind map to brainstorm ideas.



- 3 Research murals in different communities and use them to help with your ideas.



Model project

The message of this mural design is to show the diversity of city life, with different people, transport and cultures all coming together in one place.

We want to show all the amazing things we have done together, from learning about each other's cultures to working as a team.

It will look like this mural in New York City, full of colour, movement and diversity.

Create

4 Look at the model project and design a mural for your community. Use the video to help you. Think about:

- its message. What do you want to say about your community?
- the people, objects and events you want to include.
- how it will look. Will it be colourful, realistic, abstract?

5 Present your project to your class or your partner.

Peer assessment

Complete the checklist as you look at another group's project.

Creativity: Is it an attractive, well-designed project?

Content: Does it include interesting information about the community?

Presentation: Is the presentation clear and easy to understand?

Language: Is grammar and vocabulary used correctly? Give examples.



Reflect

Think about Unit 6 and answer the question:

Why is art important?

6 Beat the test!

Grammar

Zero conditional

We use the zero conditional to talk about general truths and facts, habits that are always true, and instructions and rules.

*When you **dance**, you **exercise** your heart.*

*If I **want** to relax, I **listen to** music.*

*If you **leave**, please **close** the door.*

First conditional

We use the first conditional to talk about the result of a possible or likely situation in the future.

*If you **take photos**, you **'ll remember** the event better.*

*If you **don't like** painting, you **won't enjoy** the course.*

Second conditional

We use the second conditional to talk about the results of unlikely or imaginary situations in the present or future, and to make a suggestion or give advice.

*She **'d work** in animation **if** she **could draw** well. (unlikely)*

***If** they **closed** the cinema, I **would be** very unhappy. (imaginary)*

***If** I **were** you, I **would apologise**. (suggestion/advice)*

Vocabulary

47 Talking about art

abstract
animation
art
clever
comic
design
dull
fashion

graphic design
mural
original
performance
poetry
realistic
sculpture

48 Negative prefixes

disagree
dishonest
illegal
illogical
impatient
impossible
incredible
inexpensive
invisible
irregular
irresponsible
unhappy
untidy

Self-evaluation

Tell your partner one thing from the unit that a) you learnt, b) was easy, c) was difficult, d) was interesting.

Communication	Learning to Learn	Plurilingual Competence	Critical Thinker
Vocabulary: p75, ex 5 Grammar: p78, ex 1 & ex 5	Reading: p72 Listening: p76 Speaking: p77 Writing: p79	Vocabulary: p75	Reading: p73, ex 5
Mediation	Digital Literacy	Video Literacy	Global Citizen
Vocabulary: p72: p 31 Listening: p76			Project: p80, ex 2

Go to the Workbook. Complete your Self-evaluation tracker and create your Action plan.

Workbook Self-evaluation tracker