



creators

6



VLOGS

Q: What creative things do you do or are you interested in?

1  Watch the video. Note down five different activities the people mention, then compare your notes in groups.

2 What creative things do you enjoy?

GSE LEARNING OBJECTIVES

6A READING | Read an article about two famous people in the arts: the arts; people, places, things

Pronunciation: *used to*

Talk about past hobbies: *used to*

6B LISTENING | Understand people talking about creativity in their lives: creativity: word building

Pronunciation: word stress in word families

Talk about ways to be more creative: comparatives and superlatives

Write a review

6C HOW TO ... | ask for and give opinions and reasons: extreme adjectives

Pronunciation: intonation for expressing opinions

6D BBC PROGRAMME | Understand a documentary about an artist

Talk about a creative genius: present perfect + *for, since* and *yet*

Write a nomination for an award

6A The two Pablos

GRAMMAR | *used to*

VOCABULARY | the arts; the arts: people, places, things

PRONUNCIATION | *used to*

One was possibly the greatest **painter** of the twentieth century, the other was one of the greatest **musicians** and **composers**. Both were called Pablo, both were from Spain, both produced incredible work, both spent years abroad and both died in 1973. In the **arts**, Pablo Picasso and Pablo Casals are world-famous. Picasso worked in many different **styles** and produced thousands of **works** of art about different **subjects**, and created some of the most famous **images** of the twentieth century. Casals was a great **performer**, whose **recordings** continue to influence musicians today. Both lived very long lives, but their work will live even longer.

VOCABULARY

the arts

1 A Do you recognise the men in the photos? What do you know about them? What can you guess?

B Read the introduction to an article to find out about them.

2 A Complete the meanings with the correct form of the words in bold in Ex 1B.

- 1 A is someone who is paid to play a musical instrument.
- 2 The are music, writing, art, literature, film, etc.
- 3 A is someone who plays music or acts in public.
- 4 A is something that is recorded so people can watch or listen again in the future.
- 5 A is a person who paints pictures.
- 6 The of a work of art is the way it looks.
- 7 Your are the things you are writing about, drawing or discussing.
- 8 A is someone who writes music.
- 9 Artists' are the things that they create (music, books, etc.).
- 10 An is any kind of picture.

B Work in pairs. Tell your partner about:

- a composer, musician or painter from your country.
- your favourite and least favourite of the arts.
- a style of music or painting that you like.
- a work of art, image or recording that you like.

C Learn and practise. Go to the Vocabulary Bank.

▶▶ page 141 **VOCABULARY BANK** the arts: people, places, things

READING

3 A Work in pairs. Student A: Read Text A. Student B: Read Text B. What is the main topic of your text? Choose the correct answer.

- 1 Pablo never achieved as much success as he wanted.
- 2 Pablo started young and never stopped working on his art.
- 3 Pablo changed after he became famous.

B Read your text again and answer the questions.

- 1 What does the text say about the artist's childhood, his father and how he started his career?
- 2 Why is the city of Paris mentioned?
- 3 What type of life was the artist living when he was twenty-three?
- 4 What were his work habits?
- 5 What was he still doing in his nineties?

C Use your answers in Ex 3B to tell your partner about the artist in your text.

D Work in pairs and discuss the questions.

- 1 In what ways were the two Pablos similar?
- 2 Do you know any other artists or performers who kept working when they were old?
- 3 Why do you think some people never want to stop working?

A Pablo Picasso the 3 a.m. genius

Picasso's mother said that her son's first word was 'piz', a short form of 'lapiz', the Spanish word for a pencil. The boy's father was an artist, and the house was full of pencils, paint and paper. From the age of five, Picasso drew everything he saw. He used to draw at school, at home, in restaurants, even in bed. He painted his first painting when he was seven and kept it for the rest of his life. He produced nearly 50,000 works.

In 1904, Picasso moved from Spain to Paris. He was twenty-three years old and so poor that he had to burn some of his paintings to keep warm. He used to pay his bills by giving people drawings instead of money. It was in Paris that Picasso became a great artist. His fortunes changed and he became successful. When he was famous, he once refused to sign a drawing in a restaurant, saying he was buying a meal not the whole restaurant.

As his fame grew, he continued to produce more and more art. He used to arrive at his studio in the afternoon and often worked until 3 a.m. He painted in many different styles and used everything around him in his art. His studio was full of old furniture, newspapers, bus tickets, bottles, plates, boxes and guitars. He left these objects on chairs, tables and the floor until eventually they appeared in his works.

Picasso lived a long life. He worked for over seventy years, and was still painting in his nineties. By the time he died, aged ninety-one, many people believed he was the greatest artist in history.



B Pablo Casals Ninety years of music

Pablo Casals was one of Spain's greatest musicians. His father was a music teacher and as a baby, Casals used to listen to his father playing the piano. By the age of six, Casals played the piano and the violin. One day, he saw someone performing on a cello. He immediately fell in love with the instrument, stopped playing the violin and the piano, and became a cello player.

For Casals, the cello was more than a hobby. From the age of thirteen, he used to start the day with a walk in nature. After this, he used to practise playing the same notes again and again, all before breakfast! One day, he was in a second-hand music store with his father when they found a sheet of cello music by Bach. They bought it and this changed Casals' life. He fell in love with Bach's music and later became famous for his performances of this composer's music.

When he was still a young man, Casals went to live in Paris. There, his fame as a musician and composer grew. He then travelled all over the world playing the cello. At the age of twenty-three, he even played for Queen Victoria in London. Sixty-two years later, when he was eighty-five, he played for President Kennedy in the White House.

Casals never stopped practising the cello, even as an old man. When he was in his nineties, an interviewer asked him why he still practised every day. Casals replied that it was because he thought he was getting better! By the time he died, aged ninety-six, Casals was loved all over the world and had influenced a generation of musicians.





A



B



C



D



E

GRAMMAR

used to

4A Look at the verbs in bold in the sentences from the texts. Which describe a single event in the past? Which describe a regular habit in the past?

- 1 He **used to draw** at school.
- 2 He immediately **fell** in love with the instrument.
- 3 He **used to listen** to his father playing the piano.
- 4 He **Painted** his first painting when he was seven.

B Learn and practise. Go to the Grammar Bank.

▶▶ page 124 **GRAMMAR BANK**

PRONUNCIATION

5A 🎧 6.01 | *used to* | Listen to the sentences. Notice the pronunciation of *used to* and *didn't use to*. Do we pronounce the 'd' in *used to*?

- 1 I used to collect toy cars when I was a child.
- 2 We used to live in the countryside.
- 3 I didn't use to like vegetables.
- 4 I didn't use to like playing sports at school.

B Complete the sentences so they are true for you. Then say your sentences to a partner. Make sure you pronounce *used to* correctly.

- | | |
|---------------------|-------------------------------------|
| I used to enjoy ... | I didn't use to like ... |
| I used to go ... | I didn't use to spend much time ... |

SPEAKING

6A You are going to talk about a hobby that you used to have. Match the sentences (1–4) with the photos (A–E).

- 1 I used to skateboard when I was a child. I got quite good at it and could do jumps and tricks.
- 2 When I was ten years old, I used to collect toy cars.
- 3 I used to play tennis every day when I was younger. I stopped playing a few years ago.
- 4 I used to spend hours drawing cartoon characters on my computer.
- 5 I used to have a guitar lesson once a week when I was a child.

B Think about the hobby you used to have. Answer the questions and prepare what you will say.

- 1 What was the hobby?
- 2 When did you start?
- 3 How long did you use to spend on it every week?
- 4 Why did you enjoy it?
- 5 How did you get better at it?
- 6 Is the hobby still important to you now?

C Work with other students. Describe your hobby. Ask your classmates questions to find out more about their hobbies.

A: I used to dance every day ...

B: What type of dance did you like the best? Who did you use to dance with?

6B Be creative

GRAMMAR | comparatives and superlatives

VOCABULARY | creativity: word building

PRONUNCIATION | word stress in word families



VOCABULARY

creativity: word building

1 A Work in groups. Do the paperclip challenge. You have one minute.

The paperclip challenge

Try this test to see how creative you are. Look at the paperclip. What do you think it could be used for? Write down as many ideas as possible. You have one minute.



B Look on page 147. Were any of the ideas the same as yours? Which group had the most creative ideas?

C Work in pairs. Answer the questions.

- 1 Do you think the activity in Ex 1A is a good way to measure how creative someone is? Why/Why not?
- 2 In what ways do you think you are creative?
- 3 How important is it to be creative in everyday life? Why?

2 A Read the text. Do you agree with what it says about creativity?

What is creativity?

When we think about **creativity**, we often think of the world's most **talented artists** – people like Frida Kahlo, Einstein or Mozart. But you don't have to have more **talent** than everyone else to **create** something new and exciting. All you need is a little **imagination** and a bit of free time. You might not be very **artistic**, or even interested in **art**, so your painting skills may not be brilliant, but maybe you're a **skilful** and **imaginative** cook and enjoy creating new and original recipes. Or you could be someone who has brilliant ideas for solving problems at work. Maybe you show your creativity in the clothes you wear, or perhaps you are keen on **photography** – maybe you use your **photographic** abilities to take pictures of your friends, then use your digital **skills** to change them and make interesting images. All of these are **creative** activities. And they are very important. When we look at the way that computers and technology are capable of doing many of the everyday jobs we used to do, it is easy to **imagine** that creativity is perhaps the most important skill for the future.

B Complete the table with the bold words in the text in Ex 2A.

verb	noun	adjective
X		talented
imagine		
	creativity	
X	art/	
photograph/ take a photograph	photo/	
X		skilful

PRONUNCIATION

3 A | **word stress in word families** |

Underline the stressed syllable in each word in Ex 2B. Is the stress on the same syllable in each word in a word family?

B  **6.02** | Listen and check. Practise saying the words.

C Work in pairs. Write three questions to ask your partner using the words in Ex 2B. Then ask and answer your questions.

In what ways are you talented?

D Read the Future Skills box and do the task.

FUTURE SKILLS

Creativity

Creativity can be useful for language learning. Visualising new vocabulary, drawing pictures and creating interesting or unusual sentences or stories with new language are all ways that can help fix the language in your mind. Can you think of other creative ideas for language learning? With a partner, write a list of creative ways to learn English.



LISTENING

4A  **6.03** | Listen to four people talking about creativity in their lives. Write the number of each idea next to the person who mentions it.

Roza, film-maker Fabio, chef ,
Joshua, designer Meera, accountant ,

- 1 I try to experience new situations.
- 2 I look for new ways to do things.
- 3 I use nature for inspiration.
- 4 I need to be creative when looking after my daughter.
- 5 I am inspired by what other people in my profession are doing.
- 6 I don't think creativity is important for my work.

B  **6.03** | Listen again and choose the correct option (a or b) for each question (1–6).

- 1 Roza believes that creativity
 - a is important for everyone.
 - b is especially important for writers and film-makers.
- 2 Roza thinks that
 - a being creative makes it easier for her to talk to other people.
 - b talking to people with different opinions helps her to be more creative.
- 3 Joshua thinks it is helpful to
 - a use natural materials when you design things.
 - b pay attention to the things that you see around you.
- 4 Fabio
 - a tries to find ways to improve his business.
 - b enjoys cooking when he has an audience.
- 5 Meera
 - a doesn't enjoy her job because it isn't creative.
 - b often does creative activities at home.
- 6 Meera plays with her daughter
 - a creating new toys and games.
 - b building computers and robots.

C Work in pairs. Read some of the ideas the people expressed. Which do you agree with? Why?

- 1 I enjoy talking to people who have different opinions to me.
- 2 I'm always learning from other people's ideas.
- 3 I'm not very interested in the arts, music or painting.

GRAMMAR

comparatives and superlatives

5A Complete the sentences with the words and phrases in the box.

as important as harder more carefully
more interesting most important
my best easier the hardest

- 1 Creativity is the part of my job.
- 2 I think being creative is just these other things.
- 3 It forces you to think about your ideas.
- 4 I think it makes my films
- 5 It's for me to get ideas when I'm outside.
- 6 All of ideas come from nature.
- 7 That's thing about cooking.
- 8 I have to work when I'm at home than when I'm in the office!

B  **6.04** | Listen and check your answers. Then look at the words and phrases you added in Ex 5A. Which are adjectives and which are adverbs?

C Complete the rules for forming the comparatives and superlatives of adjectives and adverbs.

- 1 For short adjectives and adverbs, e.g. *fast, hard*:
Comparatives: add
Superlatives: add
- 2 For longer adjectives or adverbs ending in *-ly*, e.g. *quickly*:
Comparatives: use
Superlatives: use
- 3 Some adjectives and adverbs are irregular, e.g. *good/well, better, the*
- 4 We can also use (*not*) *as +* *+ as* to make comparisons.

D Learn and practise. Go to the Grammar Bank.

 page 125 **GRAMMAR BANK**

6 Work in pairs. What do you do differently now compared to five years ago? Use an idea from each box to make sentences.

cook meet friends run speak English
take photographs use social media work

accurate careful far fluent
good hard often quick

I work harder now than five years ago, and I don't take photographs as often as I used to.



SPEAKING

7A Work in pairs. Look at the tips to help you become more creative. Can you add two more?

13 ways to be more creative

- | | |
|------------------------------|------------------------------|
| 1 Drink more coffee | 9 Do some exercise |
| 2 Turn off your mobile phone | 10 Organise your workspace |
| 3 Travel somewhere new | 11 Stop trying to be perfect |
| 4 Write lists | 12 Listen to music |
| 5 Change your routine | 13 Learn something new |
| 6 Sleep more | |
| 7 Spend more time outdoors | |
| 8 Be more sociable | |

B Work alone. Which of the tips:

- 1 might help you work or study better?
- 2 could help you to be more imaginative?
- 3 can you fit into your day the most easily?
- 4 might help you think about problems more clearly?

C Discuss your ideas in groups. Give reasons for your opinions. Which do you think are the best ideas?

WRITING

a review

8A Work in pairs. Think about something creative that you have enjoyed recently. Use the ideas in the box or your own ideas. Discuss the questions below.

album art exhibition book film
restaurant meal video game

- 1 Why did you enjoy it?
- 2 In what ways was it original or creative?
- 3 Why was it better or worse than similar ones you have experienced before?

B Read the restaurant review below. Note down the positive and negative points.

PR Paul 62 reviews GB

A day ago



The best restaurant I've ever been to



Nannarella, in Rome, is probably the best restaurant I've ever been to. It's located near a busy square in Trastevere. In the evening, you can sit outside and listen to talented musicians playing while you eat.

The chef has created an imaginative menu, which is based on traditional Italian food, but with new, original ideas. We had a rosemary focaccia to start, followed by two different types of pasta. The carbonara and the lasagne were delicious, although it was a shame that we had to eat quite quickly because we were in a hurry. We finished with the tiramisu, which was the tastiest dessert I've ever eaten.

While it is busier than other restaurants, and there are a lot of tourists, the atmosphere was very friendly and relaxed. The staff made sure that we had everything we needed. If you come at lunchtime, make sure you book a table, unless you don't mind waiting. Also, it wasn't as expensive as similar restaurants in the area. I would recommend Nannarella to anybody visiting Rome because of both the food and the service. You'll remember the experience.

9A Read the comments that people have added to the review. Answer the questions (1–3).

SA 2 reviews GB A day ago
It was quite expensive. We won't go back there, **unless** it's a special occasion.

AD 22 reviews GB A day ago
Although a lot of the dishes are traditional, they all have something special.

KG 12 reviews GB 2 days ago
While the staff are busy, they still find time to be friendly.

BH 8 reviews GB 3 days ago
I would happily eat here again **because of** the wonderful food.

- 1 Which two linking words in bold do we use to connect ideas which contrast with each other?
- 2 Which do we use to talk about a cause or a reason for something?
- 3 Which do we use to suggest a condition?

B Read the review in Ex 8B again. Find and underline the linking words.

C Join each pair of sentences or ideas using the word(s) in brackets.

- 1 Don't buy this album! Or only buy it if you're already a fan of their music. (Don't / unless)

Don't buy this album unless you're already a fan of their music.

- 2 This game has very bad reviews. Nobody wants to buy it. (Nobody / because of)
- 3 The food was delicious. The service was poor. (Although)
- 4 The historical information was interesting. The plot was too slow. (While)

D Choose a restaurant, film, video game, book or music album. Write a short review.

6C Why do you think that?

HOW TO ... | ask for and give opinions and reasons

VOCABULARY | extreme adjectives

PRONUNCIATION | intonation for expressing opinions



VOCABULARY

extreme adjectives

- 1 A** Read the text. What are the benefits of public art? Why do some people dislike it?
- B** Discuss in pairs. Is there public art where you live? What do you think of it?
- 2 A** Read the statements. What do you think each one is describing?
- It's in the city centre and it's **huge**. I don't know if it's for offices or flats. **a building**
 - It was **fantastic**! The acting was really good.
 - It was really **outstanding**. All the flavours were amazing!
 - It's **terrible**. It takes up loads of memory on my phone!
 - The plot was **impossible** to understand, so I switched off. I won't watch the other episodes.
 - It's **tiny**! I could hardly see it on the gallery wall.
 - It's **essential** if you want to get fit. It tells you how much exercise you've done each day.
 - I think it looks **horrible**. No one would wear those colours together!
 - The curved walls are **fascinating** when the sun shines.

B Add the adjectives in bold in Ex 2A to the table, next to the adjectives with a similar meaning. Do extreme adjectives have a stronger or weaker meaning than normal adjectives?

adjectives	extreme adjectives
1 bad	terrible ,
2 good	fantastic ,
3 interesting
4 big
5 small
6 important
7 difficult

Public art – love it or hate it?

From the art we see painted on the walls of our cities to the huge sculptures we might find outside a museum, public art is everywhere. In the past, public art often meant statues of historical figures. These days, all kinds of fantastic art has moved outside art galleries, where it has more space and a bigger audience. Public art is for everyone. It's free and you don't need to buy a ticket. It can also help to create a city's identity. For example, Louise Bourgeois's *Maman*, a sculpture of a giant spider, outside the Guggenheim Museum, has become a symbol of Bilbao, Spain. Anthony Gormley's outstanding sculpture *The Angel of the North* is similarly popular with visitors to the north of England. However, not everybody likes public art. Some say it's a waste of money. Others think it's ugly. One example is graffiti. Some say it's art and others say it's vandalism. What do you think?

- 3 A** Read the two statements (a and b). Then choose the correct words to complete the rules (1 and 2).
- We can say 'very bad'. We can't say 'very terrible'.
 - We can say 'absolutely fantastic'. We can't say 'absolutely good'.
- We use *very* with **normal** / **extreme** adjectives to make them stronger.
 - We use *absolutely* with **normal** / **extreme** adjectives to make them stronger.
- B** Work in pairs. Student A: Close the book. Student B: Make a sentence with *very* and a normal adjective. Student A: Reply with *absolutely* and an extreme adjective. Then change roles.
- B:** It was a very bad film.
A: Yes, it was absolutely terrible!
- C** Work in pairs. Discuss the photos in this lesson. Try to use extreme adjectives!
- I think the sculpture is absolutely fantastic!



How to ...

ask for and give opinions and reasons

4A **6.05** | Listen to three conversations. Answer the questions about each one.

- 1 What are the people discussing?
- 2 Do the speakers in each conversation have the same opinions or different opinions?
- 3 What do they agree in the end?

B **6.05** | Complete the table with the phrases in the box. Listen again and check.

For me, ... How about you? I guess we all like different things.
In my view, ... The reason is ... What makes you say that?

asking for an opinion	What do/did you think of ... ? 1
giving an opinion	I think ... I would say ... 2 3
asking for a reason	Why do you think that? 4
giving a reason	It's because ... 5
agreeing to disagree	I suppose we're all different. I guess it's good we're not all the same. 6

C Learn and practise. Go to the Grammar Bank.

page 126 **GRAMMAR BANK**

PRONUNCIATION

5A **6.06** | intonation for expressing opinions | Listen to the opinions (1–3). Which word is stressed in each one?

- 1 For me, it has no meaning.
- 2 In my view, it's a really new and exciting design.
- 3 I think it's a fantastic app!

B **6.06** | Listen again. Then practise saying the sentences.

SPEAKING

6A Choose three categories in the box and make a list of your top 5 for each.

apps artists bands or songs
films or TV programmes video games
websites YouTubers

My top 5 websites are BBC Sport, Wikipedia, ...

B Read the Future Skills box and do the task.

FUTURE SKILLS

Critical thinking



When we give an opinion, we usually give reasons to support it. Think about your answers in Ex 6A. What reasons can you give to support them?

C Work in groups. Take turns to talk about your lists.

- Explain your opinions and ask for your partner's opinion.
- Ask for and give reasons for your opinions.
- If you have different opinions, agree to disagree.

MEDIATION SKILL

describing why something interests you



agree on a book to read for a book club

page 155 **MEDIATION BANK**

6D

BBC Documentary

An artist at work

GRAMMAR | present perfect + *for, since* and *yet*

SPEAKING | a creative genius

WRITING | a nomination for an award



PREVIEW

1 A Look at the photo of artist Yinka Shonibare below. What do you think is special or different about his work?

B Read the programme information and check your ideas.



What do artists do all day?

Yinka Shonibare is one of the UK's top contemporary artists. He became famous in the 1990s and since then he has produced a unique body of work, which is often colourful and humorous. He is influenced by his Nigerian origins and his work often uses colourful African fabrics. This film shows Yinka creating a figure called *Balloon Man*, and talking about his life and career.

VIEW

2 A ▶ Watch the BBC video clip. How does Yinka feel about his artwork when it is finished?

B ▶ Number the stages for creating one of Yinka's works in order. Then watch again to check your answers.

- Nigel Schofield takes some photos for the sculpture.
- The sculpture goes to a costume-maker who covers it in fabric.
- Yinka sketches his idea on paper. 1
- The finished sculpture goes to the gallery.
- They use the photos to make a realistic figure.
- Yinka checks the sculpture and suggests changes.

C Work in pairs and discuss the questions.

- Do you like this kind of artwork? Why/Why not?
- Do you know of any other artists who have interesting work practices?
- Are there any well-known art galleries where you live? Have you visited these or any others?
- Do you ever buy art? What kind of art do you like?

GRAMMAR

present perfect + *for, since* and *yet*

3 A Complete the sentences from the programme with *for, since* and *yet*.

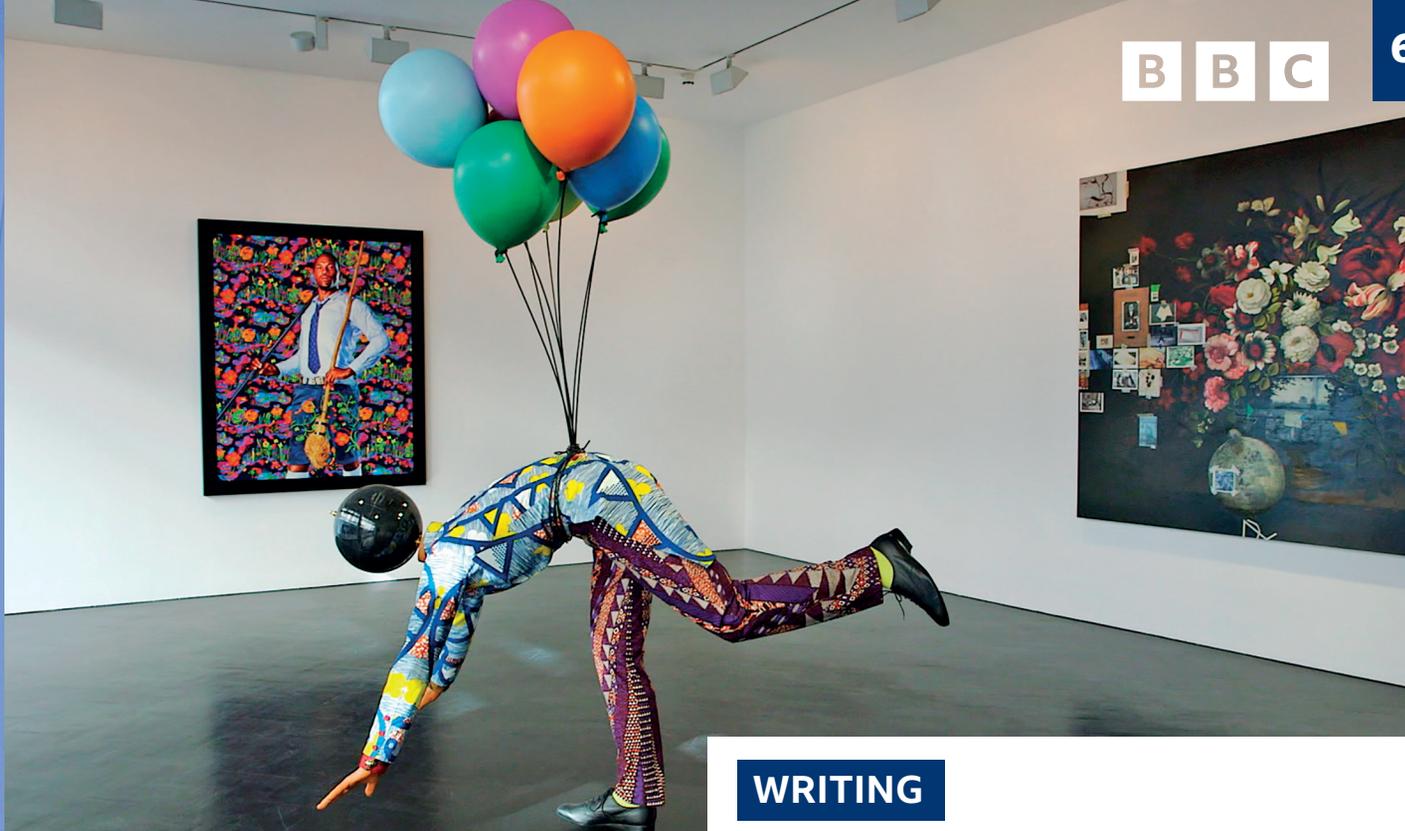
- The art gallery has supported Yinka the start of his career.
- Nigel Schofield has worked with Yinka more than ten years.
- Yinka hasn't seen the finished sculpture

B Complete the rules with *for, since* and *yet*.

- We use the present perfect with or to talk about something that started in the past and is still true now.
- We use to refer back to a particular time in the past.
- We use to refer to a period of time which started in the past.
- We use with the present perfect to talk about 'at any time up to now'. We use it to emphasise that something hasn't happened, but we expect it to happen soon.

C Learn and practise. Go to the Grammar Bank.

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SPEAKING

a creative genius

4A **6.07** | Listen to someone nominating a person for a creative genius award. Answer the questions.

- 1 Do you think Jake is creative? Why/Why not?
- 2 What kinds of things does he enjoy?

B **6.07** | Listen again and tick the phrases that you hear.

KEY PHRASES

I'm going to nominate/tell you about ...
 ... is the most amazing ...
 He has enjoyed ... since ...
 He is always drawing/cooking/looking for ...
 He has also done a lot of ...
 For the last few years, he has ...
 He hasn't ... yet, but ...
 I think ... deserves the award because/as ...

C You are going to nominate someone for a creative genius award. Read the instructions and make notes about the person you have chosen.

- Talk about someone who is creative. It can be someone you know or someone famous, e.g. a singer, actor, sportsperson, etc.
- Talk about their abilities and give reasons why they should get the award. Use the Key phrases to help.

D Work with other students. Take turns to talk about the person you want to nominate. Use the Key phrases to help. Other students: Listen to the nominations and ask questions to learn more.

E Work together to decide who should win the award and why.

WRITING

a nomination for an award

5A Read about the MacArthur prize. Do you think prizes like this are a good idea? Why?

The MacArthur Fellowship offers creative individuals prize money to help them continue their creative work. The award can go to scientists, engineers, musicians, artists, journalists, etc. It can be anyone who is pushing the boundaries of creativity within their field in order to discover new things or new ways of doing things for the benefit of society.

B Your college or workplace is organising its own creative genius award. Read the nomination below. Do you think this person should win the award? Why/Why not?

To: admin@creativegenius.com
 Subject: Creative genius award

I would like to propose my friend Marco Santini for the creative genius award because Marco is the most creative pasta chef I know. He can cook all different types of pasta dishes using whatever ingredients he has in the kitchen. Even when you think there is nothing left to eat, Marco can always surprise you with a delicious meal from nowhere. He has always made his own pasta since his grandmother taught him when he was a child. But nowadays, he's always inventing his own new recipes. He makes pasta of all different colours and shapes and when he shows you the dish, it looks like a work of art. It's always delicious, too! I think Marco deserves the award as he is definitely the most creative person I know.

C Write a nomination for the creative genius award. You can nominate someone you know, or you can nominate yourself!

GRAMMAR

used to

1 A Correct the mistakes in the sentences.

- We used to going on holiday every year when we were kids.
- I didn't used to like my physics teacher at school.
- Did you use draw a lot when you were a child?
- I use to play the piano, but I don't play now.
- My best friend at school used live just across the road from me.
- Have you use to have more free time than you do now?
- I used spend a lot of time with my grandparents when I was younger.

B Use the ideas in Ex 1A to make four sentences that are true for you.

C Work in pairs. Compare your sentences. Then find three things that you both used to do as children, but you don't do now.

comparatives and superlatives

2 A Complete the sentences with the correct comparative or superlative form of the adjective or adverb in brackets.

- I think walking is (good) than running for helping to give you creative ideas.
- I love playing sport, but I'm always too busy. I'd love to be able to do this (regularly).
- I feel (happy) in the countryside than in the city.
- I think being able to cook is one of the (important) skills to have.
- I love singing, but I'm not very good. I'm (talented) my sister.
- I drove over 600 km to Scotland. It's (far) I have ever driven.

B Work in pairs. Discuss the questions.

- What things would you like to do more regularly?
- What are the most important skills in life?
- What do you find are the best ways to relax?

present perfect + *for, since and yet*3 A Complete the sentences by adding *for, since* or *yet* in the correct place.

- My parents have been married forty years!
- I've lived in this city ten years.
- I haven't visited the USA, but I plan to.
- I have worked in this job 2012.
- I have played the guitar I was about fifteen years old.
- I'd like to live somewhere different in the future, but I haven't decided where.

B Choose three of the sentences in Ex 3A and rewrite them so they are true for you. Then compare your sentences with a partner.

VOCABULARY

4 Complete the words in bold.

- I'm not very **art**..... I sometimes do **draw**..... of animals, though.
- My brother is really good at **photogr**..... He takes amazing photos!
- My brother's greatest **sk**..... is cooking – his food is amazing!
- It's just some flowers – it isn't a very original **sub**..... for a **paint**.....!
- I love her architecture. It's so **imagin**.....
- I don't think I'm a very **creat**..... person. I don't have a lot of **tal**.....
- The football stadium is sometimes used as a **ven**..... for music concerts.
- Pablo Picasso worked in many different **sty**.....
- I really enjoy the **wo**..... of Matisse and Cézanne.
- My friend Fernando is an abstract **paint**..... who spends a lot of his time in his **stu**.....

5 A Choose the correct options (A–C) to complete the text.

David Hockney – a life of colour

David Hockney is considered by many to be one of the most ¹..... artists. His work is very colourful and ²..... When Hockney was a young boy, he used to watch his father painting old bicycles. He knew immediately that he wanted to spend his life doing ³..... However, at school art was not considered a serious subject, and it was only taught to students who weren't very ⁴..... in other areas. But Hockney was determined to study art. He spent a lot of time doing ⁵..... with pencils and pens, in order to develop his ⁶..... At the age of sixteen, he decided to go to art school. He worked hard all his life, often spending days and nights in his ⁷..... painting. He wrote a sign at the end of his bed which said, 'Get up and work immediately.' He worked in different ⁸..... and using different media. Later in his career, he used technology, like iPads, to produce his ⁹..... His works have been enjoyed by art lovers ¹⁰..... many years now, and they are shown in ¹¹..... around the world.

- | | | |
|--------------------|---------------|-----------------|
| 1 A creative | B creativity | C create |
| 2 A imagine | B imaginative | C imagination |
| 3 A art | B arts | C artist |
| 4 A talent | B talents | C talented |
| 5 A shows | B drawings | C recordings |
| 6 A skills | B subjects | C works |
| 7 A style | B studio | C architecture |
| 8 A paintings | B styles | C designs |
| 9 A shows | B venues | C images |
| 10 A during | B since | C for |
| 11 A art galleries | B shows | C photographers |

B  R6.01 | Listen and check your answers.