

# Unit 4 Art and creativity

## 4a What's on in London?

### Vocabulary performance

1 Complete the sentences using the correct words.

act band company exhibition gallery  
gig musical performance play show  
theater venue performer

- 1 We saw a great \_\_\_\_\_ last week. It was a kind of variety performance with different performers. The best one was a circus \_\_\_\_\_ who did some amazing tricks on a high wire.
- 2 I went to a \_\_\_\_\_ at that new music \_\_\_\_\_ on Baxter Street last night. It was a local jazz \_\_\_\_\_ called "Take Two Project." They were very professional, I thought.
- 3 Have you seen the photography \_\_\_\_\_ at the Suarez Art \_\_\_\_\_? There are some amazing pictures in it.
- 4 My daughter has joined a dance \_\_\_\_\_ who are going to go on tour next month. Their first \_\_\_\_\_ will be at the new \_\_\_\_\_ in the center of town.
- 5 You know the \_\_\_\_\_ *Macbeth* by William Shakespeare. Well, the Victoria Drama Company have turned it into a \_\_\_\_\_, with singing and dancing.



### Grammar expressions of quantity

2 Complete the sentences with expressions of quantity. Use one word in each space.

- 1 There will be a small \_\_\_\_\_ of actors at the Dramatic Arts Festival.
- 2 There is \_\_\_\_\_ carnival in Brazil as big as Rio de Janeiro.
- 3 There were \_\_\_\_\_ amazing set pieces in the *Batman Live* show.
- 4 There are \_\_\_\_\_ of different classic designs on display at the Design Museum.
- 5 Hardly \_\_\_\_\_ objects at the "This is Design" exhibition will be new for the viewer.
- 6 A \_\_\_\_\_ movies are accompanied by talks and workshops to discuss them in detail.

3 Choose the correct option to complete the sentences.

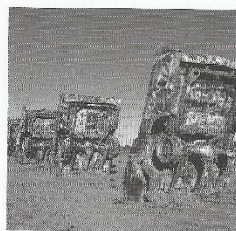
- 1 I really enjoyed the Dramatic Arts Festival. I even did *little / a little* dancing.
- 2 There aren't *much / enough* events like this in Dallas.
- 3 There's *a lot of / much* international interest in Carnival. *A large number of / A large amount of* the visitors this year were tourists.
- 4 I agree with the reviews—there were *plenty of / much* special effects in the *Batman Live* show, but there were *no / any* strong elements in the story.
- 5 We visited the website, but there was *a lack of / a little* clear information about the program.
- 6 You don't see *several / many* new things at this exhibition, but you still learn a lot.
- 7 Order tickets now, because when I called there were *hardly no / hardly any* tickets left.
- 8 There was *a little / a small number* of rain at the beginning, but it didn't spoil the show.

## 4b Art or vandalism?

### Reading the graffiti debate

1 Look at the two photos of graffiti. Answer the questions. Then read the discussion.

- 1 Can you see any difference between them?  
.....
- 2 Which do you find more attractive?  
.....



Interviewer: Following the news that the graffiti artist "Tox" has been convicted of vandalism for his graffiti, we ask, "When is graffiti art and when is it vandalism?" I'm joined by Guy Francis, former arts correspondent for the *Daily News*, and Handy, a graffiti artist himself. So both are experts in their own way on the subject. First of all, Handy, what was your reaction to this conviction?

Handy: I thought it was outrageous—he's gone to prison for his art. How can you say that one graffiti artist's work is vandalism and another's is art?

Interviewer: Handy's right, isn't he? Graffiti is either art or vandalism. You can't have it both ways.

Guy: Well, that's true, if the graffiti is in a place where the owner agrees to have it there. If Tox had put his work in a gallery, as Handy just suggested, there wouldn't have been any trouble. The fact is, he put his name all over public and private property. Every owner of that property complained and said that their property had been vandalized. In other words, Tox had caused criminal damage. People classed it as damage because all Tox does is to write his name and the year in numbers on the property over and over again. There are no imaginative images at all.

Interviewer: So, you're saying that if the owner of a property likes the work that a graffiti artist puts on his wall, then it's art.

Guy: Well, I'm saying in that case it's not vandalism. The whole debate of whether it's art or not is a different matter. If you take a famous and well-loved graffiti artist like Banksy, whose work sells for tens of thousands of dollars, you can't imagine the owner of a property complaining if some of Banksy's work appeared on his wall. Either type of graffiti could be considered art—but in the eyes of the law, whether or not it's vandalism is up to the owner.

2 Choose the correct option (a–c) to complete the statements about the radio program.

- 1 According to Guy Francis, Tox's work was vandalism because:
  - a it was very basic and poor art.
  - b he broke into the property like a criminal.
  - c the property owners didn't want graffiti on their property.
- 2 Tox's graffiti consisted of:
  - a writing his name and the date.
  - b writing imaginative images.
  - c drawing his name in many different colours.
- 3 The graffiti artist Banksy's work:
  - a is very popular.
  - b is very cheap.
  - c has upset many property owners.

### Grammar determiners

3 Complete the passage. Choose the correct option.

There is <sup>1</sup> *no / any* way of telling what is art and what is not art any more. There is a story about a man who dropped his wallet in a modern art gallery. When he went back to get it, he found <sup>2</sup> *every / all the* visitors gathered around, admiring it. The message of the story is that <sup>3</sup> *the whole / all* the modern art world is a trick and <sup>4</sup> *each / either* viewer needs to be told whether something is art or not before they can admire it. But were the people wrong to admire the wallet? If they thought it was art, some people argue, then it was art. <sup>5</sup> *Both / Either* views are possible. What's yours?



## 4d TV favorites

### Real life describing likes and dislikes

- 1 Read a conversation in which Ian and Sue discuss a TV documentary. Answer the questions.

Ian: Hey, Sue, did you see that documentary on TV last night?

Sue: No. What was it about?

Ian: It was about the Amazon...

Sue: Oh, a nature documentary... not really my kind of thing. I know I should take more of an interest, but I never feel really inspired by them. So what was so good about it?

Ian: Well I'm a big fan of the host, Bruce Parry—you must have seen him, he's been on TV a lot recently. Well, he travels the length of the Amazon interviewing different people who live and work around the river—so not just the indigenous tribes that have lived there for centuries, but also more recent settlers, like loggers and farmers.

Sue: Yes, I know Bruce Parry. He did that *Tribe* series where he went to live with different tribes in Africa and places. It got on my nerves a little...

Ian: How can you say that? Anyway, what I liked about this documentary was that he listened to everyone's side of the story—even the loggers who are tearing down the Amazon Forest. He doesn't make any judgments—the viewer is just left to make up their own mind...

Sue: Well, it sounds good... I guess I just get tired of people making these programs supposedly about other people living in difficult conditions, but more often it's just about them...

- 1 What was the documentary about?

- 2 What did Ian like it about it?

- 2 Does Sue like (✓) or dislike (✗) the following?

- 1 nature documentaries in general
- 2 the *Tribe* series
- 3 people who make programs about others living in difficult conditions

- 3 Complete the phrases Ian and Sue use to express their likes and dislikes. Use up to four words in each space.

- 1 Oh, a nature documentary... not really my

- 2 I never \_\_\_\_\_  
by them.
- 3 I'm \_\_\_\_\_ the  
host.
- 4 It \_\_\_\_\_ a little  
actually.
- 5 I guess I just get \_\_\_\_\_  
\_\_\_\_\_ people making these programs.

### 4 Grammar extra word order with modifying adverbs

#### WORD ORDER WITH MODIFYING ADVERBS

- Adverbs that qualify adjectives come before the adjective.  
*I'm not a **big** fan of reality TV shows.*
- Adverbs of intensity come before the main verb.  
*I **really** love musicals.*
- Never separate the main verb from its direct object.  
*I like **Bruce Parry** very much. (~~I like very much ...~~)*

Look at the grammar box. Then put the words in the correct order.

- 1 listen / all day / I / Bach / can / to  
\_\_\_\_\_
- 2 documentaries / anything / don't / for me / do / really  
\_\_\_\_\_
- 3 into / really / I'm / TV / not  
\_\_\_\_\_
- 4 stand / on / the host / can't / I  
\_\_\_\_\_
- 5 I / get / reality TV shows / of / a little / tired  
\_\_\_\_\_
- 6 TV / generally / watch / don't / much / I  
\_\_\_\_\_



# 4e A comedy gig

## 1 Writing skill personalizing your writing

Complete the features of personal and impersonal writing using these words.

active avoid contracted formal  
furthermore I, we, and you it passive  
share uncontracted

Personal tone	Impersonal tone
a Use pronouns (e.g., _____ )	Use pronouns (e.g., _____ )
b Use _____ verbs	Use _____ verbs
c Use _____ forms (e.g., <i>isn't</i> )	Use _____ forms (e.g., <i>is not</i> )
d Use phrasal verbs	Use _____ verbs
e Add personal details	_____ personal information
f Use conversational linking phrases (e.g., <i>what's more</i> )	Use formal linking phrases (e.g., _____ )
g _____ your feelings	Be objective in your judgments

## Writing an online review

- 2 Read the beginning of an online review for a comedy show. Underline examples of the features of personal writing (a–g) from Exercise 1. Label the features.

I've got to admit that I'm not a big fan of stand-up comedy. I always think that it's too unnatural. The comedian stands up in front of an audience who stare at him or her as if to say, "Come on, then, make me laugh." The comedian then has a few minutes to make them laugh or the audience will start to get restless. It's too aggressive and combative for me. So when I went with an old school friend to see new British comedian Spencer Brown last Tuesday night at the Comedy Club, I wasn't really looking forward to it.

- 3 Read the next paragraph of the review, which contains some features of impersonal writing. Rewrite the underlined words and expressions using personal forms.

<sup>1</sup> However, we really enjoyed the show. And we <sup>2</sup> were not the only ones—<sup>3</sup> his act seemed to be liked by the rest of the audience too. Brown's technique is to <sup>4</sup> commence by telling a small joke—usually some amusing observation about daily life—which <sup>5</sup> it is thought at first is the main joke. But <sup>6</sup> subsequently he builds on this by telling a joke <sup>7</sup> that is related to the first and then another. The effect of <sup>8</sup> combining jokes like this is that, even though each one may not be that funny by itself, the whole sequence is <sup>9</sup> in reality very funny.

- 1 \_\_\_\_\_ 6 \_\_\_\_\_  
2 \_\_\_\_\_ 7 \_\_\_\_\_  
3 \_\_\_\_\_ 8 \_\_\_\_\_  
4 \_\_\_\_\_ 9 \_\_\_\_\_  
5 \_\_\_\_\_

- 4 Complete the review by writing the last paragraph. Include a personal recommendation and details of when this show is on.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Wordbuilding suffixes

1 Choose the correct suffix for each word. Then write the words.

- 1 snow -scape / -ness / -ism .....
- 2 metalwork -ist / -ship / -er .....
- 3 craftsman -ism / -ship / -ness .....
- 4 polite -ness / -ist / -ship .....
- 5 saxophone -ship / -er / -ist .....
- 6 romantic -ness / -ism / -scape .....

2 Write the correct nouns using the correct suffixes.

- 1 the style of art that created surreal paintings .....
- 2 someone who plays the guitar .....
- 3 someone who creates art .....
- 4 a painting of a city view .....
- 5 the state of being calm .....
- 6 the arts movement that championed modern things .....
- 7 a picture showing the moon's surface .....
- 8 the ability to be a musician .....
- 9 someone who plays the trombone .....
- 10 someone who does carpentry .....
- 11 the quality of being direct .....
- 12 the state of being a companion .....

## Learning skills asking about language

3 Sometimes to help you learn you will need to ask your teacher or a native speaker questions about the language. Look at the questions 1–6 and the answers a student has given.

- 1 Is "buddy" a slang expression for "friend"? *Yes.*
- 2 Do you pronounce the "g" in "recognition"? *Yes.*
- 3 Why do you say "rush hour" when the traffic isn't moving? *Everyone's rushing to get home.*
- 4 Is there a similar saying to "to make two hits with one stone" in English? *Yes, "to kill two birds with one stone."*

- 5 Is "You're welcome" an American or a British expression? *American, but the British use it too.*
- 6 Does "I wonder if you can help me" sound too polite or is it OK? *It depends on the situation: it is very polite.*

4 Look at these words and phrases from the unit. Answer the questions.

- 1 Is "cool" a slang expression?  
.....
- 2 Why do you say "either way" but "both ways"?  
.....
- 3 Is there a similar expression to "it hits me on the nerves" in English?  
.....
- 4 Is "hip-hop" an American or a British expression?  
.....
- 5 Does "I can't bear... something" sound too direct?  
.....

## Check!

5 Do the quiz. All the answers are in Student Book Unit 4.

1 WHAT ARE THESE WORDS BEGINNING WITH "F"?

a the countable equivalent of "little"  
.....

b a supporter or follower (especially of a sports team or pop group) .....

2 WHAT IS THE OPPOSITE OF THIS THING?

a personal tone  
.....

b a little bit of luck  
.....

c warm up .....

3 REARRANGE THE LETTERS TO MAKE WORDS.

a music: igg .....

sicly .....

b art: ketsch .....

luscrupt .....

c theater: aply .....

lamicus .....