



# BUT IS IT ART?!



## Vocabulary in context

### Artists

#### The visual arts

#### The performing arts

- 1 **SPEAKING** Check that you understand these words. Use a dictionary if necessary.

#### 56 Artists

actor • artist • choreographer • composer • conductor • dancer • (fashion) designer • (film/theatre) director • drummer • guitarist • musician • painter • performer • photographer • pianist • sculptor • singer • singer-songwriter

- 2 **SPEAKING** Work with a partner. Try to think of famous people for at least ten of the words in 1. Share your ideas with the class.

- 3 Complete the text with the correct form of these words.

#### 57 The visual arts

abstract painting • art gallery • collection • exhibition • landscape • masterpiece • (self-)portrait • sculpture • sketch • still life

## Culture exchange

### The National Gallery, London

The National Gallery in London is one of the most important (a) ..... in the world. It's in Trafalgar Square and is the home of a big permanent (b) ..... of European art from the 13<sup>th</sup> to the 20<sup>th</sup> centuries. There are many (c) ..... there, for example some of the best works by Michelangelo and Leonardo da Vinci. Talking of Da Vinci, there is also an important pencil drawing by the artist, an unfinished (d) ..... which he used as preparation for a later painting.

In the permanent collection there are all sorts of works. You can see (e) ..... such as 'The Hay Wain' by John Constable, a painting of the English countryside. There is the famous (f) ..... 'Sunflowers' by Vincent van Gogh, a simple picture of yellow flowers in a yellow vase. Another great painting is a (g) ..... by Rembrandt, a picture he painted of himself when he was 34. However, the National Gallery has few 3D works or (h) .....

At the National Gallery there are also temporary (i) ..... showing the works of a particular artist or group of artists. For example, in 2019, they showed some works by a modern American artist called Sean Scully, who usually paints (j) ..... for example lines and stripes of different colours.

- 4 **58** Listen and check your answers.

- 5 **SPEAKING** Look at these words. Do we use the words to talk about the world of theatre, the world of music, or both? Use a dictionary if necessary.

#### 59 The performing arts

audience • cast • composition • concert • lighting • lyrics • main character • musical • orchestra • performance • play • plot • scene • stage • tune

### Use it ... don't lose it!

- 6 **SPEAKING** Discuss these questions. Give details.

- How often do you go to art galleries or exhibitions?
- Which artists or types of paintings do you like?
- How often do you go to the theatre?
- Which musicals have you seen? Which plays have you seen or read?
- How often do you go to concerts? Which type of concerts do you prefer?
- Who are your favourite musicians, singers or singer-songwriters?

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## Reading

- 1 **SPEAKING** Look at the photo above. Describe what you can see. Look at the title of the text. What do you think it is going to be about?

- 2 Read the text. Were your predictions correct?

- 3 **60** Choose the best answer.

- Anne Griffiths works with cornflakes because ...
  - when she adds milk to them she is inspired.
  - she wanted to do an artistic experiment with everyday objects.
  - she had found a lot of special ones and needed to do something with them.
- Anne thinks people become interested in seeing the cornflakes in her work of art because ...
  - they always find cornflakes beautiful.
  - the way the cornflakes are organised is unusual.
  - cornflakes are a popular and unique type of food.
- Stephan Brusche ...
  - had always wanted to work with bananas.
  - immediately enjoyed making complicated works out of bananas.
  - thinks bananas have a variety of qualities that make them good to work with.
- Because bananas go brown when they get older, Stephan ...
  - has to use a different art form to preserve his work.
  - cannot make any mistakes.
  - feels frustrated because his works disappear.
- Kevin Abosch's photo was so expensive because ...
  - it was totally unique.
  - Kevin himself really liked the photo.
  - Kevin needed exactly one million euros.

- 4 What do the underlined words in the text mean? Guess and then check in your dictionary.

### 5 Critical thinkers

Are the works of art in the text serious?

What makes you say that?

Use ideas in the text and/or other facts, opinions and experiences to justify your opinion. Then share your ideas with a partner.

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## AN APPETITE FOR ART

Artists can be as inspired by food as top chefs. Take **Anne Griffiths**. Most of us just add milk to cornflakes and eat them. Not Anne. She looks at each cornflake carefully to choose special examples. She has produced a unique work of art called 'Taxonomy of the cornflake' – 84 cornflakes all organised inside a frame. Anne said she had decided to use cornflakes because she had wanted to question how we see the typical things that are always around us. She wants to know: does the way that we display something change our attitude to it?

An art collector was very impressed by the work when he saw it at the Royal Academy Summer Exhibition and bought it for £900. Anne used eleven different brands of cornflakes. She said: 'If you look at them, they are amazing shapes. There are so many variations and every single one is unique. Once something is put in a display cabinet and pinned precisely with a number, then people become interested.' She told the press that she didn't usually eat cornflakes for breakfast. She prefers marmalade on toast.

If you think making art out of cornflakes is bananas, wait until you see what artist **Stephan Brusche** uses. His works are drawings on ... bananas! They're also a type of sculpture as he often cuts some of the skin off the fruit. Stephan, who is from the Netherlands, has over 117,000 followers on Instagram.

He started by just drawing a little happy face on a banana. He went on to experiment more and more, gradually producing some very complex designs. He said he liked the 3D effect he could get, and also the bright colour of the banana contrasting with the black or blue pen. He liked the feel and texture of bananas, too. He said he could walk through the supermarket and see a particular banana and just get inspired by the shape. One problem with banana art is that when you make a mistake you can't just erase it and do it again. Another is that bananas won't last forever so you have to work quite fast, and the works will go bad in the end. But Stephan told an interviewer that that didn't bother him. The important thing for him is the photo of the banana art when it's finished.

In 2016, a wealthy businessman bought a photo of a potato ... for one million euros! It was taken by world-famous Irish photographer **Kevin Abosch**. Kevin didn't become famous for making art out of food. He's well-known for the photographic portraits he takes of famous people. These are easy to identify because they usually have a black background. He used the same technique in 2010 for 'Potato #345'.

One day a German businessman saw the photo in Kevin's studio, loved it and offered to buy it. Kevin said the photo was very special for him and he wouldn't take less than a million euros for it. So that was the price they agreed. There are two other versions of the photo, one which Kevin still has and another in a museum in Serbia. Kevin's studio commented: 'He has photographed many potatoes. This is one of his favourites.'



Reported speech – Statements

1a Match the reported sentences (1–5) to the direct sentences (a–e).

- 1

She told the press she didn't usually eat cornflakes.

.....
- 2

She said she had wanted to question it.

.....
- 3

They said that that was one of his favourites.

.....
- 4

He told them that he could walk through a supermarket and be inspired.

.....
- 5

He said they would go bad in the end.

.....
- a

'They will go bad in the end.'
- b

'This is one of his favourites.'
- c

'I don't usually eat cornflakes.'
- d

'I can walk through a supermarket and be inspired.'
- e

'I wanted to question it.'

1b Choose the correct alternative.

- 1

Nouns/Pronouns usually change when they are changed from direct speech to reported speech.
- 2

The tenses of most verbs change/don't change in reported speech.
- 3

The infinitive and past participle forms of the verb change/don't change in reported speech.
- 4

With **say** we need/don't need to include the person we spoke to.
- 5

With **tell** we need/don't need to include the person we spoke to.
- 6

With **say** and **tell** we always need/don't always need to use *that*.

✓ Check it page 106

2 How do these tenses change in reported speech?

Direct speech	Reported speech
1 present simple →	<i>past simple</i>
2 present continuous →	
3 present perfect →	
4 past simple →	
5 will →	
6 can →	
7 may →	
8 should →	
9 must →	
10 have to →	

3 Complete the table with these words.

a (week/month/year) ago • here • the day before • the following (week/month/year) • the previous (week/month/year) • that • that night • today • tomorrow

Direct speech	Reported speech
this	1 .....
2 .....	there
3 .....	that day
yesterday	4 .....
5 .....	the next/following day
tonight	6 .....
next (week/month/year)	7 .....
last (week/month/year)	8 .....
9 .....	a (week/month/year) before

4 Choose the correct alternative.

- 1

The artist said/told them that she preferred marmalade on toast for her breakfast.
- 2

She said –/the interviewer that cornflakes were amazing shapes.
- 3

She told –/the reporter that every single cornflake is unique.
- 4

He said/told that he liked the colour of bananas.
- 5

He said –/the interviewer that it didn't bother him that the bananas went bad.
- 6

The artist said/told the important thing was the photo of the banana art when it was finished.
- 7

The photographer said –/us the photo of the potato was special for him.
- 8

They said/told the press that he had photographed many potatoes.

5 Now put the reported speech in 4 into direct speech.

*'I prefer marmalade on toast for my breakfast.'*



6a Read this news story. What similarities and/or differences does it have with the text on page 97?

Latest news | About

CAN A PINEAPPLE BE ART?

In 2017, two students, Lloyd Jack and Ruairi Gray, left a pineapple at an exhibition of modern art at Aberdeen's Robert Gordon University in Scotland. They went back four days later and discovered that the pineapple was still there, and was now protected by a glass display case. They said they had left the £1 pineapple there to see if people would accept it as part of the exhibition. Natalie Kerr, a cultural assistant for the exhibition, thought it was playful and left it in the exhibition.

6b Read the statements made by people in the story. Put them in reported speech.

- 1

Ruairi Gray: 'We have a friend who hates pineapples so we gave him a pineapple.'
- 2

Ruairi Gray: 'We saw an empty table and decided to put it there.'
- 3

Ruairi Gray: 'We thought it would just be taken down, but then a glass display was put over it.'
- 4

Ruairi Gray: 'I never thought it would happen like it did.'
- 5

Natalie Kerr: 'When we came in last Monday morning, someone had put it under glass and made it part of the display.'
- 6

Natalie Kerr: 'We were moving the exhibition, and came back after 10 minutes and it was in this glass case.'
- 7

Ruairi Gray: 'It's the funniest thing that's happened all year.'

Use it ... don't lose it!

7 **SPEAKING** Write down at least six things that your friends, family or teachers have said or told you recently. When you finish, tell your partner the things that people have said. Can your partner guess who said them?

Someone told me that they'd been to an art exhibition.

Was it your dad?

Reach higher page 139

Adjectives ending in -ing and -ed

1 Look at these adjectives. Are they generally positive (+) or negative (-)? Can any be both? If so, explain why.

amazed • amused • annoyed • bored • confused • depressed • disappointed • disgusted • embarrassed • entertained • excited • exhausted • fascinated • frightened • frustrated • gripped • inspired • interested • moved • relaxed • shocked • surprised • tired • uninspired • worried

2 All the adjectives in 1 also have an -ing form, e.g. *amazed* – *amazing*. Which form (-ed or -ing) do we use to describe how somebody feels? Which do we use to explain why somebody feels this way, or the effect that something has on somebody's ideas and feelings?

3 Read the text and choose the correct alternative.

A DIFFERENT KIND OF ROCK STAR



A French artist called Abraham Poincheval did something very (a) surprising/surprised in an art museum in Paris 2017. He lived inside a rock for seven days.

That doesn't sound like a very (b) gripping/gripped experience, hardly being able to move for a week. But there was a small crack in the rock and Poincheval could talk to people so he didn't feel too (c) boring/bored. In fact, there were moments when he was very (d) relaxing/relaxed, but other moments when it was (e) confusing/confused because he didn't really know where he was or if it was day or night. When he came out of the rock he was (f) exhausting/exhausted, but he was also (g) inspiring/inspired by the experience. Since then he's done some other (h) amazing/amazed things. But not everybody can decide if his work is (i) fascinating/fascinated ... or just weird!

4 Prepare things to say about five of the eight topics below.

- 1

Somebody you think is inspiring.
- 2

A moment in your life when you were surprised or shocked by something.
- 3

One of the most exciting things you've ever done.
- 4

A type of food you find disgusting.
- 5

Something that you are fascinated by.
- 6

A film that you found gripping.
- 7

A time when you were exhausted.
- 8

Something that you find very frustrating.

Use it ... don't lose it!

5 **SPEAKING** Talk about your topics from 4 with a partner. Ask and answer questions to keep the conversation going. When you finish, tell the class what your partner told you about one of the topics.

Reach higher page 139





# GREAT LEARNERS GREAT THINKERS

## HOBBIES AND INSPIRATION

**Lesson aim:** To think about the importance of being inspired to try new things

**Video:** Venice through the eyes of a young artist

**SEL** Social and emotional learning: Having courage

### 1 **SPEAKING** Ask and answer these questions.

- 1 Have you got any artistic hobbies, for example music, painting, drawing, acting, writing or other types of art? If so, which? Give details.
- 2 Do you think that one day you would like to work in a job connected with your hobby? Why/Why not?

### 2 **VIDEO** Watch a video about a young artist called Kieron Williamson. According to the video, what are the two reasons why he likes painting?

### 3 **VIDEO** Watch the video again and write notes to answer the questions.

- 1 How old is Kieron?
- 2 How much money has he made from art?
- 3 Why had he always wanted to visit Venice?
- 4 When did Kieron start painting?
- 5 How many exhibitions had he had by the age of seven?
- 6 When do they say that he thinks about art?
- 7 What does he think about the work he has done in Venice?

### 4 **SPEAKING** How important do you think it is to be great at your hobbies? Why?

### 5 **SPEAKING** Read this text. How does the writer answer the question in 4? Do you agree with their answer? Why/Why not?


More and more people say they don't have hobbies. But perhaps they say that just because they're not very good at them and they feel bad about it. If you say your hobby is playing the guitar, people ask if you're in a band. But maybe you're still just learning your first chords! If your hobby is drawing, they might ask if you've had an exhibition yet. But hobbies aren't about being great or the best at them. They're about trying new and exciting things. They're about having fun. You do them because you enjoy them, they inspire you and they make you feel good. Who cares if you're good at them?!



## GREAT THINKERS




### Headlines

6 **SPEAKING**  Individually, think of a good headline or title for the text in 5, one that reflects the main message(s) of the text. When you finish, share ideas with other students and decide which is the best and why.

7a Individually, make a list of all kinds of different hobbies or free-time activities that inspire you and that you would like to try one day. Remember, you don't have to worry about becoming an expert in them.

*draw manga, learn some Japanese, try street dance ...*

7b **SPEAKING**  Work with a partner. Compare lists. Are there any hobbies or activities that you can try tomorrow? If so, why are you waiting?!

## GREAT LEARNERS

**SEL**



### Great learners take risks

Why is it a good thing to take risks sometimes and try things you've never done before, even if you fail?

Learner profile  page 143



- 1 **SPEAKING** Talk about the photo and describe what you can see. Have you ever made something like this? If not, would you like to? Why/Why not?



- 2 **61** Listen to a podcast about a girl's hobby and choose the best answers.

- Miranda says that rock sculpture ...
  - is the official name for this hobby.
  - is just one of the names for this activity.
  - is the best name to describe what she does.
- To win the big prize in a competition ...
  - the quantity of rocks or stones is the important factor.
  - the height of the tower is the main thing.
  - the tower has to be beautiful and artistic.
- The winner of the European Championship ...
  - can become quite rich.
  - gets help to compete in the World Championship.
  - receives a cup or a medal.
- Miranda says she really enjoys ...
  - making towers with as many rocks as possible and sharing photos of them.
  - using social media to inspire others to make sculptures.
  - making beautiful structures and hearing what other people think of them.
- Which argument against rock sculptures isn't mentioned?
  - They can change the eating habits of wild animals.
  - They can confuse people walking in the country.
  - They can stop people visiting old historic monuments.

- 3 **61** Why do the boy and girl mention these things in their conversation?

- |               |                      |
|---------------|----------------------|
| 1 Texas       | 4 social media       |
| 2 Pedro Durán | 5 natural landscapes |
| 3 33          | 6 litter             |

4 **Critical thinkers**

In your opinion, what are the benefits of artistic hobbies such as drawing, music or sculpture?

**What makes you say that?**

Use ideas in the listening and/or other facts, opinions and experiences to justify your opinion. Then share your ideas with a partner.

**Flipped classroom video**  
Watch the Grammar Presentation video



**Reported speech – Questions**

- 1 Look at the direct and reported questions. Then decide if rules 1 to 6 are True (T) or False (F).

- 'Where do you go to make your sculptures?'
- He asked her where she went to make her sculptures.
- 'Is this a competitive activity?'
- He wanted to know if that was a competitive activity.
- 'Are there any other types of competition?'
- He asked her whether there were any other types of competition.

- Tenses, pronouns and certain words change in reported questions in the same way as in reported statements. **T / F**
- We do not use the auxiliary verb *do* in reported questions. **T / F**
- We put the subject before the verb in reported questions. **T / F**
- We use question marks in reported questions. **T / F**
- We use *if* or *whether* when there is no question word. **T / F**
- Ask is the only reporting verb we can use in reported questions. **T / F**

Check it page 106

2 Choose the correct alternatives.

- 'Where are you from?'  
They asked the sculptor where was he from/ where he was from.
- 'Do you find rock balancing easy?'  
They asked the artist where/if he found rock balancing easy.
- 'How did you build such a big tower?'  
They wanted to know how he had/had he built such a big tower.
- 'Does it take a long time?'  
They asked him whether it did take/it took a long time.
- 'Have you used other materials?'  
They asked if he has/had used any other materials.
- 'When will you go to the US?'  
They asked him when he would go/ would he go to the US.

- 3 The organiser of an art exhibition is interviewing a teenage boy who came to see it. Complete the reported questions.

- 'Why did you decide to come today?'  
She wanted to know .....
- 'Do you often visit art galleries?'  
She asked him .....
- 'Did you enjoy this exhibition?'  
She asked him .....
- 'Which was your favourite painting?'  
She wanted to know .....
- 'Will you recommend the exhibition to your friends?'  
She asked him .....
- 'Have you bought anything from our gift shop?'  
She asked .....
- 'Are you going to see any other exhibitions next week?'  
She wanted to know .....

**Use it ... don't lose it!**

- 4 **SPEAKING** Write five questions about the visual or performing arts. Work with a partner and ask your questions. Change partners. Tell your new partner the five questions your first partner asked you, and your answers.

*Sandra asked me if I liked classical music. I told her that I didn't mind it.*

**Reach higher** → page 139

**Reported speech – Commands and suggestions**

- 5 Look at the direct and reported commands and suggestions and answer the questions.

- 'Don't make your sculptures near monuments!'
- She told them not to make their sculptures near monuments.
- 'Please send me your photos!'
- He asked them to send him their photos.
- 'Let's get out and try it.'
- He suggested getting out and trying it.
- 'Why don't we start with the name for this activity?'
- He suggested starting with the name for that activity.

- Which verbs can we use to report commands? Which is less strong/direct?
- In reported commands, do we change the tense of the verb from the direct command, do we use the infinitive, or do we use the gerund?
- Where does *not* come in reported commands that are negative?
- Which verb do we use to report suggestions?
- In reported suggestions, do we change the tense of the verb from the direct command, do we use the infinitive, or do we use the gerund?
- If, after the command or suggestion, there are other verbs, pronouns or time words, do they change as in normal reported speech?

Check it page 106

6 Report these commands.

- 'Please pay attention when I'm speaking!' the teacher asked the class.  
The teacher .....
- 'Give me your tickets!' the man at the entrance told them.  
The man at the entrance .....
- 'Don't speak while your mouth is full!' his mum told him.  
His mum .....
- 'Please don't take photos inside this part of the museum,' the guide asked the visitors.  
The guide .....
- 'Don't come home late this evening!' his dad told him.  
His dad .....
- 'Please write a description of the painting for homework,' the teacher asked the students.  
The teacher .....

7 Report these suggestions.

- 'Why don't we go to the modern art exhibition tomorrow?' Sam suggested.
- 'Let's make a sculpture with the things we have here,' the art teacher suggested.
- 'How about doing this term's assignment on Picasso?' Amy said.
- 'Let's try to finish the painting we started yesterday,' Becky's mum suggested.
- 'Why don't we buy a poster of this painting in the gift shop?' Jamie suggested.

- 8 **SPEAKING** Play in two teams. Take it in turns to try and remember things that teachers asked or told you to do, or suggested doing, this week. You get one point for each correct sentence.

*Our English teacher asked us to do this exercise.*

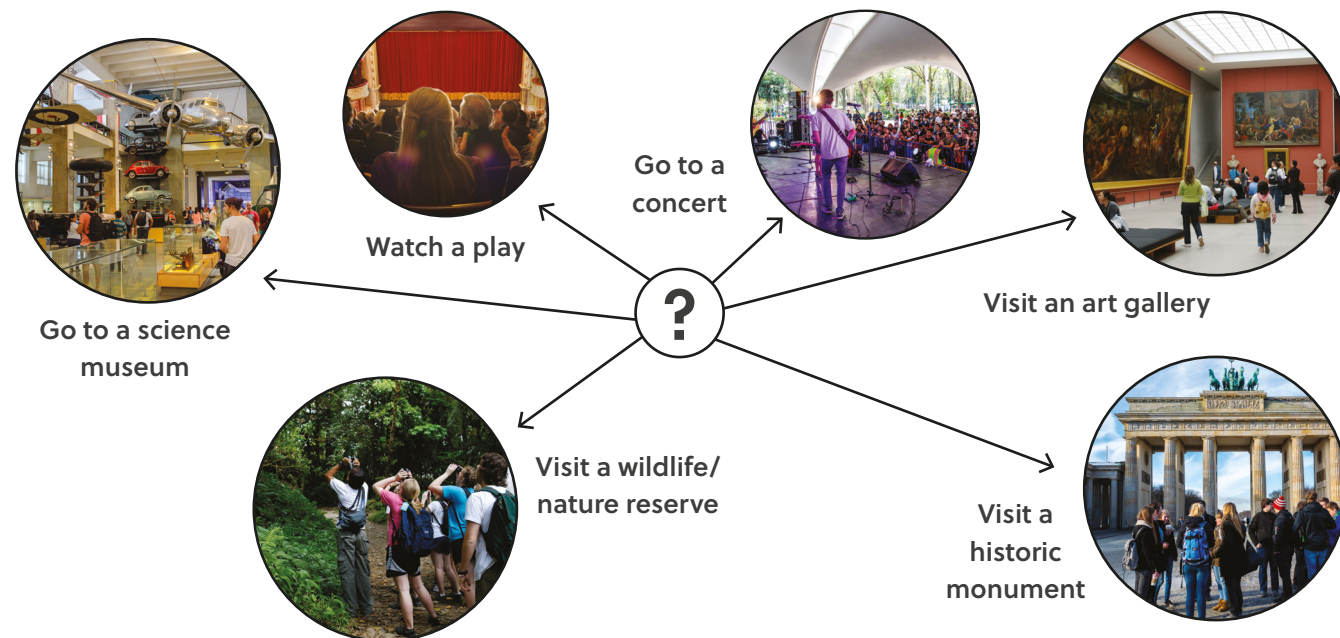
*She suggested using our imaginations.*

*She told us not to speak in our own language.*



## Describing a past event

1 **SPEAKING** Look at the different types of school trip. Make a list of good points about each one.



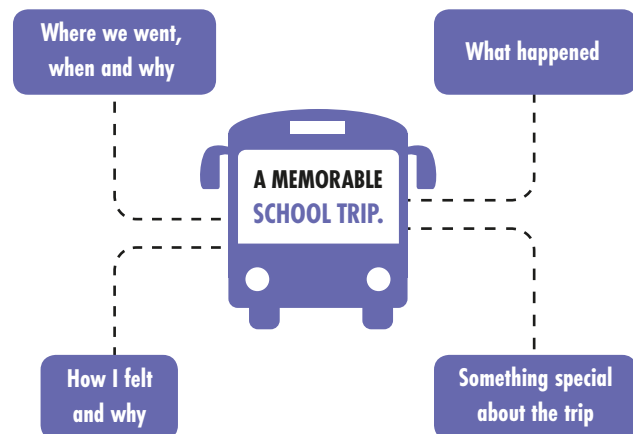
2a **SPEAKING** Look at this negotiation task. What words or expressions are useful for the task? Make a list with your partner.

Your school wants to organise a school trip for your class. Look at the different ideas for school trips in the diagram. Talk about the advantages of each idea and then say which you think would be the best for your class.

2b Check your answers by looking at the expressions in the Speaking bank on page 52

3 **SPEAKING** Do the task in 2a. Remember that you both need to speak for about the same amount of time.

4 Individually, think about a school trip that was special for you. It can be one of the ideas in 1 or something completely different. Copy the diagram below and use it to help you make notes about the trip.



5 **LISTENING** Listen to a teenager talking about her memorable school trip. Make notes about what the teenager says under the headings in the diagram in 4.

6 **LISTENING** Listen again. Which expressions in the Speaking bank do you hear in the dialogue?

### Speaking bank

Useful words and expressions for reporting past events

- At first
- To start with
- First
- Next
- Then
- Later
- Later on
- After that
- Afterwards
- A few seconds/minutes/hours/days later
- After ten minutes/half an hour/a while
- Finally
- In the end
- At the end of (...)

### Exam tip

What can you do to prepare for a speaking exam where you have to talk about a past event?

### Practice makes perfect

7a **SPEAKING** Use your diagram from 4 to talk about your memorable school trip. Use words and expressions from the Speaking bank. Let your partner see your diagram. Answer any of your partner's questions about the trip.

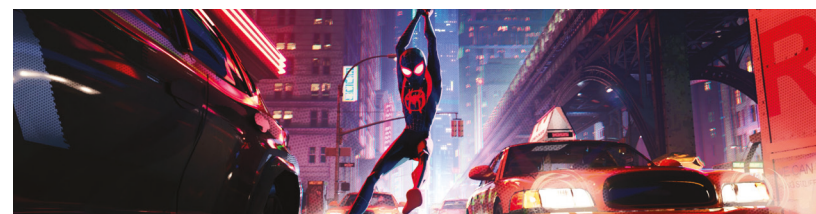
7b **SPEAKING** Change partners and talk about your trip again.

## A film review

1 **SPEAKING** Answer the questions.

- What was the last super-hero film you saw? What did you think of it?
- In general, do you like animated films or super-hero films? Why/Why not?

2 Read this review of the film *Spider-Man: Into the Spider-Verse*. What did the writer like about the film? Who would the writer recommend the film to?



### A super-hero work of art!

1 *Spider-Man: Into the Spider-Verse* is an animated film that was made by Marvel and Sony Pictures Animation in 2018. The actors Shameik Moore, Jake Johnson and Hailee Steinfeld did the voices of the main characters. The film won an Oscar for the best animated film of the year.

2 The plot is fast, fun and exciting. It tells the story of a new Spider-Man, a young teenager called Miles Morales who loves street art and hip-hop. He comes across another Spider-Man from a different dimension. This Spider-Man dies fighting against a villain called Kingpin, who has built a special machine to access parallel universes. Miles has to try to stop the machine in case it destroys New York. Luckily, more versions of Spider-Man from different dimensions come to help him fight against the villain. Typically, the film has a happy ending and the super-heroes win.

3 What I liked most about this film wasn't the plot. It was the art and animation. Nowadays most animated films are made with computers. But this film was extremely original because they mixed a lot of different styles, using lots of drawings done by hand. It looked like an old comic book brought to life in the 21<sup>st</sup> century. The screenplay was funny, too, showing the relationships between the different versions of Spider-Man. Personally, I loved the soundtrack as well since the hip-hop songs helped to show Miles's character and his interest in street art.

4 To sum up, I think that a lot of today's super-hero films are made for adults. But this animated film is absolutely perfect for teenagers. If you have any interest in super-hero stories, comics or comic art, I'd definitely recommend that you see this masterpiece. You won't be at all surprised that a Spider-Man film won an Oscar!

3 Match the paragraphs to the descriptions of their content.

- |             |                                    |
|-------------|------------------------------------|
| Paragraph 1 | a a recommendation to see the film |
| Paragraph 2 | b a summary of the plot or story   |
| Paragraph 3 | c basic information about the film |
| Paragraph 4 | d the writer's opinion of the film |

### Exam tip

Why is it so important to read the instructions very carefully in a writing exam?

4 Look at the review again and answer these questions.

- What tense does the writer use to summarise the plot?
- Does the writer mix present and past tenses to write the summary of the plot?
- Is the text only a summary of the plot of the film?
- Does the writer give reasons and examples for his/her opinions?

5 Choose a good title for each section in the Writing bank.

### Writing bank

Useful words and expressions in film reviews

- action and adventure animated film comedy crime drama fantasy horror musical science fiction super-hero thriller
- brilliant emotional fun funny great original spectacular (+ -ing/-ed adjectives – see page 99)
- awful complicated dull scary sentimental stupid violent (+ -ing/-ed adjectives – see page 99)
- happy ending main character masterpiece play the role of plot scene screenplay soundtrack special effects (the film) stars villain

### Practice makes perfect

6a Look at the task. Choose the words that you think are important for the task.



### SCHOOL FILM CLUB

We want you to send us a review of a film that you think other students at school will enjoy or learn something from. It can be a new film or a favourite film from the past. Tell us what the film is about, why you liked it, and who you would recommend it to. Reviews must be between 100 and 150 words!

6b Plan and then write your review. Use the words and expressions in the Writing bank and the paragraph plan in 3 to help you.

6c When you finish your review, use the Writing checklist on page 141 to check it.



Grammar reference

Grammar test

Reported speech – Statements

In reported speech, when the reporting verb (say, tell) is in the past, the tense of the verb in reported speech usually changes, going one tense 'back'.

Direct speech – tenses	Reported speech – tenses
'I <b>walk</b> home.' <i>Present simple</i>	He said he <b>walked</b> home. <i>Past simple</i>
'I' <b>m walking</b> .' <i>Present continuous</i>	She said she <b>was walking</b> . <i>Past continuous</i>
'I <b>have walked</b> .' <i>Present perfect</i>	He said he <b>had walked</b> . <i>Past perfect</i>
'I <b>walked</b> .' <i>Past simple</i>	She said she <b>had walked</b> . <i>Past perfect</i>
'I <b>had walked</b> .' <i>Past perfect</i>	He said he <b>had walked</b> . <i>Past perfect</i>
'I <b>will walk</b> .' <i>will</i>	She said she <b>would walk</b> . <i>would</i>
'I <b>can walk</b> .' <i>can</i>	He said he <b>could walk</b> . <i>could</i>
'I <b>may walk</b> .' <i>may</i>	She said she <b>might walk</b> . <i>might</i>
'I <b>must/have to walk</b> .' <i>must/have to</i>	He said he <b>had to walk</b> . <i>had to</i>

Could, would, should and might do not change. In reported speech, pronouns and possessive adjectives change.  
*'I watched your concert.'* → *Joe told me he had watched my concert.*  
With say you do not need to use a personal object to say who you are saying something to.  
*She said (...) she needed help.*  
With tell you must use a personal object to say who you are saying something to.  
*She told Jamie she needed help.*  
*Can you tell her to call me, please?*

Reported speech – Questions

We do not use the auxiliary verb do in reported questions.  
*'Do you like art?'* → *She asked me if I liked art.*  
There is no inversion of subject and verb in reported questions.  
*'Where is the exhibition?'* → *He asked me where the exhibition was.*

Reported questions are not real questions so they do not need question marks.  
When there is no question word (who, what, how, why, etc.), we use if or whether.  
*'Are you listening?'* → *She asked me if I was listening.*

Reported speech – Commands

Direct speech	Reported speech
'Stand up!'	She told them <b>to stand</b> up.
'Don't write on the table!'	They told him <b>not to write</b> on the table.
'Please write your name here.'	He asked me <b>to write</b> my name there.

For reported commands we use to + infinitive or not to + infinitive.  
If necessary we change pronouns and other words in the same way as in reported statements. If, after the command, there are other verbs, pronouns or time words, they change as in normal reported speech.  
We use told to report stronger commands and asked for more polite requests.

Reported speech – Suggestions

Direct speech	Reported speech
'Why don't we paint something?'	She suggested
'Let's paint something.'	<b>painting</b>
'How about painting something?'	something.

For reported suggestions we use the gerund after suggest, without saying the person we are talking to.  
If, after the suggestion, there are other verbs, pronouns or time words, they change as in normal reported speech.

Reported speech – Statements

- 1 Rewrite a celebrity's answers in an interview using reported speech.
- 1 'I'm happy to be here today.'

2 'I'm writing a play.'

3 'I've never written a play before.'

4 'I'll choose the actors myself when I finish.'

5 'I was inspired by a trip to California last year.'

6 'I may go to the US again next year.'

7 'I must go now because my manager's waiting for me.'
- a She said .....

b She told .....

c She said .....

d She said .....

e She told .....

f She said .....

g She said .....
- / 7 points

Reported speech – Questions

- 2 Rewrite these reported questions in direct speech.
- 1 She asked me what I was doing there.

2 They asked me when I had arrived.

3 The teacher asked him if he knew what the answer was.

4 The interviewer wanted to know if she had ever written a poem.

5 I asked him what he would do with the money.

6 I asked him how many pages the book had.

7 I asked her if that bag was hers.
- / 7 points

Reported speech – Commands and suggestions

- 3 Write the direct commands or suggestions.
- 1 The police officer told him to get out of the car.

2 They told me not to panic.

3 She suggested leaving the exercise for the following day.

4 I asked her not to sing that song.

5 I suggested going by public transport.

6 She told him not to interrupt her.
- / 6 points

Vocabulary

- 1 Artists
- actor • artist • choreographer • composer • conductor • dancer • (fashion) designer • (film/theatre) director • drummer • guitarist • musician • painter • performer • photographer • pianist • sculptor • singer • singer-songwriter

- 2 The visual arts
- abstract painting • art gallery • collection • exhibition • landscape • masterpiece • (self-)portrait • sculpture • sketch • still life

- 3 The performing arts
- audience • cast • composition • concert • lighting • lyrics • main character • musical • orchestra • performance • play • plot • scene • stage • tune

- 4 Adjectives ending in -ing and -ed
- amazed/amazing • amused/amusing • annoyed/annoying • bored/boring • confused/confusing • depressed/depressing • disappointed/disappointing • disgusted/disgusting • embarrassed/embarrassing • entertained/entertaining • excited/exciting • exhausted/exhausting • fascinated/fascinating • frightened/frightening • frustrated/frustrating • gripped/gripping • inspired/inspiring • interested/interesting • moved/moving • relaxed/relaxing • shocked/shocking • surprised/surprising • tired/tiring • uninspired/uninspiring • worried/worrying

Vocabulary test

Artists

- 1 Who are these people?
- 1 The person in charge of an orchestra: c.....

2 Someone who plays the drums: d.....

3 Someone who writes and sings their own songs: s.....

4 Someone who writes classical music: c.....

5 Someone who makes sculptures: s.....
- / 5 points

The visual and performing arts

- 2 Complete the definitions.
- 1 A landscape is a painting of ...

2 A masterpiece is a work by an artist which ...

3 The lyrics are the part of the song which ...

4 The cast are the people who ...

5 A sketch is a picture which ...

6 The audience are ...

7 A self-portrait is a picture of ...

8 The stage is the place where ...
- / 8 points

Adjectives ending in -ing and -ed

- 3 Complete the sentences with the -ing or -ed form of the words given.
- 1 Aren't you .....? You've been studying all day. **EXHAUST**

2 It's ..... when you forget somebody's name. **EMBARRASS**

3 I'm ..... I don't know what to think. **CONFUSE**

4 The result of the match was ..... We lost 6–0. **DISAPPOINT**

5 We were ..... It looked easy at first, but was really difficult. **FRUSTRATE**

6 This meal is really bad. In fact, it's ..... **DISGUST**

7 The documentary was long, but ..... **FASCINATE**
- / 7 points

Total: / 40 points



Reading: Use of English Speaking

Reading exam tip

In open cloze activities, when you have to write words in gaps, remember ...  
Read the text first to understand the context and purpose. Before you complete each gap, make sure you read the whole sentence to check your answer makes sense.

1 SPEAKING Read the text and answer the questions.

- Who do you think it is written for?
- What is the purpose of the text?

2 Complete the text with one word in each gap.

Home News Events More

JOIN OUR FUN RUN!



The school running club is taking part in the Wrenfield Fun Run on 2<sup>nd</sup> February. We want as many of you as possible (a) ..... join us. Old or young, don't worry (b) ..... you don't run quickly – you can walk! The run (c) ..... be 10 kilometres and we are starting in Wrenfield Park at 10 am. You'll have lots of support – we are going to have water stations along the route and people at various stages (d) ..... will support you if you need help. As long as you finish the race, you'll get a certificate and medal (e) ..... come and join in the fun! After the race there will be some entertainment, (f) ..... is free for the race participants. Forms available from the [runningclub](#) website.

3 SPEAKING Have you ever done a fun run? If so, what did you enjoy? If not, would you like to? Give reasons.

Speaking exam tip

In discussion activities when you have to speak with a partner, remember ...  
Take turns, listen, make suggestions and ask for your partner's opinion.

4 Think about the situation below. You are going to talk about this for four minutes.

You and your classmates want to organise an event at school to show the students' creative skills. Here are some activities you could do.  
Talk together about the different activities you could include and say which one would be most interesting for the parents.

Activities for the school performance



5 SPEAKING Did you and your partner:

- use correct grammar and vocabulary?
- take turns and listen?
- ask questions?
- make suggestions?



1 SPEAKING Starting point

What facts do you remember from the Culture exchange text about sport in US high schools on page 92? Check your ideas by looking back at the text.

2 SPEAKING Project task

A group of US students is doing some research about school sport for teenagers in different countries around the world. Search the Internet for information and statistics and use your own knowledge and experience to explain school sport in your country. Prepare one of these:

- A a poster C a video message  
B a presentation D an information leaflet.



Research areas

- what sports are the most common and popular at school
- the differences between summer and winter school sports
- how many hours of sport you have in your timetable
- extra-curricular sport
- competitive sports and school teams

3 Think about ...

Digital skills

When you look for statistics check what year they are and try to find the most recent statistics possible. In your final work, include the date and source of all your statistical information.

Academic skills

Other people are going to see your project so it's important to aim for excellence in the final version. Do the best you can to make the content as informative and interesting as possible, check for any mistakes, and make a special effort with the design and presentation.

Collaboration

Your team's objective is to produce an excellent piece of work so it's important to give and accept constructive criticism.

Useful language

*I think we should ... I think it would be better to ... Maybe we ought to ... instead of ... Let's see if it's better to ...*

Intercultural awareness

Investigate which sports or aspects of sport at school from your country could be unusual in the US. Why do you think this is? Be aware that you will probably need to explain this information in more detail in your project. Decide how to explain any words or concepts that are difficult to translate.

4 SPEAKING Project time

Do the project. Then present it to the class.

5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for these categories.

Content ☐ Design ☐ Presentation ☐ Language ☐



## UNIT 5

### Vocabulary in context (page 58)

Complete the sentences with words connected with school and studying.

- 9 out of 10 is a really good .....
- I didn't do the exam very well so I'll probably need to ..... it.
- What lesson do we have now? I didn't bring my .....
- Our school year is divided into three .....
- We have a month to prepare an ..... on Shakespeare.
- Exams are not usually the only form of ..... at school.

### Reading (page 59)

Identify the main idea of each paragraph in the text. Then write a summary of the text using a maximum of six sentences.

### Grammar in context 1 (page 61)

What rules, regulations and rights do you have at home? Write one sentence for each modal verb.

- have to
- mustn't
- shouldn't
- can
- ought to
- don't have to

### Developing vocabulary (page 61)

Who are these people? Your words must finish with the suffixes -or, -er, -ee, -ist or -ian. When you finish, write one more person for each suffix.

- somebody who works in politics .....
- somebody whose job is connected with science .....
- somebody who pays someone to work for them .....
- somebody who translates different languages .....
- a technical expert who works with special equipment .....
- somebody who is training for a job .....

### Grammar in context 2 (page 64)

Look at the sentences and complete sentence 3. Then add three more conditional sentences to continue the story.

- If I could study in any country, I'd go to Brazil.
- If I went to Brazil, I'd visit the Amazon.
- If I visited the Amazon, ...

## UNIT 6

### Vocabulary in context (page 70)

Which word does not belong in the group? Write a sentence explaining why.

- fan heater air-conditioner toaster
- electric toothbrush microwave oven fridge-freezer cooker
- steel socket plastic ceramic
- steel silver gold rubber
- curved round strap rectangular
- charge recharge run out swipe

### Reading (page 71)

Write an advert for one of the inventions on page 71. Describe it, say what it can do and convince people that they need to buy it.

### Grammar in context 1 (page 72)

Choose the correct alternative.

- The president of the society gave/was given the prize to the winner.
- The prize has won/has been won by a student.
- The project has been finished/was finished last year.
- An experienced scientist discovered/was discovered the solution.
- The ceremony is filming/is being filmed for television.
- All of the money has spent/has been spent on future investigation.

### Developing vocabulary (page 73)

Complete the sentences with the correct preposition and something that is true for you.

- I'm interested in/on ...
- I'm fed up for/with ...
- I'm aware at/of ...
- I'm good at/in ...
- I'm ready for/of ...
- I'm a bit worried about/for ...

### Grammar in context 2 (page 76)

Use the words to write as many correct sentences as possible using the structure **have something done**.

a • am • an • bike • by • cut • decorator • eyes • fixed • get • getting • had • hair • having • I • my • optician • painted • room • tested • will

## UNIT 7

### Vocabulary in context (page 84)

Write down three words for each category.

- combat sports
- winter sports
- water sports
- sports equipment you use to hit a ball
- things you can do with a ball
- outdoor sports venues

### Reading (page 85)

Which do you think it is easier to win – a freestyle football competition, a teqball match or a horseball match? Write three sentences explaining your opinion.

### Grammar in context 1 (page 86)

Choose the correct alternatives. If you think both are correct, choose both.

- Football is a game which/– many people play.
- A stadium is a place that/where you can watch sports like rugby and baseball.
- The people who/– watch sports events are called spectators.
- The leader of the Tour de France is the person who/whose shirt is yellow.
- June is the month when/which Wimbledon starts.
- A jockey is a person who/that rides a horse in a race.

### Developing vocabulary (page 87)

Read the definitions (1–9) in exercise 1 on page 87 again. Identify the phrasal verbs without looking at the text.

### Grammar in context 2 (page 90)

Write a sentence to explain the difference between these quantifiers. If there is no difference, don't write anything.

- some/any
- much/many
- a lot of/lots of
- a few/a little
- a few/few

## UNIT 8

### Vocabulary in context (page 96)

Look at the words in 1 and answer the questions.

- What are the four different ways in which all of the words end?
- Which of the nouns have verb forms? Make a list.  
*actor → act*

### Reading (page 97)

You are an art critic. Choose one of the works on pages 97–99. Describe the work. Explain how the artist made it and why. Then say what you think of it and justify your opinion.

### Grammar in context 1 (page 98)

Using reported speech, write down five things that you have heard people say this week. They can be famous people, people at school or people in your family.

*Lewis Capaldi said he was going to write some new songs.*

### Developing vocabulary (page 99)

Choose the correct alternative.

- Artists are often inspiring/inspired by nature.
- Yuck! This soup is disgusting/disgusted.
- Many people are confusing/confused when they see modern art.
- Some people think opera is boring/bored.
- I would be embarrassing/embarrassed if I had to sing on a stage.
- The new songs are disappointing/disappointed – the lyrics are awful.

### Grammar in context 2 (page 103)

Look at the two examples of direct and reported questions. Make a list of all the things we need to remember to do or change when we write reported questions.

- 'What are you doing with this painting tomorrow, Jack?' asked Max.
- Max asked Jack what he was doing with that painting the following day.
- 'Do you have the answer now, Kim?' asked Becky.
- Becky asked Kim whether she knew the answer at that moment.





## Unit 1

Great learners... **think positively.**

“It’s easy to think positively when everything’s good. It’s when things are difficult or go wrong that we all need to make a special effort to think positively. We need to recognise the problem and then try to find solutions and take constructive steps to solve the problem. When you think negative thoughts, it stops you from moving forward.”

How much of a positive thinker are you?  
Grade yourself from 1 to 5.

1	2	3	4	5
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## Unit 2

Great learners... **participate actively and include others.**

“For group discussions to be useful, one essential factor is that everybody can share their opinions freely and without fear. Your final decision from the discussion will only really be valid if everybody has had a chance to say what they think. Work together to create an atmosphere of trust and respect for this to happen.”

Do you participate actively and include others? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

## Unit 3

Great learners... **are curious.**

“Being curious is the starting point for learning. It shows the most important quality of any learner – the desire to discover new things and understand new concepts. Remember that great learners don’t just have lots of great answers. They have lots of great questions too!”

How curious are you? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

## Unit 4

Great learners... **are active global citizens.**

“The world faces many global problems. For example, feeding the planet is a problem for some countries that don’t have enough food and for others that consume and waste too many of the world’s resources. We have to remember that our problems and challenges may seem very different but they are all interconnected. Our actions have consequences where we live, and in many other countries around the world too.”

How much of an active global citizen are you? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

## Unit 5

Great learners... **manage their time efficiently.**

“Efficient study time helps you to hand in good-quality work on time and to be well prepared for exams and tests. Both things should help you to get better marks. But when you are efficient with your time, it also means you waste less time and have longer to relax, do sport or hang out with friends.”

Do you manage your time efficiently? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

## Unit 6

Great learners... **communicate effectively.**

“Effective communication is essential when we work with others. We may have clear ideas in our own mind but we need to express them clearly so that we can share them with other people without confusion or ambiguity. Having a wide vocabulary is useful for effective communication. It’s also important to speak clearly and calmly, even when other people disagree with our opinions.”

How good are you at communicating effectively? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

## Unit 7

Great learners... **have a good intellectual and physical balance.**

“You may find that when you have been sitting and studying hard for a long time, your mind gets tired and you find it difficult to think of new ideas, to remember things or to concentrate. Most experts agree that when you do sport or physical exercise, it can stimulate your mind and your thinking. Getting exercise is a great way to help keep your mind fresh.”

Have you got a good intellectual and physical balance? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

## Unit 9

Great learners... **are confident public speakers.**

“Nowadays public presentations are a common part of school and university life and teachers may often evaluate them. In the world of work, people also often have to stand up and give presentations. It’s not enough just to have good ideas, you often need to be able to communicate them clearly in public too. But don’t think you’re the only one to feel nervous about speaking in public. American writer Mark Twain said there are two types of public speakers, those who get nervous and those who are liars. Just remember that practice makes perfect!”

Are you a confident public speaker? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

## Unit 8

Great learners... **take risks.**

“At school, university, work or in your free time, there can be times when you have to do something you’ve never done before. That can be scary but it’s also exciting. It’s an opportunity to experience something new. You may find that you’re great at it. Or just that you really enjoy it. Life is full of new opportunities. Nothing risked, nothing gained!”

How good are you at taking risks? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

## Unit 10

Great learners... **show solidarity with others.**

“It’s easy to forget about people who are in a weaker position than us and let them try to fix their own problems. But just imagine you were in their position and needed help. Showing solidarity shows that we believe in fairness and justice.”

Do you show solidarity with others? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---



# Sense and Sensibility

Literature focus

- Analyse the characters and consider how they reflect the key themes [page 151](#)
- Analyse and read a long excerpt [pages 152–153](#)
- Consider how and why irony is used in the novel [page 154](#)
- Discuss narrative techniques that help you identify with the characters [pages 154–155](#)
- Explain your feelings about and reactions to the characters [page 155](#)
- Text analysis and self-review [pages 156–157](#)

Background and analysis


1 Read and decide if the statements are True (T) or False (F). Correct the false statements.

Author bio

Jane Austen

1775–1817

Jane Austen was born in the south of England, into a middle-class family. The Austens were not rich but the children all had a good education, including the girls. In 1801, the family moved to Bath, a town that was popular with fashionable society. Jane never got married but made money from writing. In 1809, the Austens moved to a village called Chawton, where Jane wrote her six novels. The first, *Sense and Sensibility*, was published in 1811. Jane died in 1817, aged just 41.



1 Jane Austen was from a very wealthy family. T / F

2 Jane wrote her novels while she lived in Bath T / F

3 She died six years after her first novel was published. T / F


4 She got married in 1802. T / F

5 Her name didn't appear on her novels when they were first published. T / F

6 Four of her novels were published during her lifetime. T / F


Sense vs. sensibility

When Austen wrote *Sense and Sensibility*, an important cultural change was taking place. In the 18<sup>th</sup> century, during the Enlightenment, science and philosophy were very popular. People believed that logic and reason could help them understand the world. But by the early 19<sup>th</sup> century, a new movement was appearing: Romanticism. For the Romantics, what was important was passion, emotion and personal experience. Austen explores these contrasting ideas in her novel. What should guide our actions? Reason (sense), emotions (sensibility) or both?




FUN FACTS


Jane Austen had one sister and six brothers.




In 1802, she got engaged but only for one day.



She liked to write in private. She worked in a room with a creaky door so that she could hear people coming and quickly hide her papers.



Originally, her novels were anonymous. The title page simply read 'By a Lady'.



Her last two novels, *Persuasion* and *Northanger Abbey*, were published after she died.

1 The Enlightenment took place during the ..... century.

2 During the Enlightenment, people became interested in philosophy and .....

3 The ..... movement started at the beginning of the 19<sup>th</sup> century.

4 Romantic thinkers, writers and artists were interested in people's feelings and their individual ..... of the world.

5 In the title of Jane Austen's novel *Sense and Sensibility*, 'sense' refers to ..... and 'sensibility' refers to feelings.

Character analysis

3 Look at 1–6. Which of these aspects wouldn't you usually include in a character analysis? Why?

1 the character's personality ☐

2 the character's physical appearance ☐

3 how the character changes during the story ☐

4 whether you like the character ☐

5 how the character thinks and feels ☐

6 how the character reacts to events in the story ☐

4 Read the description of Elinor Dashwood, the main character in *Sense and Sensibility*. Which three of the aspects from 3 does the description include?

Elinor Dashwood had a pretty face and a fine figure. She was a kind and sensible girl. She always thought about things carefully. She had strong feelings, but she had good sense too. She had learnt to control her feelings.

Macmillan Reader chapter 1

5 Marianne, Elinor's sister, is another important character in the novel. Read the description of Marianne and choose the correct alternative according to the descriptions.

Marianne, Elinor's younger sister, was clever, interesting and beautiful. She felt very strongly about everything and her feelings were always clear to everyone. Sensibility was more important than good sense to Marianne. Marianne was either very happy or completely miserable.

Macmillan Reader chapter 1

Who ...

a is realistic and practical? [Elinor/Marianne/both](#)

b experiences strong emotions? [Elinor/Marianne/both](#)

c is able to hide how she feels? [Elinor/Marianne/both](#)

d considers other people's feelings? [Elinor/Marianne/both](#)

e thinks about the consequences of her actions? [Elinor/Marianne/both](#)

f only thinks about her feelings? [Elinor/Marianne/both](#)

6 SPEAKING 8 Descriptions are not the only way that we can learn about characters in a novel. What are some other ways that we can find out what they're like?

Inside ... Sense and Sensibility

*Sense and Sensibility* was very successful when it was first published in the 19<sup>th</sup> century. It offered amusing observations about polite society at that time and also a more serious message about how people should live. The novel continues to be popular today and people still have different opinions about its message. Did Austen think that sense was more important than sensibility or did she think that sense and sensibility were equally important?

7 Read the timeline. Then choose the correct alternative.

Ang Lee's film adaptation of *Sense and Sensibility* was released almost ..... years after Jane Austen first imagined the characters of Elinor and Marianne.

a 50

b 100

c 200

## Timeline of ... *Sense and Sensibility*

1795: Austen starts writing a story called *Elinor and Marianne*.

1800

1809: Austen revises her story and changes the title to *Sense and Sensibility*.

1811: *Sense and Sensibility* is published. It receives very good reviews but only Austen's family knows that she is the author.

1818: Austen's brother publicly reveals her identity, the year after her death.

1850

1900

1971: The novel is adapted for television by the BBC.

1995: A very popular film adaptation is released, directed by Ang Lee. Emma Thompson, who also plays Elinor, writes the screenplay and wins an Oscar.

2000

2008: The novel is made into another BBC mini-series.