

# 8

# The Arts







This performer is doing an African-Cuban dance called the rumba. She is in a famous alley called Callejón de Hamel in Havana, Cuba. The alley is famous because Cuban artist Salvador González has decorated it with beautiful murals and sculptures.

**1 Circle the correct statement.**

- a People have been creating music and art for thousands of years.
- b If something is considered 'artistic' it needs to be full of colour.



# Lesson 1

1 Listen. Listen and repeat. TR: 8.1

2 Listen and read. TR: 8.2

abandoned      community      dull      mural  
permission      public      sophisticated

People have been creating art since the earliest humans began painting in caves over 40,000 years ago. But for centuries, most art was limited to museums and galleries. Today, more and more art is being created by the people within a **community**. They aren't usually paid, and they often aren't even asked to create the art. Rather, individuals and community groups are deciding that they want to bring their own ideas into **public** spaces.



In some cities, monuments, bridges or even forms of transport have been 'yarn bombed'. In this art form, people create colourful wool cloths to cover **dull** objects, such as pipes and park benches. Yarn bombing adds a warm feeling to the cold, hard objects found in cities.

People also beautify urban areas by making gardens in **abandoned** areas. Some 'guerilla gardeners' just plant flowers, while others think it's best to plant crops for food. Guerilla gardening began in the UK in 2004, and is now happening in cities around the world. Guerilla gardeners don't own the land they work on, but they often take care of it as though they do.

Yarn bombers and guerrilla gardeners don't always ask **permission** to create their art. As a result, some people in the community get angry. The same is true for graffiti artists. Many people don't like it when people paint on walls without asking. But, as graffiti became more **sophisticated** over the years, more and more people began to see it as art, not just as damage. Some building owners were inspired to invite artists to create colourful **murals** on and around their buildings. These designs add interest and often tell the story of the people who live in the community. Like yarn bombing and guerrilla gardening, street art aims to make cities more colourful, enjoyable places to live.

3 Complete the sentences with words from Activity 1.

- 1 Do you have \_\_\_\_\_ to go on the school trip this week?
- 2 The \_\_\_\_\_ is painted on the wall at the back of the school.
- 3 This book is very \_\_\_\_\_ and boring. I don't like it at all.
- 4 The people in my \_\_\_\_\_ are trying to find someone to paint the theatre.
- 5 This house has been \_\_\_\_\_ for two years, but now a family is moving in.
- 6 These cave paintings are 8,000 years old, but they're very \_\_\_\_\_.
- 7 There isn't much \_\_\_\_\_ art in my town, so we go to the museum instead.

4 Read. Tick T for True and F for False.

- 1 People began creating art more than 40,000 years ago. 

T	F
---	---
- 2 There has always been lots of public art for everyone to enjoy. 

T	F
---	---
- 3 The goal of yarn bombing is to keep objects warm. 

T	F
---	---
- 4 Guerilla gardeners always ask permission before they begin working. 

T	F
---	---
- 5 Some people think of sophisticated graffiti as art. 

T	F
---	---
- 6 Murals can add interest to a building and tell the story of the people in the community. 

T	F
---	---



## GRAMMAR Passive voice

We use the passive voice:

- a** when we are more interested in the action than the person doing it.  
*This mural **was painted** in 1936.*
- b** when we don't know who does the action.  
*Gardening tools **aren't sold** in that shop.*
- c** when it is obvious who does the action.  
*Television **is watched** all over the world.*

We use **by** to talk about the person doing the action. *This mural was painted **by** Diego Rivera.*

### Present simple passive

We make the present simple passive with **am, are** or **is** and the past participle of the main verb.

### Past simple passive

We make the past simple passive with **was** or **were** and the past participle of the main verb.  
*That artist's work **was shown** in the town square.*

## 5 Complete the paragraph with the present simple passive or past simple passive of the verbs.

An artist from Brazil (1) \_\_\_\_\_ (interview) on TV last night and (2) \_\_\_\_\_ (ask) what he does with his paintings. The answer he gave (3) \_\_\_\_\_ (not expect) by the interviewer! He believes that art (4) \_\_\_\_\_ (not enjoy) by most people because they don't often have the chance to see it. That's why his paintings (5) \_\_\_\_\_ (not put) up on walls and they (6) \_\_\_\_\_ (not show) in art galleries. Instead they (7) \_\_\_\_\_ (leave) by him in different places in his city – in parks, cafés and even on buses! A note (8) \_\_\_\_\_ (write) on each painting asking the person who finds it to leave it for someone else to look at!

## 6 Complete the sentences with the passive voice. Don't change the meaning of the first sentence.

- 1 They sell some paintings for a lot of money. Some paintings \_\_\_\_\_ for a lot of money.
- 2 People often share photos of public art online. Photos of public art \_\_\_\_\_ online.
- 3 A child painted this picture. This picture \_\_\_\_\_ by a child.
- 4 Did Nina create this garden? \_\_\_\_\_ this garden \_\_\_\_\_ by Nina?
- 5 I don't use my old camera very often. My old camera \_\_\_\_\_ very often.

## 7 Listen. Listen and repeat. TR: 8.3

<b>copy</b>	This is a <b>copy</b> of a famous painting.
<b>exhibition</b>	There's an <b>exhibition</b> of Japanese art at the museum this month.
<b>graffiti</b>	There's <b>graffiti</b> underneath that bridge, and people want it to be cleaned off.
<b>landscape</b>	The <b>landscape</b> painting showed the fields of southern Italy.
<b>original</b>	Is this work an <b>original</b> or a copy?
<b>portrait</b>	There's a <b>portrait</b> of the president hanging in the hallway.
<b>scene</b>	The <b>scene</b> in this picture is of a busy street, full of people.

## 8 Circle the correct words.

- 1 Karim painted the **landscape** / **original**, and then many copies were made.
- 2 The *Mona Lisa* is a **portrait** / **landscape** of a woman.
- 3 The **scene** / **copy** in the photo is of a park in spring.
- 4 I think painting **graffiti** / **portraits** is wrong. People should first ask permission.
- 5 There is a(n) **scene** / **exhibition** of his paintings at school.
- 6 The **portrait** / **landscape** shows a field of sunflowers.
- 7 I'd like a **copy** / **scene** of that photo of my brother.

## 9 Listen to Emma and Levi talking about art and tick the correct boxes. TR: 8.4

Who likes ...	Emma	Levi
black and white photos?		
art galleries?		
landscape paintings?		
modern art?		
graffiti?		

## 10 Choose one of these things and tell your partner about it. Describe it and say why you like it.

a poster on your bedroom or classroom wall  
a photo that was taken by you or someone in your family  
your favourite picture or painting

## 11 Write a paragraph about what you described in Activity 10. Answer these questions.

Who or what does it show?  
What does it make you think of?  
Who was it painted/taken by?  
Why do you like it?



## Lesson 2

1 Listen. Listen and repeat. 🎧 TR: 8.5

2 Listen and read. 🎧 TR: 8.6

donate      motivate      opportunity      proud  
resident      resource      run out (of)

### Recycled Rhythms

Cateura, Paraguay, isn't an ordinary community. It's next to a landfill where, every day, more than 1.3 million kilograms of rubbish get dumped. Cateura doesn't have much to offer its **residents**, and there's very little **opportunity** for the children who live here.

Favio Chávez wanted to change that. Chávez, who moved there to work as an engineer, wanted to bring music to the community's children. He began giving lessons with **donated** instruments. So many children were interested that he quickly **ran out**. So, he decided that to use the neighbourhood's only **resource** to create new ones: rubbish. Violins were made from cans, wooden spoons and forks. Cellos were made from large oil drums. Trumpets and saxophones were made from bottle tops and old pipes. Everything came from the landfill. And so, the Recycled Orchestra was born. The orchestra's first concert was held for the **proud** parents of its members. But word spread about these talented musicians. Soon, they performed around Paraguay, and later, they travelled to Brazil for a concert. Before long, their music was being played around the world.

The orchestra has changed some members' lives. Says violinist Ada Rios, 'When I play the violin I feel like I am somewhere else. I feel transported to a beautiful place.' Rios now teaches other children how to play, and she hopes to be a professional violin teacher when she's an adult.

Chávez doesn't think that music is the answer to all the problems facing Cateura's young people. But he knows that the music lets children experience something extraordinary. It's **motivating** them to imagine life beyond Cateura. It's also teaching them life skills to achieve their goals: responsibility, hard work and creativity. There's a saying that 'One person's rubbish is another's treasure', and the Recycled Orchestra proves that it's true.



In 2015, a documentary called *Landfill Harmonic* was made about the Recycled Orchestra. It won awards at many different film festivals.

3 Read. Answer the questions.

- 1 What's different about the community of Cateura, Paraguay?
- 2 What did Favio Chávez first use to give music lessons?
- 3 What happened when he ran out?
- 4 Who did the Recycled Orchestra first perform for?
- 5 How has the violin changed Ada Rios' life?
- 6 What other life skills are being taught by the orchestra?

4 Circle the correct words.

- 1 The company **motivated** / **donated** the money for us to travel for the performance.
- 2 Has she had the **opportunity** / **resident** to study English in the USA?
- 3 Don't give everyone two pieces of pizza or we'll **donate** / **run out of** it too quickly.
- 4 My father is very **proud** / **motivated** of how well I can play the cello.
- 5 There are few **resources** / **residents** at this school, so we'll ask people in the community for help.
- 6 What can you do to **run out of** / **motivate** Jack if he doesn't want to study?
- 7 The **residents** / **resources** of this town work together in the community garden.



## GRAMMAR Passive voice

As well as the present simple and past simple, we can use other tenses in the passive voice.

### Present continuous

Music **is being played**.

Music **isn't being played**.

**Is** music **being played**?

### Future simple

Music **will be played**.

Music **won't be played**.

**Will** music **be played**?

### Past continuous

Music **was being played**.

Music **wasn't being played**.

**Was** music **being played**?

### Modals

Music **can be played**.

Music **mustn't be played**.

**Should** music **be played**?

### Present perfect simple

Music **has been played**.

Music **hasn't been played**.

**Has** music **been played**?

**Note:** Other continuous tenses, apart from the present continuous and past continuous, are not used in the passive voice.

## 5 Circle the correct words.

- The songs for the show are **writing** / **being written** now.
- Children should **being** / **be** encouraged to have music lessons.
- Music **was** / **has** played to relax the hospital patients.
- Will pop music be **performing** / **performed** at the concert?
- Classical music can often **heard** / **be heard** on this channel.

## 6 Complete the paragraph with the correct form of the passive voice. Use the verbs in brackets.

My cousin Josie is a musician. Even though she's not the best singer I know, she (1) \_\_\_\_\_ (must/admire) for her energy. For the last few years, her live performances (2) \_\_\_\_\_ (enjoy) by audiences all over town and her songs (3) \_\_\_\_\_ (can/hear) on the local radio station. Even though she's getting older, new songs (4) \_\_\_\_\_ (write) by her all the time. (5) \_\_\_\_\_ she \_\_\_\_\_ (will/know) as a famous pop star in a few years' time? Maybe!

## 7 Listen. Listen and repeat. TR: 8.7

<b>cello</b>	The <b>cello</b> is a large instrument that makes a low sound.
<b>compose</b>	Peter <b>composed</b> three new songs last month.
<b>instrument</b>	Do you play a musical <b>instrument</b> ?
<b>orchestra</b>	There are 180 students in the <b>orchestra</b> .
<b>perform</b>	These songs <b>will be performed</b> at the concert next week.
<b>saxophone</b>	The <b>saxophone</b> is an instrument played in many jazz songs.
<b>tune</b>	Whenever Grandpa is happy, he always hums a <b>tune</b> .
<b>violin</b>	The <b>violin</b> is smaller than the cello, and it makes a higher sound.

## 8 Circle the odd one out.

- |              |             |           |
|--------------|-------------|-----------|
| 1 tune       | song        | resource  |
| 2 donate     | orchestra   | perform   |
| 3 trumpet    | saxophone   | cello     |
| 4 compose    | create      | run out   |
| 5 instrument | opportunity | orchestra |
| 6 cello      | saxophone   | violin    |

## 9 Listen to the conversation. Then circle the correct answers. TR: 8.8

- Next Saturday, the orchestra will be \_\_\_\_\_.  
a composing    b performing    c practising
- A piece of music has been composed by \_\_\_\_\_.  
a Mr Tabler    b Mr Wilcox    c Yessenia
- The \_\_\_\_\_ sections are all ready to perform.  
a violin, flute and drum  
b violin, cello and flute  
c drum, flute and trumpet
- The \_\_\_\_\_ section needs to practise with Mr Wilcox.  
a cello    b flute    c trumpet
- Yessenia plays the \_\_\_\_\_.  
a trumpet    b violin    c cello

## PREPOSITIONS

Complete the sentences with **for**, **of**, or **on**.

- Linda is an expert \_\_\_\_\_ Mozart.
- There's no need \_\_\_\_\_ that radio to be so loud! Turn it down!
- I'm a lover \_\_\_\_\_ classical music.
- Very loud music can have a terrible effect \_\_\_\_\_ your hearing.



# Lesson 3

- 1 Listen and read the interview with a costume designer. Why do you think her work is important? Is it art? Why or why not? TR: 8.9



COSTUME DESIGN

## Designing People

**AM:** Today, we're here with famous costume designer Kiki Maretto. Thank you for talking to *Arts Magazine*, Kiki.

**Kiki:** Thank you for inviting me.

**AM:** How did you begin your career in costume design?

**Kiki:** Well, my first costumes were designed for a school play. Later, I began doing plays at a small local theatre. About ten years ago, a film studio called me, and that's when I started working in film.

**AM:** You've done some great films, including several historical films. How do you design costumes for these films?

**Kiki:** Well, I do lots of research. I look for old photographs. I also find old articles from newspapers and fashion magazines of the time. Every detail matters when you want to represent a certain period.

**AM:** Do you always find old clothes to use as costumes?

**Kiki:** When we can, we use the clothing people wore at that time, after we repair it, of course. Normally, I create the costumes, though.

**AM:** What is the process?

**Kiki:** After researching, I draw and plan. I meet with the film's director and the actors to talk about their costumes. Then, I work on finding the materials to make them. Once I have everything, I get my team together, and we begin to sew.

**AM:** Have you got a lot of people on your team?

**Kiki:** For a large film, I usually work with about 50 people.

**AM:** What's your favourite thing about working on films?

**Kiki:** I really enjoy meeting the actors. It's very exciting.

**AM:** I bet it is. And what is most difficult?

**Kiki:** Knowing where everything is. There are so many pieces, and when the director calls for something, it must be there right away.

**AM:** Interesting! Thanks again for your time, Kiki.

**Kiki:** My pleasure.

## 2 Write C (Correct), I (Incorrect) or DS (Doesn't say).

- Kiki's first costumes were designed for a school play. ☐
- Kiki has done some science fiction films. ☐
- Kiki never uses old clothes as costumes. ☐
- There are several steps in creating costumes, including planning and talking to other people. ☐
- Kiki works alone. ☐
- Kiki's next project is a play. ☐

## SAY IT LIKE THIS!

### Asking for opinion

What's ... like?

What was ... like?

*What's that new TV show like?*

*What was the concert like?*

What do you think of ... ?

What did you think of ... ?

*What do you think of the new TV show?*

*What did you think of the concert?*

### Ask your partner for his/her opinion of these things. Practise the language above.

a TV programme    your new shoes/bag/clothes  
the last film he/she saw    his/her favourite song



**3 Listen to Mr Sosa talking to some pupils about the school play. Tick T for True or F for False.**

**TR: 8.10**

- |   |                            |                            |
|---|----------------------------|----------------------------|
| 1 Some students are still forgetting their lines. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 2 Katrina's mother is making the costumes.        | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 3 The costumes were finished last Friday.         | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 4 The posters are already on the walls.           | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 5 The posters were made by Mr Marston.            | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 6 The piano will be played by a school pupil.     | <input type="checkbox"/> T | <input type="checkbox"/> F |



**4 Tell your partner about a recent performance or piece of art that you've seen. Describe it and give your opinion on it.**

**WRITING** Organising information

Before you start writing, you should make notes on what you will include in each paragraph.

**A Look at some notes below that were made for a review of a show and write the correct number of the paragraph each would be included in.**

- |                                      |                          |
|--------------------------------------|--------------------------|
| a good for the whole family          | <input type="checkbox"/> |
| b about girl who's getting married   | <input type="checkbox"/> |
| c <i>Mamma Mia!</i> – Palace Theatre | <input type="checkbox"/> |
| d best thing – music                 | <input type="checkbox"/> |
| e set on Greek island                | <input type="checkbox"/> |
| f great fun                          | <input type="checkbox"/> |
| g not all actors good                | <input type="checkbox"/> |
| h by Bricktown Drama Group           | <input type="checkbox"/> |

- 1 Title, place and performers
- 2 General information about show (e.g. setting, story, music, costumes)
- 3 Things you liked or didn't like
- 4 Summary of your opinion and recommendation

**B Now read the review and check your answers. Why is paragraph 2 written in the present tense?**

Last week I went to see the musical *Mamma Mia!* at the Palace Theatre in Bricktown. It was performed by the Bricktown Drama Group.

*Mamma Mia!* is set on a Greek island. It's about an English girl who is about to get married. There are some very funny scenes in the musical and there is lots of singing and dancing.

The best thing about the show was the music, which was written by the famous Swedish pop group, ABBA. The songs were performed beautifully and the dance scenes were very enjoyable. Not all the actors were great, but the role of the mother was played very well by Sonya Olasek.

I recommend *Mamma Mia!* to anyone who wants a nice evening at the theatre. It's great fun and will be enjoyed by everyone in the family.

**C Write a review of a show you have seen. Make a plan using the paragraph headings in part A and use some of the phrases below to help you.**

It was performed by ...

It's set in/on ...

It's about ...

There are some (funny/great/amazing) scenes ...

The best thing about the show was ...

The role of ... was played (very well) by ...

I recommend ... to anyone who wants/likes/enjoys ...

**D Read your review and make sure you have included all the information in an organised way.**

**Tip!** Remember to use the present tenses when you are describing the story of a play, show, etc.



# Review

## 1 Label the photos.



## 2 Circle the correct word.

- The members of the orchestra sometimes feel **abandoned** / **stressed** before a big performance.
- Here is your portrait. Are you **satisfied** / **depressed** with my work?
- The residents of this community **motivate** / **suffer** because of the air pollution.
- This town is so **dull** / **anxious**. There's nothing to do here.
- Let's make sure Grandpa is **physical** / **comfortable** so that he can rest.
- That's not a mural. That's **pain** / **graffiti**, and they shouldn't have painted it.

## 3 Write the letters.

- A type of painting that features nature  
l \_\_\_\_\_
- Feeling very sad or negative  
d \_\_\_\_\_
- To make somebody want to do something  
m \_\_\_\_\_
- The part of your mind that remembers  
m \_\_\_\_\_
- Not a copy  
o \_\_\_\_\_
- To be a part of something  
b \_\_\_\_\_

## 4 Write the correct word.

for of off on out

- She's going to try \_\_\_\_\_ her costume before the performance.
- The museum is bringing \_\_\_\_\_ their most interesting works for the exhibition.
- They're not on a diet. They've changed their way of eating \_\_\_\_\_ life.
- She's not a fan \_\_\_\_\_ modern art.
- Don't turn \_\_\_\_\_ this song. It's helping me relax.

## 5 Complete the sentences with the present simple passive of these verbs.

invite not allow play sell wear

- Comfortable clothes \_\_\_\_\_ in that shop.
- Children under sixteen \_\_\_\_\_ to see this film.
- Loud music \_\_\_\_\_ in that café.
- You \_\_\_\_\_ to a party after the show!
- Trainers \_\_\_\_\_ by people of all ages.

## 6 Put the words in the correct order to make sentences in the passive voice.

- called / the doctor / last night / was  
\_\_\_\_\_
- will / given / a concert / be / here / next week  
\_\_\_\_\_
- be / yoga / anywhere / exercises / can / done  
\_\_\_\_\_
- a portrait / painted / at the moment / is / of her / being  
\_\_\_\_\_
- been / thousands of / the / has / by / exhibition / visited / people  
\_\_\_\_\_



**7 Choose the correct answers.**

- 1 That cello \_\_\_\_\_ be expensive because it's handmade.  
a can't                      b must                      c should
- 2 We \_\_\_\_\_ go to the exhibition and we really enjoyed it.  
a could                      b can                      c were able to
- 3 The performance hasn't started so you \_\_\_\_\_ turn off your phone yet.  
a don't have to    b mustn't                      c might not
- 4 I \_\_\_\_\_ to exercise today, but I'm too sore!  
a must                      b should                      c ought
- 5 \_\_\_\_\_ donate your old violin to the school's orchestra?  
a Am I able                      b Can I                      c I am able to
- 6 That \_\_\_\_\_ be an original painting. It looks like a copy to me!  
a can't                      b mustn't                      c shouldn't
- 7 You \_\_\_\_\_ eat too many sweets. They're bad for your health.  
a mustn't                      b don't have to    c can't
- 8 \_\_\_\_\_ to spend so much time studying? He's too anxious!  
a Has he                      b Does he have    c Does he has
- 9 The building's owner \_\_\_\_\_ angry with them for painting the walls without permission.  
a may be                      b maybe                      c may
- 10 He \_\_\_\_\_ be able to finish the portrait in time for the exhibition.  
a can't                      b could not                      c might not

**8 Write three sentences about a favourite song, performance or piece of art. Use the passive voice.**

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## Song TR: 8.11

When you're anxious or depressed,  
What do you do to fight off stress?  
You can try deep breathing  
or walking by the sea.  
But listening to music has always worked for me.

When I'm feeling lots of pain and suffering,  
I put on my earphones and just start listening.  
Hip-hop, jazz, pop, rock or classical.  
It doesn't matter, so long as it's musical.

Music makes me happy. It eases my mind.  
And if you listen, too, I think that you'll find  
Your negative thoughts will leave you,  
and your mood will improve.  
So put on your favourite tune  
and get in the groove.

Music, music, music makes us happy.  
Music, music, music gives us energy.  
Music, music, music takes away anxiety.  
So let's listen to music, you and me!  
Yes, let's listen to music, you and me!





# Video



**1 BEFORE YOU WATCH** Which words are related to drawing and painting and which ones are related to music? Write **A** for Art or **M** for Music next to each word.

- |                  |                   |
|------------------|-------------------|
| 1 Portrait _____ | 4 Paint _____     |
| 2 Lyrics _____   | 5 Violin _____    |
| 3 Scene _____    | 6 Landscape _____ |

Another kind of artwork is \_\_\_\_\_.

**Do you like to make art or play music? Talk about it.**

I can play two instruments but the piano is my favourite.

I like to draw with coloured pencils.

**2 WORDS TO KNOW** Match the words to the pictures.

helicopter

architecture

sketch







**3 WHILE YOU WATCH** Circle the things you can see in Stephen Wiltshire's drawing of Mexico City.

- |                |           |
|----------------|-----------|
| tall buildings | mountains |
| a park         | farms     |
| the sea        | streets   |
| trees          | a river   |
| the desert     |           |

**4 AFTER YOU WATCH** Tick T for True or F for False.

- |   |                            |                            |
|---|----------------------------|----------------------------|
| 1 Stephen Wiltshire has autism.                               | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 2 Stephen has to look at photos to do his drawings.           | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 3 Stephen's drawings of cities are landscapes.                | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 4 Stephen is a painter.                                       | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 5 Drawing and artwork have always helped Stephen communicate. | <input type="checkbox"/> T | <input type="checkbox"/> F |

**5 WATCH AGAIN** Stephen Wiltshire's brain works in a special way that gives him his incredible artistic talent. What talents do you have? Do your mind or body work in a special way? Talk about it.

I am good at gymnastics. My arms and legs are strong and help me do gym routines.

I can do maths in my head. I've helped my team win a lot of competitions!