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?

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 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 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), an (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.

1 Which expression means “some” and which means “only a small number of”?
   a Few people will be familiar with it.
   b Melbourne may have a few gray days.

2 Can you use the same expression in both sentences?
   a In fact there are hardly any forms of artistic expression that are not represented.
   b In fact there are almost no forms of artistic expression that are not represented.

3 Which expression is used more often in affirmative sentences?
   a Lots of people around the world know the Australian Formula One Grand Prix.
   b But there aren’t many people who know Australian Rules football.

4 Which expression is used with count nouns?
   a Art enjoys an enormous amount of support.
   b There are a huge number of smaller art spaces and venues.

5 Which expression is used in negative sentences?
   a There is a lot of information on what to do in Melbourne on the website.
   b There isn’t much information about where to eat on the website.

8 Choose the correct option to complete each sentence.

1 A visit to the opera can cost much / a lot of money.
2 A reasonable number / amount of the winter festivals are free.
3 There is almost no / any rain in Melbourne at Christmastime.
4 There are few / a few tickets for the Australian Open Tennis available at the gate.
5 We saw several / some interesting street art at the Sweet Streets festival.
6 Almost / Hardly anyone attended the play.
7 Visitors show a little / little interest in dance.
8 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.

   1 Overall quite a lot of Australians take an interest in the arts, but only a ______ participate creatively.
   2 It seems that ______ of Australians read literature and a surprising ______ of them also write creatively.
   3 There is certainly ______ lack of interest in the visual arts, with almost half of the population being involved in some way.
   4 ______ attend concerts or musicals and ______ anyone did not listen to music at all.
   5 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

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.
   1 Reverse graffiti works by cleaning away the ___________ on walls.
   2 The aim of the reverse graffiti artists is to highlight the problem of ___________.
   3 Some reverse graffiti artists are paid to make images that act as ___________.
   4 Orion made his message for ___________.
   5 The local authorities in Leeds were ___________ by this new type of graffiti.
   6 In São Paulo, the response of the authorities was to ___________ every tunnel.

7 Work in pairs. Discuss the questions.
   1 Do you like this kind of graffiti?
   2 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.

<table>
<thead>
<tr>
<th>DETERMINERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>each, every, either, the whole + singular noun</td>
</tr>
<tr>
<td>all, both + plural noun</td>
</tr>
<tr>
<td>any, no + singular or plural noun</td>
</tr>
<tr>
<td>all, any, no + noncount noun</td>
</tr>
</tbody>
</table>

9 Look at the grammar box. Answer the questions.

   1 Which determiner emphasizes the individual?
      a Every artist has an individual style.
      b Each artist has an individual style.
      c All artists have an individual style.

   2 Which determiner(s) talk about two things?
      a Every way, it’s the same principle.
      b Either way, it’s the same principle.
      c Both ways, it’s the same principle.

   3 Which sentence(s) about the action taken against advertisers are negative?
      a They took no action against them.
      b They didn’t take any action against them.
      c Did they take any action against them?

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

   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.

   1 ___________ candidates are chosen for an exhibition they have given in the last year.
   2 Candidates are nominated by the public or by the jury. ___________ way, the jury has the final say in the four who are shortlisted.
   3 The aim of the prize is to celebrate ___________ innovation and young talent.
   4 ___________ candidate is invited to display examples of their work at the exhibition.
   5 ___________ artist over 50 years can enter.
   6 The artists can use ___________ medium they like.
   7 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?

<table>
<thead>
<tr>
<th>blues</th>
<th>classical</th>
</tr>
</thead>
<tbody>
<tr>
<td>country</td>
<td>hip-hop</td>
</tr>
<tr>
<td>jazz</td>
<td>pop</td>
</tr>
<tr>
<td>reggae</td>
<td>rock</td>
</tr>
<tr>
<td>soul</td>
<td>traditional/folk</td>
</tr>
</tbody>
</table>

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?
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?

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.

brag (v) /bræg/ speak proudly about your achievements
defiant (adj) /dɪˈfaɪənt/ challenging or opposing another’s authority
looped (adj) /lupt/ repeated without a break
out-talk (v) /ˌaʊt ˈtɔk/ talk longer or better than another
Real life describing likes and dislikes

1. Do you like musicals? Which ones have you seen? Did you see them live or on film? Tell your partner.

2. 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.

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

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

1. I’m not ________ big on romantic comedies.
2. I get ________ tired of reality TV shows.
3. I never feel ________ inspired by science fiction books.
4. I’m not ________ a fan of musicals.
5. Rap doesn’t ________ do anything for me.
6. I’m afraid opera gets on my ________.

5. 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?

6. 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!
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

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.
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?

After you watch

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__________.

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?

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authentic (adj) /əˈθentɪk/ genuine, real
cautions (v) /ˈkɔʃən/ warn someone about a problem or danger
collector (n) /kəˈlektər/ a person who buys art
exposure (n) /ɪksˈpouzər/ giving someone a particular experience
highlight (v) /ˈhaɪˌlaɪt/ draw people’s attention to something
innovative (adj) /ɪnəˈveɪtɪv/ new and original
inventive (adj) /ɪnˈventɪv/ creative
uninhibited (adj) /ˌʌnɪnˈhɪbɪtɪd/ saying and doing anything you want
vilify (v) /ˈvɪləˌfaɪ/ 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.

Few / Little / A few artists just come to perform for the fun of it, but in 7 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 8 some / several / any notable comedians. But the festival is 9 no / any / not any respecter of reputations. 10 All / Both / Either unknown and well-known artists compete for attention and 12 all / each / every have an equal chance of success or failure.

Vocabulary

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

<table>
<thead>
<tr>
<th>Music</th>
<th>Art</th>
<th>Theater</th>
</tr>
</thead>
<tbody>
<tr>
<td>a band</td>
<td>an installation</td>
<td>a musical</td>
</tr>
<tr>
<td>a gig</td>
<td>a show</td>
<td>a sketch</td>
</tr>
<tr>
<td>an installation</td>
<td>drama company</td>
<td>folk</td>
</tr>
<tr>
<td>a musical</td>
<td>landscape</td>
<td>sculpture</td>
</tr>
<tr>
<td>a sketch</td>
<td>lyrics</td>
<td></td>
</tr>
</tbody>
</table>

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

I CAN

use expressions of quantity

use determiners