

Lesson 6A

GRAMMAR | used to

VOCABULARY | the arts

PRONUNCIATION | used to

VOCABULARY

the arts

1 A Choose the correct word to complete the sentences.

- 1 Dani's in her **drawing / studio / subject** finishing a painting.
- 2 Most of the architect's building **composers / designs / galleries** are very modern.
- 3 Many university students choose to study the **arts / styles / works** like music and dance.
- 4 When the band sang their most famous song, the **audience / recording / venue** shouted loudly.
- 5 I create many paintings of the same **artist / subject / works** so I can show it in different ways.
- 6 We didn't see the show at the theatre, but we watched the **design / recording / studio** of it on TV.

B Complete the article with the words in the box.

art gallery design drawings painter studio
styles subjects works

•••

← → ⌂

Art is more than a painting

When we think of art, we often imagine a ¹ – someone who sits in a ² creating a painting and then showing it to people at a city ³ together with paintings by other people. But there are some unusual artists who do very different things. There's Erika Iris Simmons, whose ⁴ are famous musicians. She creates images of them using the thin, brown tape from the musicians' cassette (those things people used to listen to before CDs and MP3s). Then, there's Salavat Fidai, whose ⁵ of art are made from a pencil, but they're not ⁶ made with a pencil. The pencil is the art. Fidai first makes a ⁷ of something or someone. He then uses a knife to cut the end of a pencil into the same shape. The person or thing is tiny, but perfect! And then there's Brian Dettmer, who uses a knife on old books and turns them into something new. So, there are many different ways of creating art and many different ⁸ to enjoy.



GRAMMAR

used to

2 A Choose the correct word or phrase to complete the sentences.

- 1 Did you do a lot of art at school?
a used to **b** use to **c** used
- 2 We our grandparents every summer.
a used to visit **b** use to visit **c** used to visiting
- 3 Francine a dancer for a year.
a used to be **b** use to be **c** was
- 4 I eat tomatoes, but I do now.
a didn't used to **b** didn't use to **c** used to
- 5 We get up early, but we do now.
a didn't used to **b** used never to **c** never used to
- 6 I architecture at university for four years in the 1990s.
a used to study **b** studied **c** have studied

B Complete the comments on a social media post with used to and the correct form of the verb in brackets. When used to is not possible, use the past simple form.

Did you ¹ (be) really good at art at school but aren't now? Tell us your experiences!

Max: I ² (draw) really badly, but I ³ (take) some classes a few years ago and I can draw well now.

Belinda: I ⁴ (not like) art much at school, but I enjoy it now. I'm not good at it, but I enjoy it!

Javier: I ⁵ (love) painting, but I ⁶ (stop) doing it when I started work because I didn't have time.

Isobel: I ⁷ (never / enjoy) doing art. At school, I ⁸ (prefer) working with wood. I still do.

PRONUNCIATION

3 A 6.01 | used to | Listen and write the number of words you hear in each sentence.

1 2 3 4 5 6

B 6.01 | Listen again and write the sentences.

1
2
3
4
5
6

READING

- 4** Read the text. Choose the correct word to complete the sentence.

We are pleased to announce that photographs by local artists will be on show at this gallery from 1–31 May.

- a done b made c taken

- 5A** Read the article about photographer Gregory Crewdson. Which topics (1–6) does the writer mention?

- 1 what is special about Crewdson's photos
- 2 where Crewdson went to university
- 3 Crewdson's first photo
- 4 how Crewdson takes photographs
- 5 what gave Crewdson his idea
- 6 Crewdson's photos in art galleries

B Choose the correct option (a–c).

- 1 The writer says Crewdson and Hopper are similar
 - a because their art includes unusual activities.
 - b because their art shows normal life.
 - c because their art looks like a film.
- 2 Crewdson's works are different from Hopper's
 - a because we can only see them in cinemas.
 - b because they include something unusual.
 - c because they show a different country.
- 3 The writer says that many other photographers
 - a studied the arts at a university.
 - b plan when to take their pictures.
 - c feel pleased if they get an amazing photo.
- 4 Why is Crewdson different to other artists?
 - a He knows what will be in his photos before he takes them.
 - b He works with a small number of staff.
 - c He only uses things that he can find in the area.
- 5 In many of Crewdson's photos, the subjects
 - a make strange things from materials around them.
 - b enjoy the evening because new things happen.
 - c are unsure why they're doing certain things.
- 6 The feelings people have in the photos make us
 - a ask questions about the photos.
 - b think of reasons for the feelings.
 - c experience the same feelings.

C Choose the correct word(s) to complete the sentences.

- 1 The writer says that when we see the works of Crewdson and Hopper, we imagine **films / stories**.
- 2 The people in Crewdson's photos are **actors / photographers**.
- 3 The writer says that the way that Crewdson takes a photo is similar to how a **film / painting** is made.
- 4 Crewdson got his idea for his photographs from a **film character / mountain in a film**.
- 5 People in his photos are often **afraid / annoyed**.
- 6 The writer says that when we see the content of Crewdson's photos, we think about '**Who? / Why?**'.

Photographs that tell a story

Look at photos in any gallery and you'll see something interesting, but look at a Gregory Crewdson photo and you'll feel like you're at the cinema. Crewdson's photos are sometimes compared to the paintings of Edward Hopper. They both show regular scenes from everyday life in the USA and they both build stories in our minds. What's different is that Crewdson's photos show real life, but also something not real. Something strange.

Crewdson studied art at Yale University, and is now a professor of photography there. Many photographers take photos of people, places or events at the time they happen, and feel both lucky and happy when they get the perfect image. Crewdson takes time to plan every detail of his photographs before he takes them. He wants to be sure that everything in the photo will be perfect. He doesn't work alone or with a small team like many photographers do. He has a huge group of people working with him, including actors that appear in the pictures. Some photographers will only take photos of what is around them. Crewdson creates a scene a bit like a film, with special lights, and things he brings in, like old cars, or rain from a machine.

Crewdson often takes his photos when day meets night, because he believes that unusual things can happen at this time – things that might not be quite real. In a lot of his photographs, people do strange things, often without understanding why. He says that the film *Close Encounters of the Third Kind* from the 1970s gave him this idea. In this film, a character makes shapes of mountains from things around him, but he doesn't know why.

Crewdson's photos make us feel like the people in the photos. They're often worried or frightened because they don't understand something happening around them. In one photograph, we see a man on his hands and knees in the living room of his home, looking at a hole in the floor. A purple light is shining up through the floor. There are four other holes with light in the room too. Who made the holes? What's under the floor? What's creating the light? When we see this, we start imagining stories about why. This is exactly what Crewdson wants.



Lesson 6B

GRAMMAR | comparatives and superlatives

VOCABULARY | creativity: word building

PRONUNCIATION | word stress in word families

VOCABULARY

creativity: word building

1 A Choose the correct word to complete the sentences.

- 1 I'm taking a course at college.
a photo b photograph c photography
- 2 Teresa's great at science, but she's not very good at
a art b talent c photograph
- 3 I'd love to be a really dancer like my mum, but I can't dance at all.
a jealous b talented c terrified
- 4 I hope that one day people will think I'm a really clever and musician on the guitar.
a fake b photographic c skilful
- 5 Let's that we're on a beautiful beach.
a create b imagine c invent
- 6 Everyone in my family has a for acting.
a creativity b skill c talent

B Complete the blog post with the words in the box.

create imagination photographer photography
skills talented

We can all take amazing photos

If you have a camera on your phone, you can be a great ¹ All you need is an interest in ² a little understanding of your camera and a bit of ³ As soon as you see something interesting, take out your phone and take a picture. Not even the most ⁴ artists were great at first, so don't feel bad if you don't ⁵ brilliant photos immediately. Look at photos online and notice what makes them good. Do the same thing with your own photos. You'll soon find that your ⁶ improve. And remember – practice makes perfect.

C Complete the sentences with the correct form of the words in brackets.

- 1 I'm not an but I do love to paint. (art)
- 2 You need a lot of in my job. (create)
- 3 I want to be really good at (photograph)
- 4 I'm not very at painting. (skill)
- 5 I don't think I'm particularly , but some people say I am. (create)
- 6 The stories you tell are very (imagine)
- 7 Ellen used to be a footballer when she was young. (talent)
- 8 I'm sure if you use your you can think of some new ideas. (imagine)

PRONUNCIATION

2 A word stress in word families | Put the words in the box in the correct stress group (1–3).

artist artistic creative creativity imagine
imaginative photograph photographic
talent talented

1 The first syllable is stressed:

2 The second syllable is stressed:

3 The third syllable is stressed:

B 6.02 | Listen and check.

GRAMMAR

comparatives and superlatives

3 A The sentences below have a mistake. Choose the best option to correct the mistake.

- 1 This exercise is easier the last one.
a easier than b the most easy c more easier
- 2 The bathroom is furthest room on the right.
a the further b the furthest c further than
- 3 This sofa isn't as comfortable my old one.
a more comfortable b as comfortable than
c as comfortable as
- 4 I can't sing better as you can.
a well as b as well as c as good as

B Complete the blog post with the comparative or superlative form of the adjectives in brackets.



How to be a creative thinker

I'm not ¹ (creative) person in the world, or even in my family. Creativity isn't something I was born with, but I've become ² (imaginative) since I read an interesting article called 'How to improve your imagination'. I used to be someone who didn't want to try new ideas in case something went wrong. I didn't pay attention to things creative people did, and I was probably ³ (bad) person I know at taking time off from work. But the article made me change my ways. I've become ⁴ (talented) when thinking of new ideas. I listen ⁵ (carefully) to the ideas of creative people, so I can use some of them myself. I've also become ⁶ (good) at taking time off from work, so I have the time to think. In fact, I feel great these days. I'm much ⁷ (relaxed) and much ⁸ (stressed).

LISTENING

4A 6.03 | Listen to the introduction to a podcast.

Choose the correct topic.

- a using science to understand creativity
- b ways that we can all be more creative
- c how our studies make us more creative

B 6.04 | Listen to the rest of the podcast. Are the statements True (T) or False (F)?

- 1 Scientists have been able to understand the brain and creativity better in recent years.
- 2 Creativity happens when different parts of the brain communicate with each other.
- 3 Our creativity depends only on our mother and father.
- 4 Creative people are usually their most creative when they're young.
- 5 Alicia is unsure if adults become more creative through play and films.
- 6 Mobile phones keep our minds too busy to be creative.

C 6.04 | Listen again and complete the sentences with one word in each gap.

- 1 Alicia says that creativity occurs in parts of the brain.
- 2 When we're creative, we use different parts of our brain for different
- 3 Alicia explains that the human brain changes its during our lives.
- 4 Alicia says that children learn when they creative people.
- 5 Alicia says that clean air and good helps creativity in adults.
- 6 Alicia believes that we're usually more creative without

5 6.05 | Listen to the recording. Choose the words in the text that are different from what you hear.

We know that adults are more creative when they get outside and have some fresh air, and when they get a great night's sleep. And also, when they have their phones away from them. We're creative when we empty our minds and let new ideas in. That doesn't always happen when we're using technology.



WRITING

a review

6 Choose the correct word(s) to complete the review.



A dirty but fun experience!



One of the best experiences I've ever had was when I went paintballing in a forest with friends a few years ago.¹ **Although / Because of** I wasn't sure what to expect, it was fun.

Before the game, we divided ourselves into two teams. Then, the teams started shooting paint at each other. The idea was to get into the other team's camp and take their flag. Sadly, they were better and got our flag first.

Unless / While my team lost, I still really enjoyed the experience and I would definitely recommend it. I got dirty³ **because of / while** the paint, but I laughed a lot. Just one piece of advice – don't do it⁴ **although / unless** you're wearing lots of clothes. Those paint balls can hurt if they hit your skin!



7A You are going to write a review of an experience you have had (for example a sports event, a creative activity, or a visit to an interesting place). Decide the following things.

- what the experience was and when it happened
- what happened
- say what was good and/or bad about it
- say if you'd recommend it and why

B Write your review in 100–140 words. Use linking words to connect your ideas. Include at least one comparative and one superlative adjective.

Lesson 6C

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

VOCABULARY | extreme adjectives

PRONUNCIATION | intonation for expressing opinions

VOCABULARY

extreme adjectives

1 A Choose the correct word to complete the sentences.

- 1 The use of colours in this painting is **impossible** / **outstanding**. I love them.
- 2 I know I asked for a small piece of cake, but this is **fantastic** / **tiny**!
- 3 These new trousers are **fascinating** / **horrible** on me. They're too big and look really bad.
- 4 I'd love to be a great artist, but I think it's **essential** / **impossible** for me now.
- 5 I love this film. I think everything about it is **fantastic** / **terrible**.
- 6 I'm reading a short, but **fascinating** / **huge** book about bees.

B Complete the conversation using words from the box.

essential fascinating horrible huge impossible
outstanding terrible tiny

A: Should I visit the museums in Paris?

B: Yes, it's ¹..... that you go to at least one, like the Louvre.

A: Why?

B: The art you can see there is ²..... And you learn interesting facts and find out some ³..... history. The painting of the Mona Lisa is fantastic, but ⁴..... Really small! And the crowds make it ⁵..... to see it.



How to ...

ask for and give opinions and reasons

2 A 6.06 | Listen to the recording. Write what you hear. You will hear the sentences only once.

- 1
- 2
- 3
- 4
- 5

B Match the sentences in Ex 2A with their purposes.

- | | |
|-------------------------|------------------------|
| a asking for an opinion | d giving a reason |
| b giving an opinion | e agreeing to disagree |
| c asking for a reason | |

3 6.07 | Listen and choose the correct answer.

The man **liked** / **didn't like** the film.

PRONUNCIATION

4 6.08 | intonation for expressing opinions | Listen and choose the word that is stressed the most.

- 1 I thought it was terrible.
- 2 In my view, the acting was good.
- 3 For me, that doesn't make a good film.

SPEAKING

5 A 6.09 | Number the sentences in the correct order. Then listen and check.

- A: Why did you think that?
B: Do you? I suppose we're all different.
A: Oh yes? What did you think of it?
B: Because the story was hard to understand.
A: What was the last film you saw?
B: In my view, the acting was good, but there was very little speaking. It was all action. For me, that doesn't make a good film.
A: Really? I like a lot of action in my films!
B: It was that action film that came out on Friday. I saw it at the weekend.
A: Oh dear, that's not good. How was the acting?
B: I thought it was terrible.

B 6.10 | You are B in the conversation in Ex 5A. Listen and speak after the beep. Record the conversation if you can.

C Listen to your recording and compare it to the model in Ex 5A.

Lesson 6D

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

READING | creative science

GRAMMAR

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

1 A Choose the correct word or phrase to complete the sentences.

- 1 We here since 6 o'clock this morning.
a were b 've been c 'd been
- 2 I at a bank, but now I'm a shop manager.
a work b worked c 've worked
- 3 Jack hasn't finished his homework
a already b since c yet
- 4 I Beth since we were little.
a 've known b know c knew
- 5 We've lived here twenty years.
a for b since c yet
- 6 Ariana and Mac have played tennis together they were children.
a yet b for c since

B Complete the sentences with the correct present perfect simple or past simple form of the verbs in brackets.

- 1 My dad (have) the same glasses since I was a child.
- 2 I (take) guitar lessons for a few months last year.
- 3 We (not finish) our work yet.
- 4 I (not see) you for months. How are you?
- 5 Ellie (not be) well since her holiday.
- 6 I've wanted to learn how to do this since I (be) a child.

READING

2 A Read the article. What is the writer's main point?

- a We should give awards to the scientists who do the most creative work.
- b Schools should teach creativity in science and not just prepare students for tests.
- c It's important for scientists to study art.

B Complete each sentence with one or two words.

- 1 The writer believes that we usually connect creativity more to than science.
- 2 Albert Einstein compared scientists to
- 3 The writer uses the example of the Ig Nobel Prize to show that science can be fun as well as serious.
- 4 Some scientists studied the problem people have with the of other people eating.
- 5 Many scientists think that more people will take science subjects at if it is taught at school with more creativity.
- 6 The writer asks how we can check that all school are creative.

Creative science

When we think of creativity, we usually think of the arts, not science. Science, we often think, is about doing experiments that follow rules, and looking at a lot of data. But these activities only describe one part of science. Before scientists can test their ideas and look at data, they first need to think of ideas, and this needs a lot of imagination. Albert Einstein once described the greatest scientists as artists.

Just look at the winners of the Ig Nobel Prize, and you'll see just how creative scientists can be. These prizes are given to scientists who did research which first makes people laugh, and then makes them think. They might seem to be just fun experiments, but many actually produce very useful results.

For example, there was a group of scientists who won the Ig Nobel Prize for their study of drivers shouting and getting angry with other drivers. It might seem funny, but it's important to understand this better for road safety. There were also the three prize-winning scientists who did some research where people listened to other people eating. They discovered that there is a medical problem called misophonia. For some people, the sound of people eating is really stressful and can make them ill.

For those scientists to get such results, they needed to have an idea, and that idea needed creativity. Some people are worried that there's too much of a focus on exams in school science and not enough on creativity, and so young people are getting the wrong idea about what science is. They're not developing the imagination they need to work in science, and they're becoming less interested in the subject because it doesn't seem very interesting. This often means students stop studying science as soon as they finish school. Many scientists think that more time for creativity in science lessons will help young people to develop creative skills, enjoy science more and continue to study science at university.

Just go online and you can see the number of creative science videos which show presenters creating strange and wonderful things that make you shout 'Wow!'. There are probably many science teachers doing similar things in their classroom for their students. The question is how we make sure that all science lessons include this kind of creativity to get young people to see just how imaginative science can be.

GRAMMAR

1 Choose the correct word or phrase to complete the sentences.

- 1 The driver damaged my car has never said sorry.
a which **b** whose **c** who
- 2 Jenny is the woman son is an actor.
a that **b** who **c** whose
- 3 There's never a time I feel full of energy.
a when **b** where **c** which
- 4 I love going to places I can go birdwatching.
a which **b** where **c** who
- 5 It's nice to spend time with friends have similar interests as you.
a who **b** whose **c** which
- 6 I've downloaded an app helps me to eat healthier food.
a which **b** who **c** whose

2 Complete the reported speech.

- 1 'I've never met Jamie before now.'
 She said she before then.
- 2 'I'm cooking dinner tonight.'
 He said he that night.
- 3 'We're going out this evening.'
 She said they that evening.
- 4 'I'll probably see Alex later.'
 She said she later that day.
- 5 'I can't do it right now!'.
 He told me that he right then.
- 6 'I need to get some sleep tonight!'
 She told me that she that night.

3 The sentences below have a mistake. Choose the best option to correct the mistake.

- 1 We didn't used to want a pet, but we do now.
a never use to **b** didn't use to **c** used to
- 2 Lori used love riding horses when she was young.
a use to love **b** use love **c** used to love
- 3 Used you to go to school here?
a Did you used to
b Were you used to
c Did you use to
- 4 I use to go to college for three years.
a used to go **b** went **c** did went

4 Complete the sentences with *will*, *might* or the correct form of *be going to*.

- 1 The coffee machine's making a terrible noise. I'm sure it break.
- 2 Bella come round for dinner later, but I'm not sure.
- 3 So, I see you tonight at 8 p.m. as planned. I'm looking forward to it.
- 4 Lisa probably call me when she gets home. She usually does.
- 5 It starts at 9 p.m. and it's 8.55 now. It takes over ten minutes to get there, so we be late.
- 6 I can't be certain, but Oscar give you a call later.

5 Complete the sentences with the comparative or superlative form of the words in brackets.

- 1 This bag is £500! That bag is £500!
 The bags are each other! (expensive)
- 2 I'm 165 cm tall. You're 185 cm tall.
 I'm you. (not tall)
- 3 Kate runs 5 km in 25 minutes. Becky runs 5 km in thirty-two minutes.
 Becky runs Kate. (slow)
- 4 Ben lives 25 km away. Thierry lives 40 km away. Mandy lives 50 km away.
 Mandy lives away of all of us. (far)
- 5 I've had good and bad pizzas. This is the first terrible one that I've had.
 This is pizza I've ever eaten. (bad)
- 6 I'm quite a careful driver. My sister is very careful. My sister drives me. (careful)

6 For each question, write the correct answer. Write one word for each gap.

A creative games designer

Kenzo Watanabe has been a games designer

¹ 2005. After working at a small company for five years, he started his own company, which he's owned ² over ten years. During that time, he ³ created some really popular game apps that millions of people around the world ⁴ downloaded.

Watanabe's company is now earning a lot of money, but Watanabe says that he's not interested in money. He creates games because he loves playing them himself, and he always tries to make ones ⁵ he wants to play. Maybe this is why people believe he is one of the ⁶ creative games designers in the industry at the moment, and why so many people look forward to the new games he produces.

VOCABULARY

- 7** Complete the social media posts with the correct verb. The first letter is given.

BIG NEWS! Abby and I ¹g..... engaged last night. We hope you'll all come and see us ²g..... married next year.

I ³p..... my driving test, so watch out drivers!

Daniel ⁴g..... from university today. We're very proud!

We've ⁵h..... our baby – a little boy. Mother and baby are doing fine.

I can't believe United ⁶w..... that match. They weren't the best team.

I ⁷b..... my phone this morning. It fell out of my bag and now it doesn't work. ☹

After two years of hard work, I finally ⁸g..... promoted. 😊

Thanks to everyone who ⁹c..... my birthday with me yesterday. It was fun.

- 8** Match the sentence halves.

- 1 I hate sitting in a traffic
 - 2 We donate money
 - 3 I try to recycle as much of
 - 4 Gary and I had a huge
 - 5 My last social media post got
 - 6 People are talking about climate
 - 7 We need to plan for possible natural
 - 8 Some people think this news
- a** argument at work yesterday.
b disasters in the future.
c to charity once a month.
d about the government is fake.
e over 300 likes.
f jam every morning.
g change a lot these days.
h my waste as possible.

- 9** Complete the conversation using words from the box.

activists environment headline huge levels
online rubbish skilful

- A: Did you see the news story posted ¹..... earlier?
B: No, what was it?
A: Someone's building a hotel here, but not a small one, a ²..... one.
B: Won't it damage the ³.....?
A: Yes, people are worried about higher ⁴..... of pollution. More tourists means more ⁵..... left on the beach.

- 10 A** Replace the words in bold with the words in the box.

architect audience composer studio subject
venues

- 1 When an artist wants to create a piece of art, they go to a **painter**.
- 2 A theatre, an art gallery and a restaurant are all examples of **recordings**.
- 3 An **artist** is a group of people who watch a performer.
- 4 An **image** is a person who designs buildings.
- 5 The **drawing** of a painting is the main person or thing in it.
- 6 A **dancer** is a person who writes music.

- B** Choose the correct word(s) to complete the competition advert.

Talent competition

Are you a ¹**photographic / talented** performer? If so, please enter our ²**imagine / talent** show on 17 July at the wonderful ³**venue / works**, the Royal Theatre. There'll be a live ⁴**audience / recording** there to watch you, and prizes to win. It's a great opportunity to show people who you are and what you can do. We're looking for ⁵**artist / creative** people, like bands, singers or ⁶**dancers / subjects**. We're also looking for people to help us organise the show, so if your ⁷**art / skill** is in organising people, or taking fantastic ⁸**photographs / drawings** and sharing them on social media, then we'd love your help.

Click [here](#) for more information.