


A large green graphic on the left side of the page, featuring a stylized white number '7' with the text 'UNIT 7' written inside it in white capital letters.

UNIT 7

ART AND DESIGN

A photograph of two young women in an art gallery. The woman on the left has blonde hair and is wearing a blue denim jacket. The woman on the right has dark curly hair and is wearing a tan hoodie. They are both looking towards the right, where a glass display case is visible. In the background, there are framed abstract artworks on the wall.

LEARNING OBJECTIVES

Watch and listen

Watch and understand a video about technology in art.

Listening skills

Infer opinions; distinguish fact from opinion.

Critical thinking

Use debate statements and responses; prepare for a debate.

Grammar

Use relative clauses.

Speaking skills

Express contrasting opinions; restate somebody's point; use language for hedging.

Speaking task

Participate in an informal debate.



UNLOCK YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

- 1 What do you think makes something 'art'?
- 2 What kind of art can you see in the photo?
- 3 What do you think is the best way to appreciate art?

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

PREPARING TO WATCH

- 1 Work with a partner and answer the questions.
 - 1 Have you ever tried creating your own art or designing something? If so, what method did you use? If not, why not?
 - 2 How has the way people produce art changed in recent years?
- 2 You are going to watch a video about technology in art. Before you watch, look at the photos from the video. Discuss the questions with your partner.
 - 1 What does new technology allow artists to do?
 - 2 How can new technology help artists promote or sell their work?

GLOSSARY

commission (v) to choose or ask somebody to do a special piece of work

graphic design (n phr) the art of designing pictures for magazines, adverts, etc.


mass production (n phr) the process of producing a lot of goods cheaply using machines in a factory

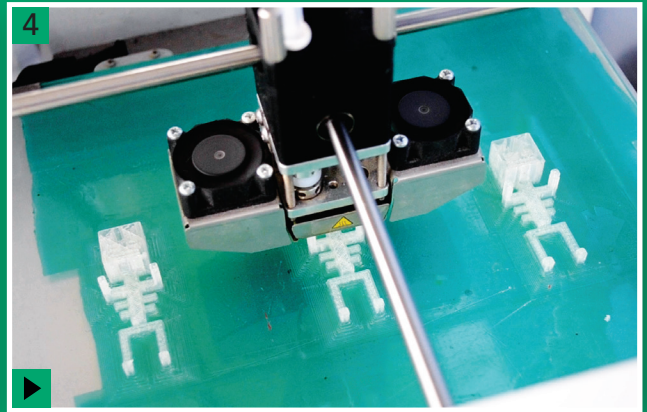
medium (n) a way of expressing something

showcase (v) to show the best of something

UNDERSTANDING MAIN IDEAS

WHILE WATCHING

- 3  Watch the video. Write *T* (true) or *F* (false) next to the statements below. Then compare your answers with a partner.
 - _____ 1 Artists have only recently started trying to use new techniques for making art.
 - _____ 2 Modern technology has improved the art world for both artists and audiences.
 - _____ 3 Only people who paint pictures have benefitted from new technology.
 - _____ 4 Due to technology, artists are predicted to innovate less in the future.



- 4** ▶ Watch again and complete each gap in the summary with two words you hear.

Artists today don't need galleries to show their work in a (1) _____ . Instead, they can show it digitally on screens, walls and floors. Sculptors can more easily make (2) _____ thanks to 3D printing, creating (3) _____ of them to sell.

Many artists now use (4) _____ or other online platforms to promote their work and let (5) _____ know about their services. Many also help (6) _____ learn new skills through online tutorials.

- 5** Work with a partner and discuss the statements. Do you think they are true, based on the video? Use examples from the video to support your answers.

- 1 Most artists are avoiding traditional methods in favour of innovative ones.
- 2 In the past, artists' success was dependent on their contacts in the art world or impressing gallery owners.
- 3 Technology makes it easier for people to have a career as an artist.

DISCUSSION

- 6** Work with a partner and discuss the questions.

- 1 Do you prefer traditional forms of art to ones made or displayed with modern techniques?
- 2 What art have you seen (or do you know about) that has been created or displayed using new technology?

UNDERSTANDING
DETAIL

MAKING
INFERENCES

LISTENING

LISTENING 1

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

1 You are going to listen to a radio report about the work of a graffiti artist. Before you listen, read the sentences (1–8) and write the words in bold next to the definitions (a–h).

- 1 A lot of people think that graffiti is **vandalism** because it destroys how buildings look. But good graffiti can be an art form.
- 2 Good art should be a form of **self-expression**. Artists should show their own personality in everything they create.
- 3 A good painting or photo always has good **composition**. Everything in it is arranged carefully so that you can clearly see what is happening.
- 4 If you want to be an artist, you should never listen to other people's **criticism** of your work. You should create whatever you feel you need to create and ignore negative opinions.
- 5 It's important for people to know the **identity** of who created a work of art. That's why artists should always sign their work.
- 6 When you see a work of art, you shouldn't **comment** on it, or try to analyze it. You should just enjoy it.
- 7 Artists have the **right** to paint wherever they want, without being punished.
- 8 It's very important for children to learn to develop their artistic **creativity** from a young age.

- a _____ (n) who somebody is; the qualities that make a person different from others
- b _____ (n) a person's opportunity to act and be treated in particular ways that the law will protect for the benefit of society
- c _____ (n) the crime of intentionally damaging property belonging to other people
- d _____ (n) how somebody expresses their personality, emotions or ideas, especially through art, music or acting
- e _____ (v) to express an opinion
- f _____ (n) the way that people or things are arranged in a painting or photograph
- g _____ (n) the ability to produce original and unusual ideas, or to make something new or imaginative
- h _____ (n) the act of saying that something or somebody is bad

2 Discuss the sentences in Exercise 1 with a partner. Say if you agree.

3 Look at the photo. Discuss the questions with a partner.


- 1 Describe the image. Where do you think it might be found?
- 2 Why do you think some people want to make art like this?




GLOSSARY

graffiti (n) words or drawings, especially humorous, rude, or political, on walls, doors, etc. in public places

WHILE LISTENING

4  7.1 Listen to the radio report. Discuss the questions with a partner.

- | | |
|--|--------------------------------------|
| 1 Where is the new painting? | a Alex |
| 2 What is the reporter trying to learn? | b the office worker |
| 3 Which of these people (a–e) like the painting? | c the police officer |
| | d the art gallery owner / art critic |
| | e Joseph |

5  7.1 Listen again. Make notes in the table on the different opinions of each person interviewed. Compare your notes with a partner.

<i>person</i>	<i>opinions</i>
<i>Alex</i>	
<i>the office worker</i>	
<i>the police officer</i>	
<i>the gallery owner</i>	
<i>Joseph</i>	



POST-LISTENING

6 Use your notes from Exercise 5 to match the speakers (1–5) to their statements (a–h). Then compare answers with a partner.

- | | |
|---|--------------------------------|
| 1 Alex (who lives in the neighbourhood) | 3 the police officer |
| 2 the office worker | 4 the art gallery owner/critic |
| | 5 Joseph (aged 15) |

- _____ a We remove all graffiti because it's the law.
 _____ b I don't really like it. It's just graffiti, isn't it?
 _____ c I just think it's cool – it has a distinctive style.
 _____ d The people who own this building didn't ask for this, did they?
 _____ e I think he or she could make a lot of money.
 _____ f It's something interesting to look at, and it looks good, doesn't it?
 _____ g I think this type of art is a really good way of expressing your ideas.
 _____ h The artist is communicating a message about how young people feel.

7 Work with a partner. Tell your partner which of the people in Exercise 6 you agree with most. Who do you disagree with? Do you have the same opinion as your partner?

SKILLS


Inferring opinions

Sometimes when people speak, they try to sound neutral or they may offer a range of opinions, some of which they might disagree with, usually to appear fair and professional. Listen carefully to everything a speaker says to understand their real opinion.

8 Look at the words and expressions the reporter and the police officer use to describe the painter and the painting. Answer the questions.

reporter	mystery painter, this piece of vandalism, a work of art
police officer	a piece of art, illegal, vandalism, artistic, very creative, expressive, graffiti

- Which words and phrases in the table have positive connotations?
- Which words and phrases have negative connotations?
- Which phrase is neutral?
- Which person do you think likes the painting more?

9  **7.2** Listen to the reporter and the police officer again. Check your answers to Exercise 8. Does the answer to question 4 surprise you?



PRONUNCIATION FOR LISTENING

Stress in word families

Stressed syllables are pronounced in a longer, louder way than the other syllables. Changing the form of a word sometimes changes the stress, too. The stressed syllables in these words are underlined.

apply (v) application (n)

- 10** Work with a partner. Look at the words below and decide how many syllables there are in each one.

verb

1 decorate

2 compose

3 communicate

4 create

5 exhibit

6 recommend

noun

decoration

composition

communication

creation

exhibition

recommendation

noun


7 activity

8 artist

adjective

active

artistic

- 11**  **7.3** Listen and underline the stressed syllable in each word in Exercise 10. The first two are underlined for you.
- 12** Work with a partner. Take turns saying a word from the first column in Exercise 10. Your partner says the corresponding word from the second column.



DISCUSSION

- 13** Work with a partner. Discuss the questions.
- 1 Is there street art where you live? If so, what do you think of it?
 - 2 Would you like to have street art outside your home? Why / Why not?
 - 3 Do you think street art should be illegal? Why / Why not?
- 14** Imagine that the street art in the photo on page 151 appeared near your home. You have taken a photo of it. Write a message to your local authority. Write around 150 words.
- Give your opinion of the street art and explain that you have included a photo of it.
 - Say whether or not you like it being there.
 - Give your opinion on what should happen to it.

RELATIVE CLAUSES

GRAMMAR

Relative clauses can define, describe or add extra information about nouns. Most relative clauses begin with a relative pronoun (*who, that, which, whose*) or a relative adverb (*where* or *when*). In the example, the relative pronoun *who* introduces more information about the subject.

The person **who did the painting** is very creative.

Use *who* or *that* for people.

The artist **who/that** painted on the wall is unknown.

Use *which* or *that* for things or ideas.

The sculpture **which/that** was just placed in the park was created by my cousin.

Use *when* for time.

I went to the gallery on the day **when** the new exhibition opened.

Use *where* for places.

The artist is speaking at the university **where** she got her degree in Fine Art.

Use *whose* for possession.

There's going to be a new exhibition of that famous artist **whose** name I have forgotten!

A relative clause must include a verb. When the relative pronoun is the object of the verb, you can omit it from the clause.

She paints in a style **which** is modern and colourful. (*which* is the subject of the verb *be* in the relative clause. It can't be omitted.)

The work (**which**) he is most famous for is hanging in our new gallery. (*which* is the object of the verb *be* in the relative clause. It can be omitted.)

1 Work with a partner. Decide which relative pronoun or adverb from the Grammar box can complete each sentence. Sometimes there is more than one answer.

1 I know somebody _____ is a well-known street artist, but I won't give away their real name!

2 The woman _____ photographs are being shown in the exhibition is very talented.

3 The museum _____ Van Gogh's *Sunflowers* are displayed is in Amsterdam.

4 It is sometimes better to visit museums on Mondays _____ fewer tourists are there.

5 There's a painting in New York _____ I would really like to go and see one day in real life.

2 Which noun does each relative clause refer to in Exercise 1? Circle them. In which sentence can the relative pronoun or adverb be omitted?

Defining and non-defining relative clauses

Defining relative clauses give essential information about the nouns they describe. This information often identifies or distinguishes the noun.

Art **which/that is painted illegally on city buildings** is called graffiti.

(The information identifies a particular type of art – not all types of art.)

My sister **who/that lives in Bristol** loves street art.

(The information distinguishes this sister from others; it implies there is more than one sister.)

Non-defining relative clauses add extra, non-essential information about the nouns they describe. In writing, use commas before and after the clause. In speaking, use a short pause before and after the clause.

Graffiti, **which is often painted on city buildings without permission**, is a big topic of debate right now.

(The information does not identify the type of graffiti; it gives more information about it.)

My sister, **who lives in Bristol**, loves street art.

(The information is extra, non-essential; it also implies the speaker has only one sister.)

Note that in non-defining relative clauses, you cannot use *that* to replace *which* or *who*, and you cannot omit the relative pronoun.

- 3** Underline the relative clauses and write *D* (defining) or *ND* (non-defining). Discuss why the clauses are defining or non-defining with a partner.

- ND 1 The painting *The Starry Night*, which hangs in the Museum of Modern Art in New York, was painted by Vincent van Gogh.
- _____ 2 The painting includes a night sky over a small village, which is probably in the south of France.
- _____ 3 Van Gogh, whose small bedroom can be seen in one of his most famous paintings, spent a lot of time in France.
- _____ 4 The painting that Van Gogh did of his small bedroom is located in a museum in Amsterdam.
- _____ 5 People who visit the south of France can see a lot of the landscapes shown in Van Gogh's work.

- 4** Work with a partner. Take turns answering the questions, using the type of relative clause in brackets.

- 1 What is a 'mural'? (art painted on a wall – defining)
- 2 Where is the Prado Museum? (Madrid, displays paintings by El Greco – non-defining)
- 3 What kind of art do you like? (bright, colourful – defining)
- 4 Where's the *Mona Lisa*? (Louvre, painted by Da Vinci in around 1503 – non-defining)
- 5 How would you describe a 'masterpiece'? (art, made with great skill – defining)

A mural is a kind of art that is painted on a wall.

5 Choose two of these questions to answer and make notes on your opinions. Think about how you can use different types of relative clauses. Then share your opinions with a partner.

1 What does a painting need to include for you to consider it beautiful?

For me, a painting that is ...

2 Do you like contemporary art, or do you prefer classical or more traditional art?

I prefer art which is ...

3 What do you think about private collectors who buy famous paintings so people cannot see them in museums?

4 How much money should an artist receive for a piece of work? Do you think artists can earn enough money to make a living from their work?

LISTENING 2

PREPARING TO LISTEN

1 Read the definitions. Then think about your answers to the questions below.

analyze (v) to study something in a systematic and careful way

display (v) to show something in a public place

focus on (phr v) to give a lot of attention to one particular person, subject or thing

interpret (v) to describe the meaning of something, often after having examined it in order to do so

reflect (v) to show, express, or be a sign of something

reject (v) to refuse to accept or believe something

restore (v) to return something to an earlier condition

reveal (v) to show something that was previously hidden or secret

1 Do you like paintings or other works of art that you have to analyze or interpret?

2 What was the last exhibition you went to? What kinds of art were displayed there?

3 What kinds of subjects should artists focus on (and not focus on) in their work?

4 Why do some artists want to reject old styles and create something that's new, or even strange?

5 What kind of art reflects your own personal taste?

6 Should we spend a lot of money restoring old works of art to their original form? What kinds of things can restoring art reveal?

2 Work with a partner. Discuss your answers to Exercise 1.

3 You are going to listen to an informal debate about public art. Before you listen, try to think of arguments for and against these ideas. Share your ideas with a partner.

- 1 It is right for local governments to spend money on sports and leisure.
- 2 Local governments should spend money on public art.

Local governments should always spend money on things that make people happy and can help with their wider education.

Local governments should prioritize more practical things, such as clean, safe streets ...

USING YOUR KNOWLEDGE



TAKING NOTES ON DETAIL

WHILE LISTENING


4 **7.4** Listen to the informal debate. Take notes on the participants' opinions on public art. Decide if they are for it, against it, or both. Then compare your notes with a partner.

	opinions	for / against / both
Robert		
Bilal		
Ahmed		
Azra		
Sandra		
Claudia		

5 Read the topics below. Decide what the people said about each one. Use your notes from Exercise 4 to help you.

- 1 maintaining the sculpture
- 2 art and its place in culture
- 3 safety
- 4 tourists
- 5 leisure activities and art

LISTENING FOR MAIN IDEAS

- 6**  **7.4** Work with a partner. Read the statements and responses. What was the final decision in each case? Listen to the debate again and check your ideas.

Statement 1: Public art is a waste of money.

Response 1.1: Art is an important part of any culture.

Response 1.2: Art can have a very positive effect on people.

Response 1.3: We don't know if we can sell the sculpture.

Decision 1: _____

Statement 2: If we decide against commissioning public art, we'll need to put something in its place.

Response 2.1: Build the leisure centre instead.

Response 2.2: We'd need to gather data and opinions.

Decision 2: _____

Statement 3: The public art causes a public safety issue.

Response 3.1: I wonder if it's the location of the artwork rather than the artwork itself.

Response 3.2: Moving it might solve the vandalism problem. It is just costing us money for repairs.

Decision 3: _____

Statement 4: What if the city does not commission more art or build the leisure centre?

Response 4.1: The money would be put back into the budget, and we'd have to choose a new project.

Response 4.2: Our children need to see art in public spaces. We need to balance art and leisure in the lives of our children.

Decision 4: _____

- 7** Look again at the decisions made in Exercise 6. Would you have made similar decisions? Why / Why not? Share your ideas with a partner.



POST-LISTENING

Distinguishing fact from opinion

A fact is a piece of information that is known to be true. An opinion is an individual's ideas or beliefs about a subject. Ideally, in a debate everybody agrees on the facts so that the debate can focus on opinions.

This painting was sold for a record amount of money. (fact)

It is surprising that anybody would pay so much money for a painting. (opinion)

- 8** Work with a partner. Decide which of these sentences are facts (F) and which are opinions (O). What would be a more factual way of expressing the opinions?

_____ 1 Constantly cleaning and restoring a piece of art is not an appropriate way to spend public money.

Cleaning and restoring a piece of art costs a lot of public money.

_____ 2 We don't know exactly how much the art is worth.

_____ 3 We can replace the art with something that will be popular.

_____ 4 I don't think we'll be able to replace this painting with something that everybody likes.

_____ 5 Kids have been damaging the sculpture almost every night.

_____ 6 The shopping centre will be a great place to display art.

- 9** Think of a piece of art that you are familiar with. Write two facts and two opinions about it. Share your statements with a partner. Can your partner say which statements are opinions?

topic:	
facts	opinions

MAKING INFERENCES

DISCUSSION

- 10** Work with a partner. Use your notes from Listening 1 and Listening 2 to discuss the following questions.

1 If you had the chance to choose a piece of public art for your local area, what would you choose and why?

2 Some cities pay artists to paint street art on their buildings. What makes this different from the street art mentioned in Listening 1?

SYNTHESIZING

SPEAKING

CRITICAL THINKING

At the end of this unit, you are going to do the speaking task below.

Have an informal debate about whether or not public money should be spent on public art.

SKILLS

Debate statements and responses

In a debate, a *statement* is an expression of a position, opinion or suggestion on the topic. A *response* is a reaction to the statement that has been made. Participants in a debate respond to an initial statement and any further responses before a decision can be reached.



UNDERSTAND

1 Look back at Exercise 6 from Listening 2 on page 158. Notice how the debate is structured. Then match the parts of a debate (1–4) to the sentences from the debate (a–d).

1 Statement 2 Response 1 3 Response 2 4 Decision

- a Let's put together a proposal.
- b I don't think public money should buy art because not everybody likes it.
- c Public money should be used to buy public art.
- d You could say that, but I think we could probably find some piece of art that would be popular.

SKILLS

PREPARING FOR A DEBATE

In a debate, you need to be prepared to give reasons and evidence for your position. You will also need to think about how you can prove that the opposing side's reasons are weak or illogical. When you prepare for a debate, be sure to do some research beforehand and take notes on the following:

1 *your statement*

a reasons to support your statement

b facts or examples to support your reasons

2 *the opposing statement*

a reasons that the opposing side may use to support their statement

b weaknesses in the opposing side's reasons — facts or examples that weaken or disprove them

Coming to a debate with well-researched notes will help you remember the information you need to support your statement and weaken the opposing side's position.

- 2 Work with a partner. Think of four more reasons to support each statement in the table. Write the reasons next to the numbers.

ANALYZE



statement 1: Public money <i>should</i> be spent on public art.	statement 2: Public money <i>should not</i> be spent on public art.
1 Public art can attract tourists and boost the local economy.	1 There are more important things to spend public money on, like the police and other emergency services.
2	2
3	3
4	4
5	5

- 3 Evaluate your reasons from Exercise 2. Decide which statement and reasons you agree with the most. Write the statement as an opinion:

Public money should / should not be spent on public art because

_____.

This will be the opinion you defend in the speaking task at the end of this unit.

- 4 With your partner, think of facts and examples to use as evidence to support the reasons you wrote for your statement. Write them in the table.
- 5 Look back at the reasons you wrote for the opposing statement in Exercise 2. With your partner, think of some facts or examples you could use to weaken or disprove these reasons. Write them in the table.

EVALUATE



ANALYZE



PREPARATION FOR SPEAKING

LANGUAGE FOR DEBATES

SKILLS

Expressing contrasting opinions

In a debate or discussion, people may state opinions that you disagree with. If you want to persuade people that your opinion is correct or that what the other person said is untrue, you can introduce the opposing opinion and then express your own contrasting opinion using the expressions below.

Opinion the speaker disagrees with

At first glance, it looks/seems as if ... It looks like ...

Many people think (that) ... We take it for granted that ...

People tend to believe (that) ... Some people say ...

We assume (that) ... It seems like ...

People tend to believe that *being an artist isn't a well-paid career.*

We assume that *being artistic is a skill that can't be taught.*

It seems like *governments are less and less interested in sponsoring the arts.*

Speaker's opinion

But, in fact, ... / The fact is ... In reality, ...

However, ... The truth/fact of the matter is ...

Actually, ... Nevertheless, ... Even so, ...

However, *there are actually many artists who earn lots of money, such as Takashi Murakami.*

The truth of the matter is *anybody can improve their drawing and painting skills using the proper techniques.*

*At first glance, it looks as if the government supports the arts, **but actually,** it has reduced the arts budget by 60%.*

- 1 Read the example sentence and answer the questions with a partner.

***This looks like** spray painting **but, in fact,** it's a very artistic piece of work.*

- 1 What does the speaker think of the work?
- 2 Which expression in bold signals that the speaker is setting up something that they will later disagree with?
- 3 Which expression in bold signals the speaker's opinion?

- 2 Work with a partner. Take turns giving your opinion on teaching children art at school. Use the phrases in bold in the Skills box.

People tend to believe that subjects like Maths and Science are the most important in schools. However, ...

The truth of the matter is that encouraging children to explore their creativity can have a great effect on their development.

3 Work with a partner. Take turns giving contrasting opinions. Use the words in brackets to help you.

1 Statement 1: A lot of money is spent on public art.

Statement 2: Only 0.5% of public money is spent on art.

(We assume that ... ; but, in fact,)

We assume that a lot of money is spent on public art, but, in fact, only 0.5% of public money is spent on art.

2 Statement 1: Public art has no long-term cost.

Statement 2: Cleaning and maintenance need to be considered.

(Many people think that ... ; However)

3 Statement 1: The new sculpture is very popular.

Statement 2: A thousand people have signed a petition to have it removed. (It seems like ... ; but actually)

4 Statement 1: The government wasted a lot of money on the sculpture.

Statement 2: It was donated to the city. (It looks like ... ; The fact of the matter is)

Restating somebody's point

In an informal debate or discussion, speakers sometimes restate another person's point, either because they aren't sure they've understood it and they want to clarify it or because they want to call attention to it and argue against it.

4 Work with a partner. Practise saying the conversations, taking turns to be A and B. In which conversations is B asking for clarification?

1 A: I think we should start over again.

B: Start over again? Do you mean reject all three of the applications?

A: No, I think we should consider them all, but let's take a break first.

2 A: It's obvious to me that we shouldn't build a new library right now. We don't have any spare money.

B: We don't have the money? So what you're saying is that access to books isn't important.

A: That's not what I meant; it is important, but there just isn't any money in the budget right now.

3 A: That painting is nothing but graffiti.

B: Nothing but graffiti? In other words, you don't think it's art.

A: Exactly. Art is in museums, not in public spaces.

4 A: We have to reduce our artwork budget by 40% this year.

B: 40%? So, if I understand you correctly, our total artwork budget is £15,000, then?

A: Yes, that's right.

5 Work with a partner. Take turns reading the statements below and restating them, either to clarify the statement or argue against it. Use the expressions in Exercise 4 to help you.

- 1 Painting a picture requires a lot more skill than taking a photo.
- 2 Fashion designers are artists, and clothes are works of art.
- 3 Soon there will be no need for human artists because artificial intelligence will be able to create anything, from paintings to songs, and even films.

Language for hedging

Hedging makes speakers sound less direct and more polite when responding to a statement that they do not agree with. Hedging reduces the risk of somebody arguing with you because you are weakening your statements. You can add modals like *may*, *might*, *can* and *could* for hedging.

A: Public art is a waste of time and money.

B: Well, I'm not an expert, but I have heard that some professional psychologists say that art might benefit your health.

Speaker B hedges by clearly stating that he or she is not an expert before giving an opinion, and uses the modal *might* to weaken the statement. Here are some other hedging phrases you can use to make a statement or respond.

Hedges for making a statement

Hedges for responding

Personally, I'm not really sure ...

You could say that; however, ...

I'm not an expert, but ...

That's true in part, but I think ...

All I know is, ...

You may be right, but I wonder if ...

For me, ...

I see what you're saying, but maybe ...

6 Work with a partner. Read the opinions and responses in the table. Take turns giving the opinions and responding. Use hedging language to make the opinions and responses more polite.


	student A: opinions	student B: responses
1	All museums and art galleries should be free for the public, especially for children.	You disagree. The money for protecting art and setting up new exhibitions has to come from somewhere.
2	You don't think making art is as important as making money.	You disagree. You think making art is an important form of self-expression.
3	You think that computers will soon become better than humans at making art.	You disagree. You think that computers will never be able to express human ideas and emotions.

PRONUNCIATION FOR SPEAKING

Stress in hedging language

When using hedging language, the speaker usually stresses two elements in a sentence. One is the expression that acknowledges the other speaker's statement. When a modal is used to acknowledge the other speaker's original opinion, it is usually stressed. The other statement is the speaker's opinion, where often the pronoun *I* or *me* is stressed.

That might be true in part, but I think ...

7  **7.5** Listen to the hedging language. Underline the stressed words or phrases. The first one is done for you.

- 1 Personally, I'm not really sure ...
- 2 I'm not an expert, but ...
- 3 All I know is, ...
- 4 For me, ...
- 5 You could say that; however, actually ...
- 6 That's true in part, but I think ...
- 7 You may be right, but I wonder if ...
- 8 I see what you're saying, but maybe ...

8 Work with a different partner to the one you worked with in Exercise 6. Give your real opinions on the issues in Exercise 6. Agree or disagree with each other. Try to stress the appropriate words.



SPEAKING TASK

Have an informal debate about whether public money should be spent on public art.

PREPARE

- 1** Look back at the table in the Critical thinking section on page 161. Add any new reasons or evidence. Highlight your three strongest reasons – you will use them during the debate.
- 2** Look at the reasons and evidence you wrote for the opposing side in the Critical thinking section. Think about the facts you might put forward, and your opinions.
- 3** Think of ways to show that you disagree with other people's opinions. Make notes on language you can use for expressing contrasting opinions or hedging from page 164. Think also about which words you might stress.

4 Refer to the Task checklist below as you prepare for your debate.

TASK CHECKLIST	✓
Express contrasting opinions.	
Use hedging language while giving opinions and when responding to other's opinions.	
Restate other speakers' points if relevant.	

PRACTISE

5 Work with a partner who chose the same side as you. Practise giving your statements and reasons. Pay attention to whether or not your partner is stating an opinion or presenting a fact. If you don't understand something your partner has said, try restating it or ask for clarification.

Do you mean ...?

DISCUSS

6 Work with two people who chose the opposite side. Have the debate. Make notes in the table to help you address other people's points. Could you come to any decisions or identify any next steps in your debate? Why / Why not?

Public money <i>should</i> be spent on public art.	Public money <i>should not</i> be spent on public art.
1	1
2	2
3	3
group decision:	

OBJECTIVES REVIEW

1 Check your learning objectives for this unit. Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I can ...

watch and understand a video about technology in art. _____

infer opinions. _____

distinguish fact from opinion. _____

use debate statements and responses. _____

prepare for a debate. _____

use relative clauses. _____

express contrasting opinions. _____

restate somebody's point. _____

use language for hedging. _____

participate in an informal debate. _____

2 Use the *Unlock Digital Workbook* for more practice with this unit's learning objectives.



WORDLIST

analyze (v)

focus on (phr v)

reveal (v)

comment (v)

identity (n)

right (n)

composition (n)

interpret (v)

self-expression (n)

creativity (n)

reflect (v)

vandalism (n)

criticism (n)

reject (v)

display (v)

restore (v)

= high-frequency words in the Cambridge Academic Corpus