

Unit 4 Art and creativity



A juggler in Scotland performs at dusk.
Photograph by Emanuele Picchirallo

FEATURES

46 All about Melbourne

Art and culture in
Australia's second city

48 Reverse graffiti

Art that carries a message

50 Hip-hop planet

Music and values

54 Urban art

A video about innovative art
forms in Washington, DC

- 1 Work in pairs. Match the performers with what and where they perform. How many combinations can you make?

Example:

a dance company + a performance + a theater

Who: a band, a comedian, a dance company, a circus act,
a drama company, an orchestra, an artist

What: a gig, a show, an exhibition, a classical concert, a play,
a musical, a performance

Where: a concert hall, a live music venue, a theater, a gallery,
a club, the street

- 2 Look at the photo and caption. Which words from Exercise 1 can describe what is happening? Have you seen anything like this in your country?
- 3 What's your favorite type of performance? What performance do you dislike? Tell a partner.

4a All about Melbourne

Listening

1 Work in pairs. Ask and answer the questions.

- 1 What art forms are popular in your city or country: theater, dance, music, movies, art (like painting and sculpture)?
- 2 Which of the arts have you practiced yourself?
- 3 Which of the arts do you follow?
- 4 Can you describe an exhibition or a performance that you've enjoyed recently?

2 Discuss what type of activities and opportunities Australia offers visitors and tourists.

3  12 Listen to part of *The Travel Show*, a weekly radio program, about Melbourne, and answer the questions.

- 1 What is the essential difference between Melbourne and Sydney?
- 2 What does Melbourne offer visitors?
- 3 What does it offer local people? What do they enjoy in their free time?

4  12 Listen again and mark the statements true (T) or false (F).

- 1 Melbourne has great weather and many places of natural beauty.
- 2 It is known as Australia's architectural capital.
- 3 The arts are enjoyed by a small number of art lovers.
- 4 The summer is a good time for festivals.
- 5 Melbourne's Formula One motor race and tennis tournament are world famous.
- 6 Not many visitors know about the local sports.

5 Would you like to visit Melbourne after hearing this guide? What would you do there?

Grammar expressions of quantity

6 Turn to the audioscript on page 176. Find the examples of the items below. Make a note of which expressions have *of* after them and which don't. Then compare your list with your partner.

- expressions in the script that mean "many or much"
- expressions that mean "not many or much"
- expressions that mean "some"

▶ EXPRESSIONS OF QUANTITY

+ plural count noun

(not) many, (a) few, a (small) number of, several

+ noncount noun

(not) much, (a) little (of), a (large) amount of


+ plural count or noncount noun

a lot of, lots of, plenty of, loads of, lack of, (almost) no, (not/hardly) any, some, enough

For more information and practice, see page 161.

- 7** Look at the grammar box. Then read the pairs of sentences and answer the questions.
- Which expression means “some” and which means “only a small number of”?
 - Few** people will be familiar with it.
 - Melbourne may have **a few** gray days.
 - Can you use the same expression in both sentences?
 - In fact there are **hardly any** forms of artistic expression that are not represented.
 - In fact there are **almost no** forms of artistic expression that are not represented.
 - Which expression is used more often in affirmative sentences?
 - Lots of** people around the world know the Australian Formula One Grand Prix.
 - But there **aren't many** people who know Australian Rules football.
 - Which expression is used with count nouns?
 - Art enjoys **an enormous amount of** support.
 - There are **a huge number of** smaller art spaces and venues.
 - Which expression is used in negative sentences?
 - There is **a lot of** information on what to do in Melbourne on the website.
 - There **isn't much** information about where to eat on the website.
- 8** Choose the correct option to complete each sentence.
- A visit to the opera can cost *much* / *a lot of* money.
 - A reasonable *number* / *amount* of the winter festivals are free.
 - There is almost *no* / *any* rain in Melbourne at Christmastime.
 - There are *few* / *a few* tickets for the Australian Open Tennis available at the gate.
 - We saw *several* / *some* interesting street art at the Sweet Streets festival.
 - Almost* / *Hardly* anyone attended the play.
 - Visitors show *a little* / *little* interest in dance.
 - There aren't as *many* / *much* differences between Melbourne and Sydney as people say.

9 Pronunciation weak form: of

- a**  **13** Listen and note how *of* is pronounced in these phrases.

a huge amount of support a lot of information
a huge number of galleries lots of people
a lack of natural attractions

- b** Work in pairs. Practice saying these phrases where *of* is a weak form.

as a matter of fact just the two of us
first of all most of the time
in spite of that of course
instead of me that's nice of you


- 10** Work in pairs. Look at the charts on page 153 showing the results of a survey on Australians' participation in the arts. Complete the sentences using one word to describe what they show.
- Overall quite a lot of Australians take an interest in the arts, but only a participate creatively.
 - It seems that of Australians read literature and a surprising of them also write creatively.
 - There is certainly lack of interest in the visual arts, with almost half of the population being involved in some way.
 - attend concerts or musicals and anyone did not listen to music at all.
 - The main reason for not participating is not having time. But the of money it costs to be involved and a of opportunities are also important factors.

Speaking


- 11** Work in groups. Research your classmates' participation in the arts and then report your findings. Follow these steps:
- Each group must research ONE of the following: visual arts and crafts, theater and dance, reading and writing, music.
 - Make a list of four or five questions to find out how people participate (creatively or receptively) and reasons for non-participation.
 - Go around the class asking and answering questions.
 - Come back to your group and share your results. Make conclusions, using expressions of quantity.
 - Present your findings to the class.

4b Reverse graffiti

Listening

1  14 Look at the statements about art. Do you agree with any of them? Listen to an artist's opinion and write down what he says about each one.

- 1 Art should be pleasing to the viewer.
- 2 Art should involve effort on the part of the artist.
- 3 Art should involve technical skill.
- 4 Art should have a social message or make a political point.

2  14 Listen again. What are the roles of an artist and a viewer according to the speaker?

3 Work in pairs. Discuss what each of these types of artwork is.

graffiti landscape sculpture sketch

▶ WORDBUILDING suffixes

Some noun suffixes have no clear meaning (*-ment, -tion*). Others like *-scape* have a particular meaning: *cityscape, landscape, seascape, moonscape*

R E V E R S E G R A F F I T I

When is cleaning walls a crime? When you're doing it to create art, obviously. A number of street artists around the world have started expressing themselves through a practice known as reverse graffiti. Inspired by the "clean me" messages that you see written on the back of some trucks, they find dirty surfaces and inscribe them with images or messages using cleaning brushes or pressure hoses. **Either** way, it's the same principle: the image is made by cleaning away the dirt.

Each artist has an individual style, but **all** artists share a common aim: to draw attention to pollution in our cities. The UK's Paul Curtis, better known as Moose, operates around Leeds and has been commissioned by a number of companies to make reverse graffiti ads.

Brazilian artist Alexandre Orion turned one of São Paulo's traffic tunnels into an amazing mural by scraping away the dirt. Made up of a series of white skulls, the mural reminds drivers of the effect their pollution is having on the planet. "Every driver sits in the comfort of a car, but they don't give **any** consideration to the price their comfort has for the environment and consequently for themselves," says Orion.

The anti-pollution message of the reverse graffiti artists confuses city authorities since the main argument against graffiti is that it spoils the appearance of **both** public and private property. This was what Leeds City Council said about Moose's work: "Leeds residents want to live in clean and attractive neighborhoods. We view this kind of advertising as environmental damage and will take strong action against **any** advertisers carrying out such campaigns." It seems that **no** action was taken against the advertisers—**no** fines or **any** other punishment—but Moose himself was ordered to clean up his act. Was he supposed to make **all** the property he had cleaned dirty again?

As for Orion, the authorities were annoyed but could find nothing to charge him with. They had **no** other option but to clean the tunnel—but only the parts Orion had already cleaned. The artist merely continued his campaign on the other side. The city officials then decided to take drastic action. They not only cleaned **the whole** tunnel but also every other tunnel in São Paulo.



Reading

- 4 What do you think about graffiti in cities? Do you think it improves or spoils the appearance of the urban landscape?
- 5 What do you think *reverse graffiti* is? Read the article and check.
- 6 Use the information in the article to complete these sentences. Use one word per space.
- Reverse graffiti works by cleaning away the _____ on walls.
 - The aim of the reverse graffiti artists is to highlight the problem of _____.
 - Some reverse graffiti artists are paid to make images that act as _____.
 - Orion made his message for _____.
 - The local authorities in Leeds were _____ by this new type of graffiti.
 - In São Paulo, the response of the authorities was to _____ every tunnel.
- 7 Work in pairs. Discuss the questions.
- Do you like this kind of graffiti?
 - If you were a city authority, how would you deal with reverse graffiti in your city?

Grammar determiners

- 8 Work in pairs. Look at the highlighted words in the article and decide if the nouns that come after each are singular, plural, or noncount.

DETERMINERS
<i>each, every, either, the whole</i> + singular noun
<i>all, both</i> + plural noun
<i>any, no</i> + singular or plural noun
<i>all, any, no</i> + noncount noun
For more information and practice, see page 161.

- 9 Look at the grammar box. Answer the questions.
- Which determiner emphasizes the individual?
 - Every** artist has an individual style.
 - Each** artist has an individual style.
 - All** artists have an individual style.
 - Which determiner(s) talk about two things?
 - Every** way, it's the same principle.
 - Either** way, it's the same principle.
 - Both** ways, it's the same principle.
 - Which sentence(s) about the action taken against advertisers are negative?
 - They took **no** action against them.
 - They didn't take **any** action against them.
 - Did they take **any** action against them?

- 10 Choose the correct option. Sometimes there is more than one possibility.

6 *Every / all / each* child is an artist. The problem is how to remain an artist once he grows up. *Pablo Picasso, artist*

Every / all / each art is an imitation of nature. *Seneca, philosopher and writer*

Drawing is the honesty of the art. There is *any / no* possibility of cheating. It is either good or bad. *Salvador Dali, artist*

As an artist you want it *both / either / every* ways. You want it to have an immediate impact, and deep meaning as well. *Damien Hirst, artist*

Some days I produce something, other days nothing. *Each / Every / Either* way, I feel it's time well spent. *Anonymous, artist*

Science and art belong to *all / the whole / every* world, and before them vanish the barriers of nationality. *Goethe, writer*

Let *each / every / all* man exercise the art he knows. *Aristophanes, dramatist*

Do not fear mistakes; there aren't *no / any*. *Miles Davis, musician*

- 11 Discuss the quotations. How do they fit with the definitions of art that you discussed earlier?

- 12 Complete the rules for an art prize with a determiner.

- _____ candidates are chosen for an exhibition they have given in the last year.
- Candidates are nominated by the public or by the jury. _____ way, the jury has the final say in the four who are shortlisted.
- The aim of the prize is to celebrate _____ innovation and young talent.
- _____ candidate is invited to display examples of their work at the exhibition.
- _____ artist over 50 years can enter.
- The artists can use _____ medium they like.
- The winner receives \$25,000. _____ other shortlisted candidates get \$5,000.

Speaking

- 13 Your city would like to commission a piece of art that would (a) improve the appearance of the downtown area; (b) be fun; and (c) attract visitors. Work in small groups and:

- discuss what you want and who should make it
- make a list of rules for the competition

- 14 Exchange your rules with another group. Then submit an idea for piece of art to be evaluated.

4c Hip-hop planet

Reading

1 Work in pairs. Look at the different music genres in the box. Discuss the questions.

- 1 How often do you listen to each type of music?
- 2 When you listen, do you pay much attention to the lyrics?
- 3 Do you identify strongly with this type of music?

blues	classical
country	hip-hop
jazz	pop
reggae	rock
soul	traditional / folk

2 Discuss what themes or attitudes you associate with hip-hop and rap music. Who do you think listens to this music? Then read the article and compare your answers with what the author says.

3 Read the article again quickly. Answer the questions.

- 1 What was the theme of the first rap song the author heard?
- 2 Aside from music, what are other artistic expressions of hip-hop culture?
- 3 What do the DJs do to create hip-hop's individual sound?
- 4 What is the appeal of hip-hop to middle-class children?
- 5 Why does Assane say that rap belongs to his country?
- 6 What does the author not like about hip-hop music?

4 Explain these phrases.

- 1 It sounded like a broken record (para 1)
- 2 the way you step over a crack in the pavement (para 2)
- 3 life on the other side of the tracks (para 4)
- 4 its macho pose (para 6)
- 5 the empty moral cupboard that we have left our children (para 7)

Critical thinking analyzing contrasts

5 This article is all about what hip-hop is and isn't. Find and underline sentences that tell you:

- 1 a what the author thought of rap music 26 years ago
b what he thinks now
- 2 a the environment in which rap music originated
b where it thrives now
- 3 a the message conveyed by the early rappers
b the message conveyed by successful hip-hop artists now
- 4 a that hip-hop culture can seem selfish
b that this selfishness in young people is not their fault

6 Work in pairs. Compare your answers, then write a short summary of the values of hip-hop culture, according to the author. Do you agree with him?

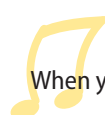
Word focus cool


7 *Cool* has a few meanings in English: (1) not warm; (2) stylish and fashionable; (3) calm; (4) OK. Which meaning does it have in the article (para 5) and in sentences 1–6?

- 1 I don't know what I've done to offend Liz. She was really **cool** **with** me when I spoke to her earlier.
- 2 It's not **cool** to arrive early at a party like that.
- 3 Jaime **lost his cool** completely when his computer froze.
- 4 That's a really **cool** jacket. Where did you get it?
- 5 I think she did very well to **keep her cool** with that customer. I would have gotten very angry with them.
- 6 Wait for the frying pan to **cool down** before you add more oil.

Speaking

8 Work in pairs. Look at the lyrics below. What themes and attitudes to life can you identify in each genre?

 *Country song*
When you ain't got a friend to lean on
There are folks you can depend on
Home, that's where you turn to
Family won't turn their back on you
Yeah, it's all right there in your own
backyard
They'll be waitin' when times are hard

 *Rock song*
Ooh, be true to yourself
Don't let anyone put you down
If you feel you're getting tied
Then ride right on out of town
Don't be nobody's slave
Live your life—that's what I say

9 Look at the genres in Exercise 1 and discuss the questions.

- 1 What values does each genre project?
- 2 Do you have to believe these values to like the music?

I first heard rap in 1980, at a party in Harlem. It sounded like a broken record. It was a version of an old hit record called *Good Times*, the same four bars looped over and over. On top of this loop, a kid chanted a rhyme about how he was the best disc jockey in the world. It was called *Rapper's Delight*. I thought it was the most ridiculous thing I'd ever heard.

For the next 26 years, I avoided rap music the way you step over a crack in the pavement. I heard it booming out of cars and alleyways from Paris to Abidjan, but I never listened. In doing so, I missed the most important cultural event in my lifetime. No American music has exploded across the world with such force since swing jazz in the 1930s. This defiant culture of song, graffiti, and dance, collectively known as hip-hop, has permeated almost every society.

Hip-hop began in the mid-1970s, in an almost bankrupt New York City. The bored kids of the South Bronx and Harlem came up with a new entertainment. This is how it worked: one guy, the DJ, played records on two turntables. Another guy—or girl—served as master of ceremonies, or MC. The DJs learned to move the record back and forth under the needle to create a *scratch*, or to drop the needle on the record and play a *break* over and over to keep people dancing. The MCs rapped over the music to keep the party going. One MC sought to out-talk the other. Dance styles were created. Graffiti artists also emphasized the *I* because the music was all about identity: I am the best.

Initially, hip-hop artists produced socially-conscious songs that described life on the other side of the tracks, where people are denied the same opportunities as the rich. Grandmaster Flash's 1982 hit *The Message* is a perfect example.

They describe a child who is born and raised in the ghetto, hating the world for his situation and all the things he cannot have.

These days most commercial rappers in America brag about their lives of crime and what fame and money have brought them, among which women seem to be just another material possession. For those from poor

backgrounds, the life of a successful rapper has become an aspiration; for richer suburban kids, it is a symbol of something cool.

In poor urban communities around the globe, rap music is a universal expression of outrage at the injustice of the distribution of wealth. Its macho pose has been borrowed from commercial hip-hop in the US, but for most, the music represents an old dream: a better life. "We want money to help our parents," Assane, a nineteen-year-old budding DJ from Dakar in Senegal, tells me. "We watch our mothers boil water to cook and

have nothing to put in the pot. Rap doesn't belong to American culture," he says. "It belongs here. It has always existed here, because of our pain and our hardships and our suffering."

That is why, after 26 years, I have come to embrace this music I tried so hard to ignore. Much of hip-hop, particularly the commercial side, I hate. Yet I love the good of it. Even if some of it embraces violence, hip-hop is a music that exposes the empty moral cupboard that we have left our children. They can hear it and understand it. The question is: can we?

brag (v) /bræg/ speak proudly about your achievements
defiant (adj) /dɪ'faɪənt/ challenging or opposing another's authority
looped (adj) /lupt/ repeated without a break
out-talk (v) /,aʊt 'tɔːk/ talk longer or better than another

HIP-HOP PLANET

BY JAMES MCBRIDE



4d Personal tastes



Real life describing likes and dislikes

- Do you like musicals? Which ones have you seen? Did you see them live or on film? Tell your partner.
- 15** Listen to a conversation in which Tomas and Jae talk about the musical *The Lion King*. Put a check (✓) next to the items they both like and an X next to those they don't.

ticket prices	<input type="checkbox"/>	the music	<input type="checkbox"/>
Disney comic characters	<input type="checkbox"/>	the visual effects	<input type="checkbox"/>
Elton John	<input type="checkbox"/>	this production	<input type="checkbox"/>
musicals in general	<input type="checkbox"/>		

- 15** Look at the box. Tell your partner which of the phrases Tomas used to express each like and dislike. Then listen again and check.

▶ DESCRIBING LIKES AND DISLIKES	
Likes	Dislikes
I love...	I can't stand...
I'm a big fan of...	I'm not generally a fan of...
I'm really into...	I'm not very big on...
It is very inspiring.	...doesn't really do anything for me
It sounds right up my alley.	I never feel especially inspired by...
I could watch / read / listen to... all day.	It doesn't really sound like my kind of thing.
	...really gets on my nerves
	I get a little tired of...

- Work in pairs. Look at these sentences and say which words most naturally go in each space.

- I'm not big on romantic comedies.
- I get tired of reality TV shows.
- I never feel inspired by science fiction books.
- I'm not a fan of musicals.
- Rap doesn't do anything for me.
- I'm afraid opera gets on my

- Work in pairs. Tell each other about something (a type of music, characters in a book or a movie, a particular ad) that you dislike. Use the phrases in Exercise 3 to help you. Do you share each other's dislikes?

- Now work in groups. Each of you think of a musical, play, movie, concert, TV show, or exhibition you enjoyed recently. Describe it to the group and compare and discuss your likes and dislikes. Use the box to help you.

I'm a big fan of Star Trek and I loved the last movie!

Really? I can't stand science fiction!

4e You have to see this

Writing an online review

- 1 Read the online review of an exhibition by a recent visitor to London. Would you follow the recommendation? Why?
- 2 Answer the questions. Then compare your answers in pairs.
 - 1 How are the following themes organized in the review? Put them in order (1–5).
 - the recommendation
 - an introduction
 - the content of the exhibition
 - the occasion of the visit
 - where and when it is on
 - 2 What information about the event does she include?
 - 3 Is the tone of the review personal or impersonal?

3 Writing skill personalizing your writing

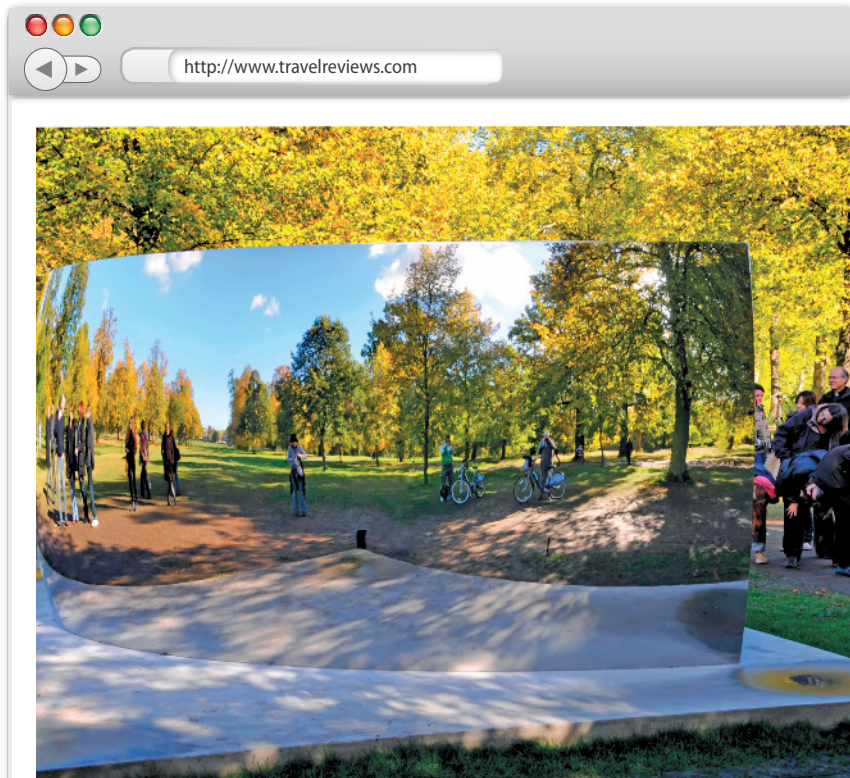
- a** Work in pairs. Look at the following features of personal and impersonal writing. Then find examples of the personal tone in the review.

Personal tone

- use pronouns
- use active verbs
- use contracted forms
- use phrasal verbs
- add personal details
- use conversational linking phrases (like *what's more*)
- share your feelings

Impersonal tone

- use pronouns
- use passive verbs
- use uncontracted forms
- use formal verbs
- avoids personal information
- use formal linking phrases (like *furthermore*)
- be objective in your judgments



I find that it's always worth checking out the parks when you visit a foreign city. Besides providing a welcome break, they can contain some interesting surprises. Last week, exhausted from visiting two museums and too tired even to think about shopping anymore, my friend and I took a walk in Kensington Gardens. I was so glad we did, because otherwise we'd have missed Anish Kapoor's mirror sculptures. There are four of them, and rather than looking out of place as so many modern sculptures can, these really complemented their surroundings. Sky Mirror, as its name suggests, is placed at an angle to reflect the changing sky. Another, Red Mirror, is also directed at the sky but has a red tint. The one I liked best was the C-Curve, a convex mirror that makes you see everything upside down. It was so funny to watch dogs and children approach it, trying to figure out what they were looking at. The secret of this exhibition's success is that it makes you appreciate what is already a lovely park even more. It will be on display until March 30th. I'd definitely recommend taking the time to go and see it for yourself if you're in London. What's more, it's free!

- 4 Write a brief, personalized review of something for a website. Then exchange your review with another person in the class.
- 5 Read your partner's review. Check that it:
 - makes you want to go and see this event.
 - includes all the items described in Exercise 2 in their correct order.
 - feels friendly and personal.
 - includes features from Exercise 3.

4f Urban art

Video



CALE



Urban art is all about innovation.

Before you watch

- 1 Work in groups. Look at the photo and discuss the questions.
 - 1 Where are the people?
 - 2 What is unusual about the exhibition?
 - 3 What do you know about graffiti?
- 2 Aside from graffiti, what other kinds of urban art can you think of? What kinds of art do you think you are going to see in this video?

While you watch

- 3 Watch the video and check your answers from Exercise 2.
- 4 Watch the video again and put these things in the order you first see them.
 - a a painting of a Japanese woman
 - b a train
 - c an art gallery
 - d a CD cover
 - e a shopping cart
 - f paint cans
 - g a trumpet
- 5 Mark whether each statement is true about Nick Posada (P) or Jafar Barron (B).
 - a He is a trumpeter.
 - b He is a graffiti artist.
 - c He grew up in a Philadelphia neighborhood.
 - d He has a record deal.
 - e He grew up in Washington, DC.
 - f His parents are jazz musicians.
 - g His first exhibition was in Georgetown.
 - h He plays in clubs where he grew up.

- 6 Answer the questions.
 - 1 In what ways is urban art about innovation? Give three examples.
.....
 - 2 Why is Nick Posada disappointed when he visits the wall of fame?
.....
 - 3 What does Nick think real graffiti artists know?
.....
 - 4 Why does Chris Murray like graffiti art?
.....
 - 5 What is Jafar Barron's music a mix of?
.....
 - 6 What does Jafar think are his influences?
.....

- 7 Use these words and phrases to complete what Don Kimes says about urban art (03:20 to 03:36).

authentic	boundaries	come from
emerge	envelope	one more step
to the edge		

It's about sort of taking what it is that you
 1, what you 2 from,
 what's 3 for you and pushing it
 4 of its 5, to the edge
 of its 6, its limits and taking
 7

After you watch

8 Roleplay interviewing an urban artist

Work in pairs.

Student A: Imagine you are an urban artist. Choose a medium (visual or sound). Invent information about the following:

- your life (for example, where you grew up, what your parents do, where you live now)
- your art (for example, what you do, why you do it, what your inspiration is)
- your aspirations (for example, what you would like to happen, where you see your work in five years' time)

Student B: Imagine you are a local reporter. Interview the urban artist about his or her life, art, and aspirations.

Act out the interview, then change roles and act out the conversation again. Student B should choose a different medium.

9 Work in groups and discuss these questions.

- 1 What type of art do you like?
- 2 Does the type of art you like differ from art in your parents' generation? How?
- 3 Is innovation in art a good thing?

authentic (adj) /ə'θentɪk/ genuine, real
caution (v) /'kɔʃən/ warn someone about a problem or danger
collector (n) /kə'lektər/ a person who buys art
exposure (n) /ɪks'pəʊʒər/ giving someone a particular experience
highlight (v) /'haɪ,lait/ draw people's attention to something
innovative (adj) /'ɪnə'veɪtɪv/ new and original
inventive (adj) /ɪn'ventɪv/ creative
uninhibited (adj) /,ʌnɪn'hɪbɪtɪd/ saying and doing anything you want
vilify (v) /'vɪlɪ,fai/ say bad things about someone or something

UNIT 4 REVIEW

Grammar

- 1 Work in pairs. What art festivals are famous in your country? What happens at them?
- 2 Read the article. What is the Edinburgh Fringe Festival famous for?
- 3 Choose the correct option to complete the article. Sometimes more than one option is correct.



The Edinburgh Fringe Festival is the world's largest art festival. It takes place ¹ *all / every / each* year in August and for the ² *all / every / whole* month the city is taken over by actors, street performers, comedians, artists, and musicians. There is ³ *some / little / enough* variety to please everyone. The festival attracts a huge ⁴ *number / amount / lack* of visitors from all over the world. There are over 2,000 different shows and the tickets don't cost ⁵ *a lot / much / plenty*, but since most people try to see ⁶ *a lot / many / plenty* of shows, the costs can add up.

⁷ *Few / Little / A few* artists just come to perform for the fun of it, but in ⁸ *many / enough / plenty* cases they are young performers hoping to be discovered. The festival is perhaps best known for its comedy, and has launched the careers of ⁹ *some / several / any* notable comedians. But the festival is ¹⁰ *no / any / not any* respecter of reputations. ¹¹ *All / Both / Either* unknown and well-known artists compete for attention and ¹² *all / each / every* have an equal chance of success or failure.

I CAN

- use expressions of quantity
- use determiners

Vocabulary

- 4 Put these words into three categories: music, art, and theater (four words per category).

a band	a gig	a musical
a play	a show	a sketch
an installation	drama company	folk
landscape	lyrics	sculpture

- 5 Work in small groups. Answer the questions.

- 1 Do you have a favorite work of art? What art or copies of art (e.g. prints, posters) do you have at home? Describe them and why you chose them.
- 2 What was the most memorable concert you ever saw?
- 3 How often do you go to the theater? What is the best thing you have seen there?

I CAN

- describe different art forms, performers, and venues
- talk about different kinds of art

Real life

- 6 Put these phrases (a–f) into two groups: like and dislike.

- a I can't stand...
- b I'm not very big on...
- c ...don't really do anything for me.
- d I'm a big fan of...
- e ...get on my nerves.
- f I'm really into...

- 7 Work in groups. Use the phrases in Exercise 6 to tell each other about the kind of TV shows that you like and dislike.

I CAN

- describe my personal tastes in the arts

Speaking

- 8 Work in groups. Tell each other about the arts in your city or country:

- how many people do what
- how expensive each activity is (for example, whether museums are free)
- how the government views the arts