

Art everywhere

3

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comparatives, superlatives, as ... as
uses of *one/ones*

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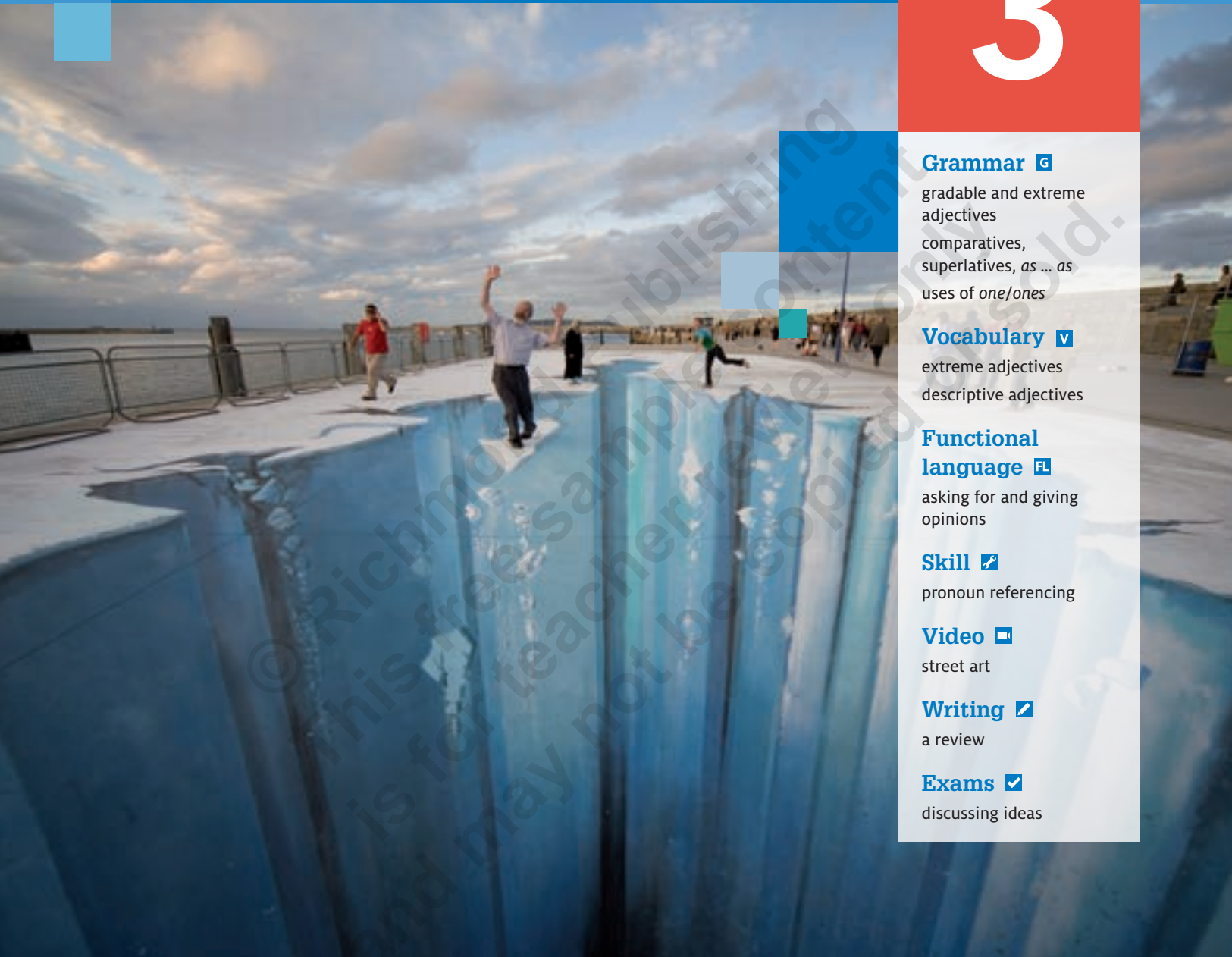
street art

Writing **W**

a review

Exams **E**


discussing ideas



The big picture: pavement art

1 Look at the picture. In pairs, discuss the questions.

- 1 What can you see in the picture?
- 2 How do you feel when you look at it?
- 3 What problems could the artist have creating it?
- 4 Why would an artist paint something like this?

2  3.1 Listen and check your answers.

3 In pairs, discuss which types of art you enjoy, using the words in the box.

ceramics	drawings	oil paintings	photography
portraits	sculptures	street art	watercolours

4 In pairs, discuss the questions.

- 1 How often do you go to art galleries?
- 2 Should art be free for everyone to enjoy?
- 3 What kind of art can you see on the street where you live?
- 4 Are you artistic? If so, what kinds of art do you do?



Reading

1 Look at the picture of the *Mona Lisa*. In pairs, discuss the questions.

- 1 Why is this portrait so famous?
- 2 Can you think of other famous portraits?
- 3 Do you think there is still a need to paint portraits, or has photography made it unnecessary?

2 Look at the other two pictures of portraits in the text. How are they different from traditional portraits like the *Mona Lisa*? Read the text and check.

3 Read the article again. Are the sentences true for Zhang (Z), Liu (L) or both (B)?

- 1 He doesn't live in China.
- 2 The title of his work is easy to understand.
- 3 He uses his body as part of his art.
- 4 His work is a way of communicating a message.
- 5 He needs help from others to create his art.

4 In pairs, discuss the questions.

- 1 Which of the two artists' work do you prefer? Why?
- 2 Do you know any alternative artists? What kind of art do they produce?

A portrait — is worth — a thousand words

The tradition of painting portraits is an old and familiar one. In the past, a portrait was the only way we could record what someone really looked like. Some of art's most iconic images are portraits, such as the world-famous *Mona Lisa* or Van Gogh's series of self-portraits. But these days, artists are re-thinking the role of portraits, as we no longer need them to simply capture an image. In China, for example, two artists are putting the self in self-portrait.



Zhang Huan worked with three calligraphers. He asked them to paint very small Chinese characters all over his face in black ink. First a few words, then more and more. The tiny characters slowly cover his skin until you can't read any more. Art critic Alina Balanescu thinks it's absolutely fantastic. 'I find this work extremely interesting. It's called *Family Tree*. Most of the text comes from old Chinese stories.

The title is quite difficult to interpret, but I think Zhang, who now lives in the US, is showing us the influence of his roots. The artist has a more negative view, though: 'At the end, I cannot tell who I am. My identity has disappeared.'

Compare this with the work of **Liu Bolin** in *Hiding in the City* – a series of photographs taken in the Chinese city where he lives. It's a really good title because it's completely impossible to see Liu in his photos. People often have no idea Liu is there until he begins to move. He's like a living sculpture.

Preparing for these photographs requires a lot of patience. Liu has to stand for hours while an assistant paints him from head to toe, until he disappears into the background like a human chameleon. It makes for an absolutely fascinating collection. But there is another more serious side to his art. Liu becomes invisible in order to highlight the difficulties that many artists have in his country. This is a silent protest, which is completely unique to him.



Grammar

5 a Look at the adjectives in **bold** in the sentences from the text. Put pairs of adjectives with similar meanings into the correct columns of the table.

- 1 He asked them to paint very **small** Chinese characters all over his face.
- 2 The **tiny** characters slowly cover his skin.
- 3 Alina Balanescu thinks it's absolutely **fantastic**.
- 4 I find this work extremely **interesting**.
- 5 The title is quite **difficult** to interpret.
- 6 It's a really **good** title.
- 7 It's completely **impossible** to see Liu in his photos.
- 8 It makes for an absolutely **fascinating** collection.

gradable adjectives	extreme adjectives
<i>small</i>	<i>tiny</i>

b Look at the adverbs before the adjectives in bold and answer the questions.

- 1 Which group of adjectives can be made weaker or stronger with modifiers such as: *quite, (not) very, extremely, etc.?*
- 2 Which group of adjectives can't be modified, but can be emphasized with adverbs such as *absolutely, completely, etc.?*

G gradable and extreme adjectives

Gradable adjectives

- It's extremely difficult.*
- It's really/very difficult.*
- It's quite/fairly difficult.*
- It's not very difficult.*

Extreme adjectives

It's absolutely/completely impossible!

→ Grammar reference: page 134

6 In pairs, describe the topics in the box using the adjectives from exercise 5 and suitable adverbs.

the classroom learning English
modern art the *Mona Lisa*

I think learning English is quite difficult, but it's not impossible.

Vocabulary

7 Match the extreme adjectives in the box with the gradable adjectives with a similar meaning.

V extreme adjectives

amazed awesome awful delicious
delighted disgusting exhausted fantastic
fascinating furious gorgeous hilarious
packed ridiculous soaked terrible

Gradable	Extreme	Gradable	Extreme
1 angry	8 interesting
2 attractive	9 pleased
3 wet	10 surprised
4 crowded	11 tasty
5 silly	12 tired
6 funny	13 unpleasant
7 good	14 bad

3.2 Listen, check and repeat.

8 3.3 Complete the conversation with extreme adjectives. Listen and check.



- A This painting's quite good.
 B How can you say that? It's completely (1)!
 A Don't get angry. You're just a bit tired.
 B I've been here for five hours. I'm (2)!
 A OK, let's go and have a coffee and some cake.
 B Is the cake nice?
 A Oh yes, it's absolutely (3)!
 B Great! Wait a minute ... is that the queue?
 A There are quite a lot of people.
 B I don't believe it. The café is absolutely (4)!

9 a 3.3 word stress for emphasis Listen again and notice how the adverbs and extreme adjectives are emphasized.

b In pairs, act out the conversation. Remember to emphasize the stressed syllables.

Speaking

10 In pairs, discuss the topics. Use gradable and extreme adjectives and suitable adverbs.

- an interesting building in your town
- a famous artist
- a book you love
- a film you hate
- how you feel now
- a gallery or museum near you
- a restaurant in your town
- the weather in your town
- public transport in your area

Listening

- Look at the picture and title of the podcast. In pairs, answer the questions. Read the text and check.
 - What does it show?
 - Where is it?
 - What is a 'plinth'?
- a Look at six sculptures that have appeared on the Fourth Plinth (a–f). In pairs, describe them.

b 3.4 Listen to the podcast and order the works of art as they are mentioned.
- 3.4 Match the adjectives with the works of art a–f. Listen again and check. Which work does the art critic like the most and the least?
 - playful, realistic, bronze
 - dark, lifelike, serious
 - surreal, colourful, unusual
 - traditional, fascinating
 - abstract, heavy, interesting
 - original, creative, modern
- In pairs, discuss the questions.
 - Do you agree with the critic's opinions? Why/Why not?
 - Which work of art do you like the most?
 - Are there any unusual statues where you live?

THE ARTS PODCAST
EPISODE 23

The Fourth Plinth



30mins | Available for 30 days

Today, we look at a very original artwork called the *Fourth Plinth* and it's right in the heart of central London – in Trafalgar Square. A 'plinth' is a large stone block for works of art to stand on, but the fourth plinth in Trafalgar square is currently empty. Every two years, judges choose from six weird and wonderful sculptures to stand on it, and the winner stays on view for the next two years ... but which of the winners from the last 20 years is the best? Let's find out.

Vocabulary

- 5 Match the adjectives with the definitions.

descriptive adjectives

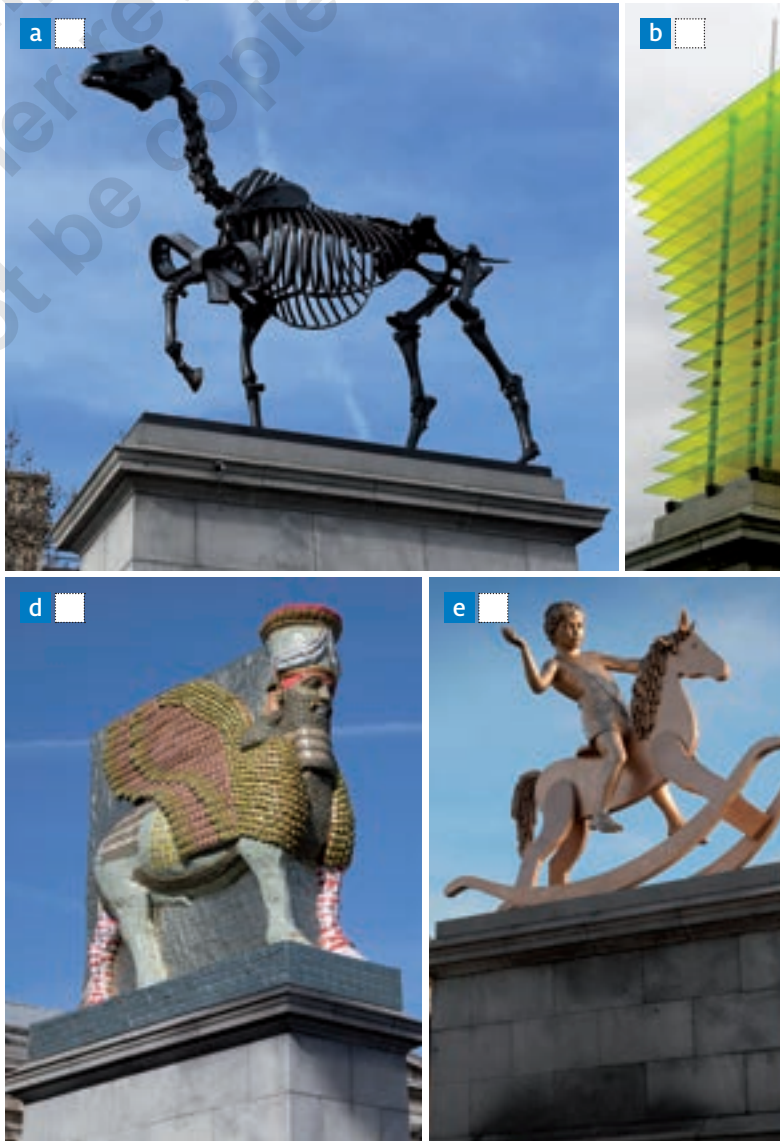
abstract	contemporary	creative	famous
impressive	lifelike	modern	old-fashioned
original	realistic	striking	surreal
traditional	unusual	weird	well-known

- different from reality
- similar to reality
- has an impact on you
- strange
- in an old style
- in a new style
- a new way of thinking
- lots of people know it

3.5 Listen, check and repeat.

- 6 In pairs, think of examples for the topics in the box. Describe them using the adjectives from the Vocabulary box.

a book	a building	a film or TV series
a painting	a piece of music	a statue or sculpture



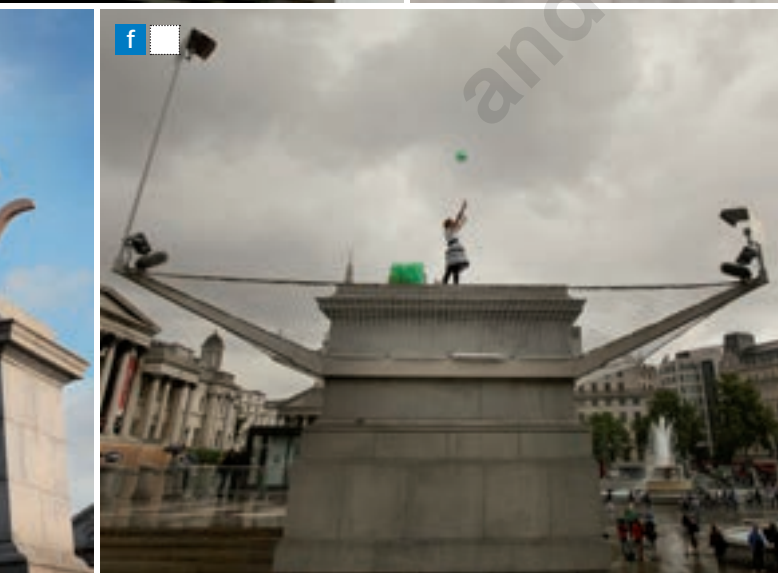
Grammar

7 a Look at the sentences from the podcast. Which are comparatives (C) and which are superlatives (S)? Which use (not) *as ... as* to say something is (not) the same (A)?

- 1 It's the most colourful sculpture of the six.
- 2 The blue rooster is more striking than the second work.
- 3 The rocking horse is the best of all the works.
- 4 It's not as easy to interpret as the rocking horse.
- 5 It's more abstract than the others.
- 6 I think it's as interesting as the other works of art.

b 3.6 Complete the sentences above with the modifiers in the box. Listen and check. How do they change the meaning of the sentences?

a bit almost easily far just nearly



G comparatives, superlatives, as ... as

Comparatives

*This building is (much / a lot / far) more modern than the office.
My bike is (a bit / a little / slightly) heavier than yours is.*

Superlatives

*Monty's is (easily / by far) the best restaurant in the city centre.
I'm (almost / nearly) the oldest person in my class.*

(not) as ... as

*This coffee tastes (just) as good as the Colombian coffee.
We're not (nearly) as late as we were last week.*

→ Grammar reference: page 134

8 3.7 **emphasis of modifiers** Match the halves to make sentences. Listen and check. Notice how the modifiers in **bold** are emphasized. Listen again and repeat.

- | | |
|-------------------------------|-------------------------------|
| 1 That's by far | a good as your drawing. |
| 2 That's not nearly as | b better than the old statue. |
| 3 It's slightly | c the best painting. |

9 In pairs, choose a category from the box and think of three examples. Make sentences with comparatives, superlatives and (not) *as ... as*.

animals cars countries musicians
shops sportspeople TV programmes

A shark is easily the most dangerous animal, but it's not nearly as big as an elephant.

Speaking

10 a You have to choose a new facility for the area where you live. In groups of four, compare the options. Think about the factors in the box.

cost education the environment families
health jobs young people



A sports centre



A block of flats



A fountain



A playground



A library



An art gallery



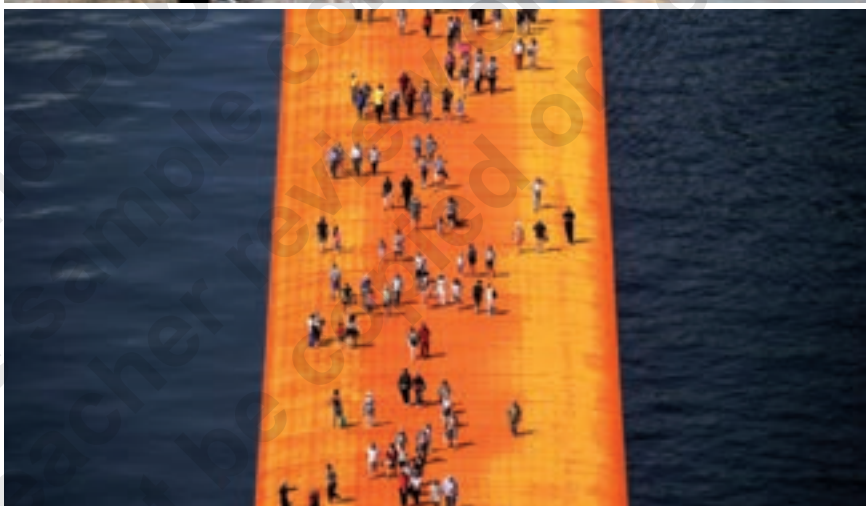
A shopping centre



A police station

b Explain your choice to the rest of the class. Have a vote: which facility is the most popular?

- G uses of *one/ones*
- P pronoun referencing



Grammar

- 1 3.10 Look at the works of art above. What can you see? Listen to a conversation and check.
- 2 3.10 Choose the correct words to complete the conversation. Listen again and check.

- A These works of art are by Christo and Jeanne-Claude. They're so original. I love them!
- B Me too. So, which ⁽¹⁾one / ones is your favourite?
- A This ⁽²⁾one / ones here, with all the yellow umbrellas. It's in California.
- B This image is really impressive.
- A They created a similar ⁽³⁾one / ones in Japan as part of the same project, but they didn't use yellow umbrellas, they used blue ⁽⁴⁾one / ones instead.
- B Really? I like the orange curtain and the ⁽⁵⁾one / ones that are on water – the floating paths and the big pink and blue sculpture.
- A Those ⁽⁶⁾one / ones are good because lots of people can see them and interact with them.



- 3 Look at the conversation again. Answer the questions.
 - 1 Which word refers to a singular noun? A plural noun?
 - 2 Which question word can we use with *one* or *ones*?
 - 3 Do adjectives come before or after *one* or *ones*?
 - 4 Can you find an example of *one* or *ones* before a preposition or relative clause?

G uses of *one/ones*

After adjectives

I love all the paintings, but my favourite one is this portrait.

Questions with *which*

Which ones do you want: the cookies or the brownies?

With demonstrative pronouns

What do you think of this one here?

Actually, I prefer those ones over there.

Before prepositions and relative clauses

This room is OK, but could we have the one at the end, please?

I'd like the one which/that has a view.

→ Grammar reference: page 134

- 4 In pairs, discuss the works of art again using *one* and *ones*.
 Which one do you like? *I like this one because ...*

Reading

5 Read the text about Christo and Jeanne-Claude and answer the questions.

- 1 Where have they created works of art?
- 2 What do all the works of art have in common?
- 3 How did they meet?
- 4 Why did they only use Christo's name at first?
- 5 What do their works of art mean?

Christo & Jeanne-Claude

One day, I was driving, and there ⁽¹⁾it was, right in front of me – by far the most incredible thing I'd ever seen. An enormous curtain, hanging across the road, more than 50 metres high, flapping in the wind. About 24 hours later, it had been ripped apart by a storm. All that was left were the photos, which are just as impressive almost 50 years later. That's often all that is left of the amazing works of art created by Christo and Jeanne-Claude – the experiences of the people who were lucky enough to see ⁽²⁾them and the photos left behind.

The story behind the artists is just as interesting as their work. Christo was a young Bulgarian refugee in Paris. In 1958, he was hired to paint a portrait of a rich woman, but he fell in love with ⁽³⁾her daughter instead. Jeanne-Claude's family were against their relationship, but ⁽⁴⁾this didn't stop them and a year later, they were married and working together. For many years, Jeanne-Claude's name wasn't mentioned, as they thought a man's name had a much better chance of success than a woman's. But by the 1990s, things had changed, and they let the world know that there was not just one artist, but two.

The Valley Curtain, the amazing work that I was lucky enough to see as I drove through Colorado, was one of their earliest projects, but they went on to create many more, such as *The Umbrellas*, where a valley in California and ⁽⁵⁾one in Japan were covered in thousands of brightly coloured umbrellas, or *The Floating Pier* – a huge yellow walkway in the middle of Lake Iseo in Italy. All of these projects have one thing in common – ⁽⁶⁾they took years to prepare and create, but were only on view for a few weeks.

Jeanne-Claude died in 2009, but Christo continued to work on the projects they had planned for decades before her death. One of these was *The Mastaba*, which was over 7,000 multi-coloured barrels arranged in a huge sculpture in a park in London. Unfortunately, Christo died in 2020 before he could start work on a similar, but much larger sculpture for Abu Dhabi. This ⁽⁷⁾one was going to use 410,000 barrels and be slightly taller than the Great Pyramid of Giza in Egypt!

Many people are left wondering what these impressive projects mean, and perhaps Jeanne-Claude can answer ⁽⁸⁾that best. She once said, 'Our art has absolutely no purpose, except to be a work of art. We do not give messages.'

pronoun referencing

Pronouns replace names, objects and ideas and usually come after them in a text, although they can sometimes come before.

- **Personal pronouns:** Although **he** was Spanish, **Picasso** spent much of his life in France.
- **Demonstrative pronouns:** The artists created **thousands of works of art** and **these** are now in galleries around the world.
- **Possessive adjectives:** **Frida Kahlo** is an incredibly famous artist, but she was much less well-known in **her** lifetime.
- **One and ones:** There are **lots of galleries** in London. Which **one** do you want to go to?

6 Read the Skill box. Then find the pronouns in bold in the text and identify what they refer to.

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

7 Do you think Christo and Jeanne-Claude's art is worthwhile? Why/Why not?

Writing

8 You have to choose the best places in your town to put three of the five sculptures. In pairs, continue the report explaining your reasons. Use *one* and *ones*.



We can place three of these striking new sculptures in different places around our town. In this report, we will explain which ones should be chosen and where they will be placed.

The first one ...

The big picture: street art

1 **3.1** Look at a piece of street art called *Bristol Dubwize* by street artist StanStylee. In pairs, discuss the questions. Watch the video and check.

- 1 How would you describe the graffiti?
- 2 What can you see in the work?
- 3 What do you think it represents?
- 4 Why does he paint graffiti?

2 **3.1** Are the sentences true (T) or false (F)? Watch the video again and check.

- 1 Street art is always ugly, angry and rude.
- 2 Stan has to paint very quickly in case people stop him.
- 3 He paints in public spaces so that people will see his work.
- 4 His works are inspired by issues that are important to him.
- 5 He hopes the *Bristol Dubwize* graffiti will stay there for ever.
- 6 He thinks it's impossible to stop people from painting in public spaces.

3 In pairs, discuss the questions.

- 1 Is there a lot of street art where you live?
- 2 Do you think it's OK to paint graffiti in a public place without permission?
- 3 Did the video change your opinion at all?
- 4 Do you agree that 'people will always use the streets as their canvas'?
- 5 Do you think Stan's art should be on the street or in a gallery? Why?

4 **3.2** Watch *They* and *Sam* talking about the video. Who expresses the opinions: *They* (Sh), *Sam* (Sa) or both (B)?

- 1 He/She likes Stan's piece of street art.
- 2 It's important for street art to be in a public place because it has a link to the city.
- 3 It's not right to paint in public places without permission.
- 4 It's OK to paint in public places if the art has a message.
- 5 Lots of people appreciate street art and come to see it.

5 **a 3.2** Watch the video again and match the halves to make expressions for giving and asking about opinions.

- | | |
|------------------------|---|
| 1 Personally speaking, | a people painting their tags all over the city? |
| 2 It seems to me that | b some graffiti art has an important message. |
| 3 What's your view on | c it's very important for his kind of art. |
| 4 Don't you think | d I'm not a big fan of street art. |
| 5 I believe that | e it's wrong? |

b Who said the expressions: *They* or *Sam*?





Functional language

6 **3.11** Look at the picture of an underwater museum. Listen to a conversation about it. How do the people's opinions differ?

7 **3.11** Complete part of the conversation with the words in the box. Listen again and check.

have make opinion reckon see think

A What do you ⁽¹⁾

B It looks really impressive, but in my ⁽²⁾ it's not real art.

A What do you mean?

B Well, as I ⁽³⁾ it, it's just a tourist attraction and it's very expensive. Most normal people can't afford to go diving to see them.

A I guess you have a point, but what do you ⁽⁴⁾ of the benefits to the environment?

B What benefits?

A The statues have holes in them, so they become homes for animals. And because divers are going to the museum, it's actually saving the coral reefs in that area.

B I didn't know that. I ⁽⁵⁾ to say that's a pretty good idea.

A I ⁽⁶⁾ it's absolutely fantastic!

FL asking for and giving opinions

Asking for opinions

What do you think about ...?

What do you make of ...?

What do you reckon?

What's your view/take on ...?

Don't you think ...?

Giving opinions

I (don't) think/believe/reckon ...

In my opinion, ...

Personally speaking, ...

It seems to me that ...

As I see it, ...

I have to say ...

8 **3.12** **question phrases** Listen to the questions for asking about opinions. Match the words in bold with /dəʊnʃə/, /wɒdʒə/ and /wɒsjə/. Listen again, check and repeat.

1 **What do you** reckon? a /dəʊnʃə/

2 **What's your** view on it? b /wɒdʒə/

3 **Don't you** think it's a good idea? c /wɒsjə/

9 In pairs, complete the dialogue with your own ideas. Act it out, remembering to pronounce the question phrases naturally.

A What's your view on the underwater museum?

B As I see it,
What do you reckon?

A It seems to me that

B Don't you think?

A I suppose so, but personally speaking,
.....

Speaking

10 In pairs, ask and give opinions about the topics.

Celebrities get paid too much money.

It's impossible to be successful at work and happy at home.

Making mistakes in English doesn't matter if people understand you.

Science is far more important than art.

Arriving late when you meet friends isn't rude.

Vocabulary

Extreme adjectives

1 Match the gradable adjectives with the extreme adjectives with a similar meaning.

- | | |
|---------------|---------------|
| 1 interesting | a delicious |
| 2 tasty | b packed |
| 3 funny | c fascinating |
| 4 tired | d exhausted |
| 5 crowded | e hilarious |
| 6 pleased | f delighted |

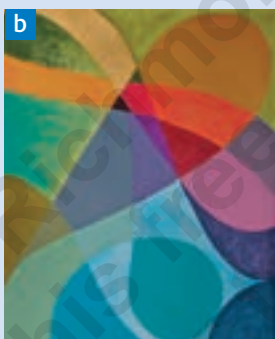
2 In pairs, make short conversations using the adjectives in exercise 1.

- A *Are you pleased with the exam result?*
 B *I'm absolutely delighted!*

Descriptive adjectives

3 Choose adjectives from the box to describe the pictures.

abstract	contemporary	lifelike
striking	traditional	well-known



4 In pairs, take turns describing famous buildings or artworks. Can your partner guess them?

Grammar

Gradable and extreme adjectives

5 Correct the incorrect adverbs in **bold**, or tick (✓) the sentences if they are correct.

- This exhibition isn't **very** interesting.
- It's an **extremely** awesome sculpture, isn't it?
- It's **quite** difficult to understand what the artist is saying.
- I'm **very** exhausted, let's go and sit down somewhere.
- It's a **fairly** small museum, but worth a visit.
- The gallery is **absolutely** crowded in summer.

Comparatives, superlatives, as ... as

6 Look at the pictures in exercise 3. Choose the best option to complete the sentences.

- Picture b is *a bit / much* more colourful than picture a.
- Picture a is *easily / nearly* the most famous.
- Picture b is *not nearly / just* as old-fashioned as picture a.

7 In pairs, make sentences that are true for you. Use the phrases in the box where possible.

a bit	almost	a lot	far	easily
much	nearly	slightly		

- My partner's hair is (*long / short*) than mine.
My partner's hair is far shorter than mine.
- My English is (*good / bad*) than last year.
- My partner's bag is not as (*heavy / light*) as mine.
- I'm finding these exercises (*difficult / easy*) than before.
- is the (*small / tall*) person in the class.

Uses of one/ones

8 Complete the sentences with the words in the box.

the difficult ones	the one	the ones
these ones	this one	which one

- I answered most of the questions, but I couldn't do some of
- A Both of these hotels look nice. do you prefer?
B I like that's nearer to the beach.
- are the best. Let's buy them.
- There are two coats here. Is yours?
- I'd like some oranges. Can I have two of at the back, please?

Functional language

Asking for and giving opinions

9 3.13 Choose the correct options to complete the conversation. Listen and check.

- A So ⁽¹⁾how / what do you make of yarnbombing?
 B Is that when people do ridiculous things with wool on trees and street lamps?
 A Yes, that's right. But I ⁽²⁾do / don't think it's ridiculous. I love it! What do you ⁽³⁾reckon / make, Lukas?
 C Well, personally ⁽⁴⁾saying / speaking, I think it's quite silly. But it must be popular. People are always posting pictures on Instagram.
 B Yes, that's true. I ⁽⁵⁾need / have to say that it's a pretty fun way of cheering people up.
 A Definitely. ⁽⁶⁾As / How I see it, it's far nicer than horrible bits of graffiti.

10 In pairs, choose a topic and ask and give opinions about it.

- Video calls are just as good as speaking face-to-face.
- Sight is much more important than hearing.
- Going on a demonstration is by far the best way to raise awareness of something.

Looking back

- Compare yourself to your best friend.
- Think of your favourite piece of art. Can you describe it?