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# Art for art's sake

*Janet visits London's theatreland*

**The Mona Lisa**

Two artists discuss the most famous painting in the world

**Laughter in space**

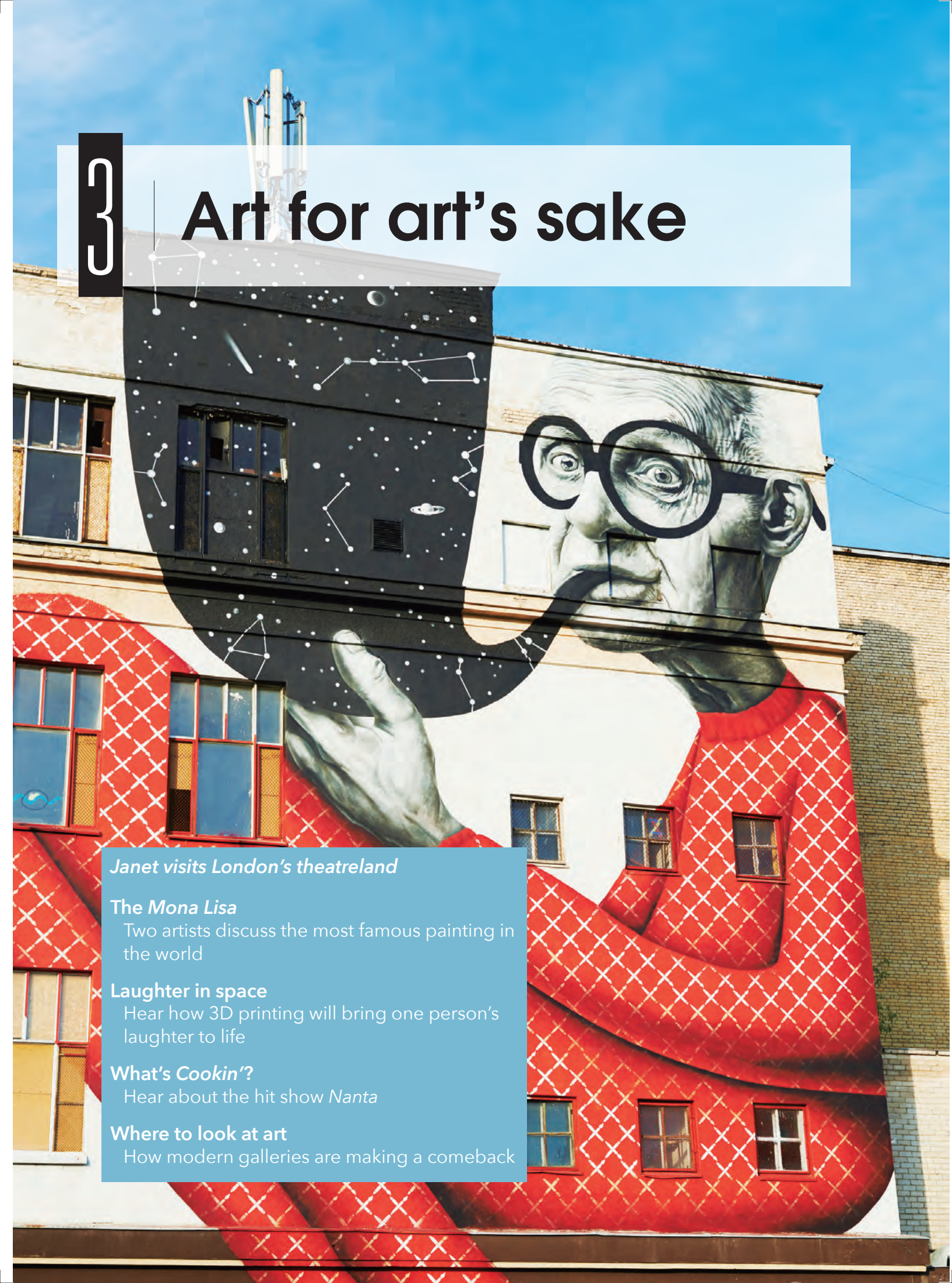
Hear how 3D printing will bring one person's laughter to life

**What's Cookin'?**

Hear about the hit show *Nanta*

**Where to look at art**

How modern galleries are making a comeback

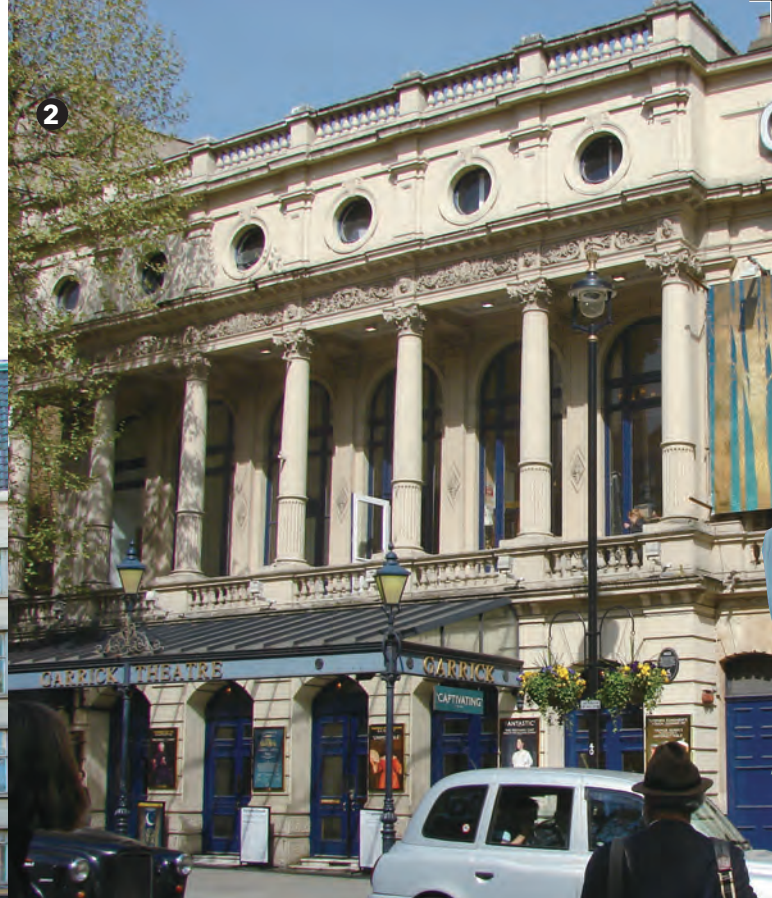


# Inside view

1



2



## Conversation 1

1 Work in pairs. Look at Photos 1 and 2 and discuss the questions.

- 1 Where are Janet and Andy?
- 2 What is the place famous for?
- 3 What is Andy doing?
- 4 What is Janet doing?

### Conversation 1

*Pygmalion* /pɪɡ'meɪlɪən/ 《匹格马利翁》(萧伯纳戏剧)

bang /bæŋ/ *ad.* 恰好, 正好

Toby Jenkins /,təʊbi 'dʒeɪŋkɪnz/ 托比·詹金斯

### Conversation 2

hippodrome /'hɪpədrəʊm/ *n.* 马戏杂耍场

cabaret /'kæbəreɪ/ *n.* (在餐馆等表演助兴的) 卡巴莱歌舞表演

circus /'sɜ:kəs/ *n.* 马戏表演

stunt /stʌnt/ *n.* 特技

puppet /'pʌpɪt/ *n.* 木偶

sword swallower /'sɔ:d ,swɒləʊə/ *n.* 表演吞剑的人

juggler /'dʒʌɡlə/ *n.* 杂耍表演者

tennis racquet /'tenɪs ,rækɪt/ *n.* 网球拍

stylish /'stɑɪlɪʃ/ *a.* 有格调的, 入时的

2 Watch Conversation 1 and answer the questions.

- 1 Where did Andy use to work?
- 2 What job did he do?
- 3 What did Janet see on TV?
- 4 Why does Joe phone Andy?
- 5 What is Toby Jenkins' job?
- 6 What does Janet have to check?

3 Match the speakers with the statements.

	Janet	Andy	Joe
1 So where are we now?			
2 I remember seeing it on TV.			
3 ... we'd better get a move on.			
4 It's not far, maybe five minutes' walk ...			
5 Late as usual!			
6 ... by my watch, I'm bang on time.			
7 Well, let's get on with it.			
8 Hang on a minute!			
9 What's up?			
10 Let's stop wasting time, please!			



**4** Watch Conversation 1 again and check (✓) the true statements according to the conversation.

- 1 *My Fair Lady* is a play by George Bernard Shaw.
- 2 Andy and Janet are on their way to interview Toby.
- 3 Andy tells Janet they need to hurry up.
- 4 There is a problem with the sound level.
- 5 Joe gets angry because he thinks Andy and Janet are taking too long with the interview.

## Conversation 2

**5** Work in pairs and discuss the questions.

- 1 What do you think Andy is interviewing Toby about?
- 2 What kind of show do you think it is in Photo 3?
- 3 Do you think it's an interesting show?
- 4 What kind of questions will Andy ask in the interview?



**6** Watch Conversation 2 and choose the best way to complete the sentences.

- 1 *La Clique* is a \_\_\_\_\_.
  - (a) puppet show
  - (b) cabaret
  - (c) comedy
  - (d) typical West End show
- 2 Toby thinks *La Clique* is \_\_\_\_\_.
  - (a) a good family show
  - (b) unusual
  - (c) well produced
  - (d) old-fashioned
- 3 The rubber man \_\_\_\_\_.
  - (a) swallows a sword
  - (b) juggles
  - (c) walks on a high wire
  - (d) passes through a tennis racquet
- 4 The latest show, *La Clique* is special because it's \_\_\_\_\_.
  - (a) 30 years old
  - (b) suitable for children
  - (c) contemporary and fun to watch
  - (d) contemporary and serious
- 5 Janet forgot to \_\_\_\_\_.
  - (a) monitor the sound levels
  - (b) listen during the recording
  - (c) turn on the sound meter
  - (d) check the cables

**7 Watch Conversation 2 again and complete the sentences.**

**Andy** And we've got Toby Jenkins here with us today, who has just been to see (1) \_\_\_\_\_ at The Hippodrome, *La Clique*. So, *La Clique* is (2) \_\_\_\_\_ from the usual shows we see here in the West End these days. Can you tell me something about it, Toby?

**Toby** Yes, it's a kind of cabaret, with a series of (3) \_\_\_\_\_ set in a kind of circus, but it's very (4) \_\_\_\_\_, extremely well produced and huge fun.

**Andy** Tell me more about the acts.

**Toby** Well, there are stunts performed (5) \_\_\_\_\_, and puppets. There's a sword swallower and juggler, and a rubber man who manages to pass his whole body through a tennis racquet.

**Andy** It sounds very (6) \_\_\_\_\_.

**Toby** Yes, for the West End today, but not so unusual for (7) \_\_\_\_\_ ago.

**Andy** So it's family entertainment, then?

**Toby** Ah, no. I'm afraid it's pretty (8) \_\_\_\_\_. But very funny and very stylish.

**Andy** Did you get that OK, Janet?

**Joe** Let me have a listen ...

**Janet** Oh no, did I do something wrong?

**Joe** Well, it's just that I can't hear anything. Let's try again ...

**Andy** Did you remember to keep an eye on the sound levels? That meter, there!

**Janet** Oh no, I clean forgot.

**Andy** It's OK. We'll just do another take.

**Joe** Come on you two. Hurry up!

**Janet** I'm so sorry. It slipped my mind.

**Joe** You'll forget your own head one day. Sorry about this, Toby. From the top, please!

**Andy** And we've got Toby Jenkins here with us today ...

**8 Work in pairs and answer the questions about Everyday English.**

**EVERYDAY  
ENGLISH**

Chill out.  
We'd better get a move on.  
Joe gets cross ...  
I'm bang on time.  
I clean forgot.  
It slipped my mind.  
You'll forget your own head one day.  
From the top.

- 1 **Chill out.** Does this mean (a) Relax! or (b) I promise that ...?
- 2 **We'd better get a move on.** Does this mean we need to (a) move something, or (b) hurry up?
- 3 **Joe gets cross ...** Does this mean (a) Joe gets angry, or (b) Joe has trouble explaining what he means?
- 4 **I'm bang on time.** Does this mean (a) I'm not on time, or (b) I'm exactly on time?
- 5 **I clean forgot.** Does this mean (a) I completely forgot about it, or (b) I forgot to do the cleaning?
- 6 **It slipped my mind.** Does this mean (a) I forgot something, or (b) I lost some information?
- 7 **You'll forget your own head one day.** Is this an informal way to say (a) you are very forgetful, or (b) you need to think about things more carefully?
- 8 **From the top.** Does this mean (a) let's start again from the beginning, or (b) let's continue without stopping?

**9 Work in pairs and act out the conversation.**

- Student A* Tell Student B you are waiting for a friend to go and see a show but they are late as usual.
- Student B* Tell Student A you remember seeing the show.
- Student A* Ask Student B when and where they saw it.
- Student B* Try and remember when and where you saw the show.
- Student A* Ask how far away the theatre was.
- Student B* Try and remember exactly where it was.
- Student A* Ask Student B to tell you something about the show.
- Student B* Explain something about the show.
- Student A* Prompt Student B for more information.
- Student B* Tell Student A something more about the show. (Student A's friend turns up.)
- Student A* Reply and say that you have to hurry up so you're not late.

**Prompting for more information**

Can you tell me something about it?  
It sounds very unusual.  
So it's ...?

**Remembering**

If I'm not mistaken, ...  
If I remember correctly, ...  
I remember (seeing) ...  
Did you remember to ...?

**Talking about time**

It's not far, maybe five minutes' walk.  
Late as usual!  
Let's get on with it.  
Are you ready to ...?  
Hang on a minute!  
Let's stop wasting time, please!  
Come on you two. Hurry up!

# Talking point

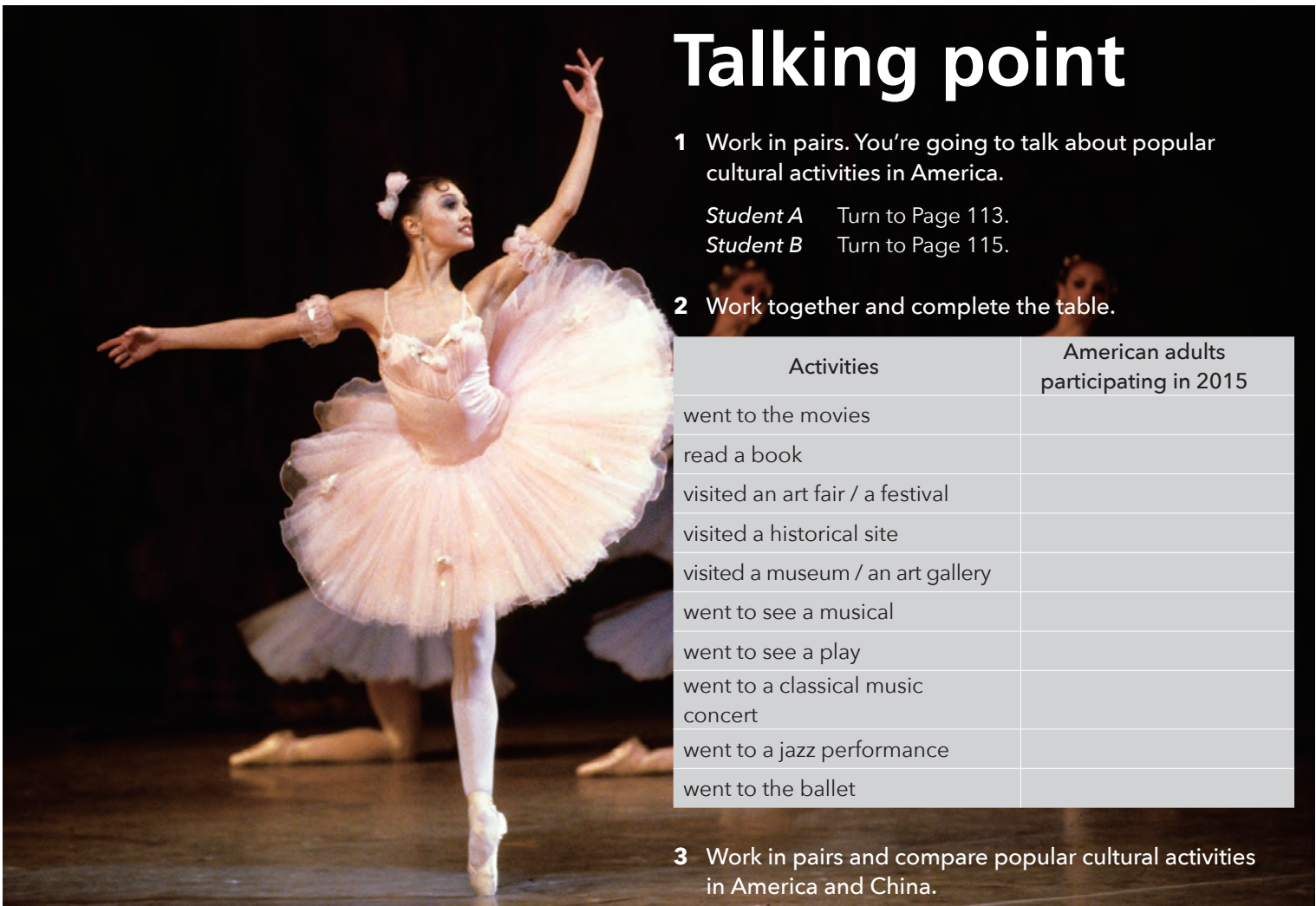
**1 Work in pairs. You're going to talk about popular cultural activities in America.**

- Student A* Turn to Page 113.  
*Student B* Turn to Page 115.

**2 Work together and complete the table.**

Activities	American adults participating in 2015
went to the movies	
read a book	
visited an art fair / a festival	
visited a historical site	
visited a museum / an art gallery	
went to see a musical	
went to see a play	
went to a classical music concert	
went to a jazz performance	
went to the ballet	

**3 Work in pairs and compare popular cultural activities in America and China.**



# Outside view

**1** Work in pairs. Look at the painting and discuss the questions.

- 1 Have you seen this painting before?
- 2 Do you know what it's called?
- 3 What's the name of the artist who painted it?
- 4 How old is the painting?
- 5 How would you describe the woman in the painting?
- 6 Do you like this painting? Why / Why not?

## Watching and understanding

**2** Watch Part 1 of the video clip and check (✓) the true statements according to the clip.

- 1 The *Mona Lisa* was painted in a style that had never been used before.
- 2 Mona Lisa's eyes gaze slightly down.
- 3 Leonardo da Vinci made the model pose in a traditional way.
- 4 Her body faces straight ahead.
- 5 Women in paintings usually wore jewellery in Leonardo's time.
- 6 The landscape in the background represents a real place.
- 7 Anne thinks Mona Lisa's face looks sad or reserved.
- 8 Scott thinks Mona Lisa is the subject and we are the viewers.
- 9 Scott believes that it is a self-portrait of the artist.
- 10 Scott and Anne are both portrait artists.



### 3 Watch Part 1 again and complete the sentences.

- Voice-over** The *Mona Lisa*, the (1) \_\_\_\_\_ in the world, was truly revolutionary even in its time. While he was painting the *Mona Lisa*, Leonardo da Vinci (2) \_\_\_\_\_, even his own. In spite of the fact that Leonardo and other artists believed that women should only be portrayed with eyes gazing slightly down, Leonardo painted the *Mona Lisa* (3) \_\_\_\_\_ the viewer. The position of her body is another innovation. While her face looks straight ahead her body is slightly turned, a pose that creates (4) \_\_\_\_\_ and tension. In another break from tradition, the *Mona Lisa* is not wearing any jewellery or adornments. Finally, backgrounds in portraits usually (5) \_\_\_\_\_ but the landscape in Leonardo's portrait seems almost imaginary.
- Anne** One of the things I like to do is, um, think about her face and why, what is she trying, why, (6) \_\_\_\_\_ with her face, and I used to think that her face told more than one story. For instance, if I (7) \_\_\_\_\_, it seemed like she might be a little sad or reserved, almost secretive.
- Scott** Her eyes are, they're kind of looking at us or around us, through us perhaps. I think with that painting she's the viewer and (8) \_\_\_\_\_ in a way. And she has this look that she knows something that we don't know.
- Anne** And then when I covered up that side and looked at the other side, she (9) \_\_\_\_\_, um, more satisfied. And together it created sort of (10) \_\_\_\_\_ that, um, made interpreting her face very enigmatic.
- Scott** There's speculation that the *Mona Lisa* is a self-portrait of Leonardo and I, I believe that it is, there, there, the features do (11) \_\_\_\_\_ the *Mona Lisa* and sketches of Leonardo.
- Voice-over** Scott McMahon and Anne Pfaff are both portrait artists. They believe that portraits can (12) \_\_\_\_\_ and make people think, just as the *Mona Lisa* has done for so many years.

*Mona Lisa* /ˌmɒnə 'li:sə/ 《蒙娜·丽莎》(达·芬奇画作)  
 revolutionary /ˌrevə'lu:ʃn(ə)ri/ a. 彻底创新的, 突破性的  
 Leonardo da Vinci /ˌli:ə'nɑ:dəu də 'vɪntʃi/ 列奥纳多·达·芬奇 (意大利画家)  
 gaze /geɪz/ v. (长时间地) 盯视, 凝视  
 innovation /ˌɪnəʊ'veɪʃn/ n. 发明, 创新  
 adornment /ə'dɔ:nmənt/ n. 装饰物, 饰品  
 portrait /'pɔ:trɪt/ n. (尤指面部的) 画像, 肖像  
 landscape /'lænd,skeɪp/ n. (陆上的) 风景, 景色  
 imaginary /ɪ'mædʒɪnəri/ a. 想象中的  
 secretive /sɪ'kri:tɪv/ a. 遮遮掩掩的  
 interpret /ɪn'tɜ:pɪt/ v. 理解  
 enigmatic /ˌenɪɡ'mætɪk/ a. 神秘莫测的, 难以捉摸的

speculation /ˌspekju'leɪʃn/ n. 推测, 猜测  
 sketch /sketʃ/ n. 素描  
 Scott McMahon /ˌskɒt mək'mɑ:n/ 斯科特·麦克马洪  
 Anne Pfaff /æn 'pfæf/ 安·普法夫  
 photographic /ˌfəʊtə'græfɪk/ a. 摄影的  
 essence /'esns/ n. 本质, 实质  
 pinhole camera n. 针孔照相机  
 exposure /ɪk'spəʊʒə/ n. 曝光时间  
 per se /ˌpɜ: 'seɪ/ ad. 本身, 从其本身考虑  
 reflection /rɪ'flekʃn/ n. (反射的) 影像  
 resilience /rɪ'zɪliəns/ n. 恢复力, 复原力  
 mere /mɪə/ a. 仅仅的, 只不过  
 crack /kræk/ v. 破裂, 裂开

**4 Watch Part 2 of the video clip and match the speakers with the statements.**

	Scott	Anne
1 ... when I became a painter it was natural for me to be interested in painting people ...		
2 ... most of my work consists of photographic self-portraiture.		
3 I'm interested in using myself as the subject ...		
4 This work here is done with a pinhole camera ...		
5 So this is another project I'm working on.		
6 I often work with multiples ...		
7 It's kind of the string of thought ...		
8 I try to make a work of art.		
9 ... behind the piece there are portraits ...		
10 I love painting portraits.		
11 I'm fascinated by portraiture in general ...		
12 I like to capture what is unique and special about an individual in paint.		

**5 Watch Part 2 again and answer the questions.**

- 1 How are Anne's portraits similar to books?
- 2 What is Anne trying to capture in her portraits?
- 3 What allows Scott's portraits to capture a feeling of time passed?
- 4 What does Anne still need to work on in the portrait of the boy?
- 5 How does Scott link the two portraits together?
- 6 How are Anne's portraits different from a photograph?
- 7 What does the clay covering represent in Scott's painting?

Now work in pairs and discuss your answers.

## Developing critical thinking

**6 Work in pairs and discuss the questions.**

- 1 How are paintings different from photographs?
- 2 What makes an artist's work special?
- 3 Can young artists make a living from their art in China? Why / Why not?



**7 Write a short summary of the video clip, which should include:**

- information about the *Mona Lisa*
- what Anne and Scott think about portrait painting



# Listening in

## News report

- 1 Listen to a news report and choose the best answer to the questions you hear.
- (a) The first artwork about laughter.  
(b) The first artist to use a 3D printer.  
(c) The first 3D artwork to be created in space.  
(d) The first artwork to have a social media campaign.
  - (a) Eyal Gever's laughter.  
(b) The laughter of the winner of the "LaughInSpace" campaign.  
(c) The laughter of someone working at NASA.  
(d) The laughter created by a zero-gravity machine.

## Passage 1

- 2 Work in pairs and discuss the questions.
- What is the best live performance you have ever seen?
  - In your opinion what makes a show enjoyable?
  - What kind of performances are popular with visitors to China?
  - Do local people enjoy them too?

## Listening and understanding

- 3 Listen to Passage 1 and answer the questions.
- What was the highlight of the man's trip?
  - What kind of show is *Nanta*?
  - What kind of music is in the show?
  - When was the show first performed?
  - Why are there no language barriers?
  - Where is it set?
  - What do the performers use as musical instruments?
  - What does the Korean name of the show mean?

- 4 Listen to Passage 1 again and check (✓) the true statements according to the passage.

- 1 *Nanta* is a traditional Korean performance.
- 2 *Nanta* has been successful around the world.
- 3 The chefs are preparing food for a royal reception.
- 4 The meal has to be ready by 6 o'clock.
- 5 The chefs have to give the manager cooking lessons.
- 6 Members of the audience throw food around.
- 7 The show is suitable for families.
- 8 The company is planning to perform at the Edinburgh Fringe Festival.

### Language and culture

The **Edinburgh Festival** is the biggest arts festival in the world. Visitors can see a programme of different music, theatre and dance performances over a three-week period in late summer in Edinburgh, Scotland. Various artists and theatre groups not invited to the main festival put on their own performances known as the Edinburgh Fringe Festival. Anyone can perform in the Fringe and it is now the largest part of the festival, with over 2,000 different shows each year.

### News report

Israeli /ɪz'reɪli/ *a.* 以色列的

Eyal Gever /,æɪl 'gi:və/ 埃亚尔·盖沃尔

artwork /'ɑ:t,wɜ:k/ *n.* 艺术作品

sculpture /'skʌlptʃə/ *n.* 雕刻作品, 雕塑品

NASA /'næsə/ 美国航空航天局

representation /,reprɪzen'teɪʃn/ *n.* 象征, 表现, 描绘

sample /'sɑ:mpəl/ *n.* 样品, 样本

### Passage 1

percussion /pə'kʌʃn/ *n.* 打击乐器

non-verbal /,nɒn 'vɜ:bl/ *a.* 不使用语言的

utensil /ju:'tensl/ *n.* (烹调、进餐用的) 用具, 器皿

hypnotic /hɪp'nɒtɪk/ *a.* 使着迷的

soundtrack /'saʊnd,tɹæk/ *n.* 配乐

hilarious /hɪ'leəriəs/ *a.* 引人发笑的, 滑稽的

engrossed /ɪn'grəʊst/ *a.* 全神贯注的, 专心致志的

wacky /'wæki/ *a.* 滑稽可笑的, 荒谬的

Broadway /'brɔ:d,weɪ/ 百老汇大街 (美国纽约市娱乐场所的集中地区)

random /'rændəm/ *a.* 任意的, 随意的



## Developing critical thinking

5 Work in pairs and discuss the questions.

- 1 Do you think traditional music and art forms have to adapt to remain popular? Why / Why not?
- 2 Are there any Chinese performance arts that you think could be modernized in this way?
- 3 Can you think of any disadvantages of mixing Asian and Western art forms in this way?

## Passage 2



1

6 Work in pairs. Look at the photos and discuss the questions.

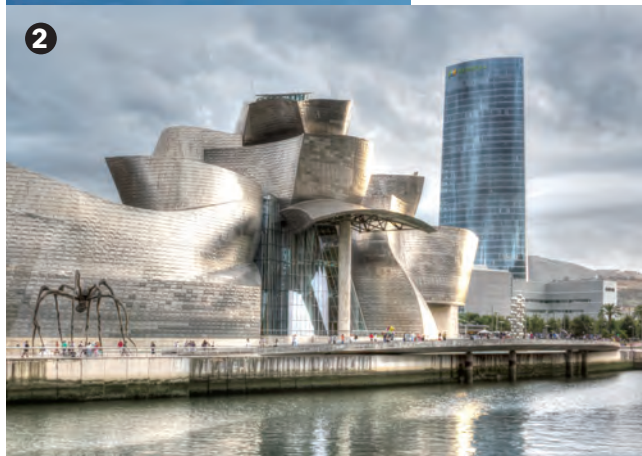
- 1 What do you think the buildings are used for?
- 2 Do you know which countries they are in?
- 3 Which one do you think looks the most interesting to visit?

## Listening and understanding

7 Listen to Passage 2 and make notes in the table.

art gallery	Tate Modern	MoMA	Guggenheim
city			Bilbao
year opened	2000		
admission fee			
annual number of visitors		2.5 million	
photo		3	

Now work in pairs and compare your answers.



2



3

**8 Listen to Passage 2 again and choose the best way to complete the sentences.**

- 1 Modern art galleries \_\_\_\_\_.  
(a) have become very popular in recent years  
(b) are very large  
(c) are only visited by young people  
(d) are usually housed in amazing new buildings
- 2 Visitors to modern art galleries \_\_\_\_\_.  
(a) can't afford the entrance fee  
(b) only want to see the free exhibitions  
(c) don't mind paying an entrance fee  
(d) don't want to pay an entrance fee
- 3 Building the Guggenheim in Bilbao \_\_\_\_\_.  
(a) may attract lots of tourists  
(b) has changed the map of the city  
(c) has probably reduced the number of visitors  
(d) has turned it into a very popular tourist destination
- 4 MoMA in New York is located \_\_\_\_\_.  
(a) beside a river  
(b) in an industrial area  
(c) downtown  
(d) in an old power station
- 5 The percentage of people under 35 visiting the Tate Modern is \_\_\_\_\_.  
(a) 11 per cent  
(b) 48 per cent  
(c) 49 per cent  
(d) 51 per cent

## Developing critical thinking

### 9 Work in pairs and discuss the questions.

- 1 Do you think galleries and museums attract a lot of visitors? Why / Why not?
- 2 How could they attract more visitors, particularly young people?
- 3 Do you think that governments should give financial support to art galleries? Why / Why not?



#### Passage 2

publicity /pʌb'lisəti/ *n.* 宣传, 宣扬

Tate Modern /,teɪt 'mɒd(ə)n/ 泰特现代美术馆 (英国伦敦)

MoMA 现代艺术博物馆 (美国纽约)

renovate /'renə'veɪt/ *v.* 修复, 装修, 翻新

Guggenheim /'gʊɡənhaɪm/ 古根海姆博物馆 (西班牙毕尔巴鄂)

Bilbao /bɪl'ba:əʊ/ 毕尔巴鄂 (西班牙北部港市)

impressive /ɪm'presɪv/ *a.* 令人印象深刻的

euro /'jʊərəʊ/ *n.* 欧元

priceless /'praɪsləs/ *a.* 无价的, 价值连城的

revitalize /rɪ:'vaɪtə,ləɪz/ *v.* 使复兴, 使得到恢复

futuristic /,fju:tʃə'rɪstɪk/ *a.* 先进的, 未来的

curvy /'kɜ:vi/ *a.* 弯曲的, 有曲线的

metallic /me'tælɪk/ *a.* 金属的

industrial /ɪn'dʌstriəl/ *a.* 工业的

# Presentation skills

## Holding a debate

- 1 Work in pairs. Look at the table and discuss the questions.

Arts Council England spending 1994–2006

theatre / drama	£568 million
music	£491 million
visual arts	£484 million
dance	£208 million
literature	£28 million

- 1 Do you think that the amount given to each art form is fair?
  - 2 Which art forms would you give more or less money to?
  - 3 What are the benefits of the arts to society?
  - 4 What other sources could provide money for arts projects?
  - 5 What are the links between the arts and education?
  - 6 Should some of the arts budget be transferred to education?
  - 7 If so, what areas of education should it be spent on?
- 2 Read the proposal and make notes, listing two arguments in favour of it, and two arguments against it:

Government spending on the arts should be redirected to education.
  - 3 Work in two groups. One group will speak in favour of the proposal and one against it.
    - Compare ideas with others in your group.
    - Choose the strongest arguments in favour of it and against it.
    - Choose a person to present each of your main arguments.
    - Choose someone else to summarize your arguments.
  - 4 Work with the whole class and hold a debate on the proposal.
    - Choose a chairperson to manage the debate.

- The group in favour of the proposal should present their arguments first, followed by the group against it.
- Each group should summarize their arguments in one minute.

- 5 Have a class vote on the proposal and find out which group won the debate.

## Holding a debate

When taking part in a formal debate it is important for us to follow debating rules and:

- do what the chairperson says
- wait for our turn to speak and not interrupt others
- raise our hand if we have a point to make and wait for the chairperson to invite us to speak
- stick to the timings given by the chairperson
- support our points with reasons and evidence
- concede to part of the opposing team's argument or refute it

## Expressing strong opinions

I strongly believe that the arts are essential to society because ...

I am of the opinion that the arts play an essential role in ...

It is my belief that government budgets should be redirected to education as ...

## Conceding an argument

You certainly have a valid point.

Your argument is extremely convincing.

I tend to agree with you that ...

It's true that ...

## Refuting an argument

That may be true, however ...

Nevertheless, the fact of the matter is ...

I believe you have missed the point. In fact ...

## Summarizing

In summary, I would like to remind you that ...

To summarize, I'd like to point out that ...

To sum up, I'd like to highlight the fact that ...

# Pronunciation

## 1 Listen and repeat.

/tʃ/ China Chinese kitchen check  
change charge chief chocolate

/k/ character chemist chemistry  
Christmas

/ʃ/ chef Chicago Chevrolet chandelier  
Chanel

### Pronunciation of *ch*

We can pronounce words which are spelt with *ch* in three ways. The least common pronunciation is /ʃ/, and often suggests that the word may be French in origin.

## 2 Listen and repeat.

/-/ slightly thought daughter caught  
taught bright light neighbour  
weight although through

/g/ Afghanistan ghost spaghetti

/f/ cough rough laugh

### Pronunciation of *gh*

Nowadays we never pronounce words which are spelt with *gh* as they're written. Instead, we can pronounce *gh* in the three different ways above.

## 3 Listen and repeat. Check (✓) the words in which the stressed syllable changes.

- |                                  |              |
|----------------------------------|--------------|
| <input type="radio"/> photograph | photographic |
| <input type="radio"/> enigma     | enigmatic    |
| <input type="radio"/> dynamic    | dynamics     |
| <input type="radio"/> expose     | exposure     |
| <input type="radio"/> reflect    | reflection   |
| <input type="radio"/> fascinated | fascination  |
| <input type="radio"/> origin     | original     |

## 4 Listen and notice how the speaker pauses after each sense group.

The *Mona Lisa*, / the most famous painting in the world, / was truly revolutionary / even in its time. / While he was painting the *Mona Lisa*, / Leonardo da Vinci / broke all the rules, / even his own. / In spite of the fact that Leonardo / and other artists believed that women should only be portrayed with eyes gazing slightly down, / Leonardo painted the *Mona Lisa* / looking directly

at the viewer. / The position of her body / is another innovation. / While her face looks straight ahead / her body is slightly turned, / a pose that creates a sense of movement / and tension. / In another break from tradition, / the *Mona Lisa* is not wearing / any jewellery / or adornments. / Finally, / backgrounds in portraits / usually indicated a real place / but the landscape in Leonardo's portrait / seems almost imaginary.

Now read the passage aloud. Make sure you pause after each sense group.

## 5 Read the conversation and underline any repetitions, unfinished expressions or noises indicating hesitation.

**Anne** One of the things I like to do is, um, think about her face and why, what is she trying, why, what is she trying to say with her face, and I used to think that her face told more than one story. For instance, if I covered up one side of her face, it seemed like she might be a little sad or reserved, almost secretive.

**Scott** Her eyes are, they're kind of looking at us or around us, through us perhaps. I think with that painting she's the viewer and we're the subject in a way. And she has this look that she knows something that we don't know.

**Anne** And then when I covered up that side and looked at the other side, she seemed happier, um, more satisfied. And together it created sort of the mystery about her that, um, made interpreting her face very enigmatic.

**Scott** There's speculation that the *Mona Lisa* is a self-portrait of Leonardo and I, I believe that it is, there, there, the features do line up between the *Mona Lisa* and sketches of Leonardo.

Now listen and check.

### Listening to natural English

Remember that, in natural everyday English, we often repeat ourselves, leave sentences unfinished and hesitate, because we're thinking as we speak. If your spoken English shows any of these features, it's a good indication of your fluency, although if you overdo it, it can become tiresome for the listener.

# Unit task

## Promoting a community art event



- 1 Work in groups of three or four. Plan an art event for your local community. Think about:
  - the type of art form that would be most popular
  - the artists or performers that you will invite
  - a local venue where you can hold the event
  - the date and time
  - the admission fee
  - how to publicize the event
- 2 Write a script for a short radio commercial to promote your event.
- 3 Practise acting out the commercial and choose the best person to be the actor for your commercial.
- 4 Present your event and act out your commercial to the rest of the class.
- 5 Work with the whole class and have a vote on the best event.

# Unit file

## Functions

### Prompting for more information

Can you tell me something about it?  
It sounds very unusual.  
So it's ...?

### Remembering

If I'm not mistaken, ...  
If I remember correctly, ...  
I remember (seeing) ...  
Did you remember to ...?

### Talking about time

It's not far, maybe five minutes' walk.  
Late as usual!  
Let's get on with it.  
Are you ready to ...?  
Hang on a minute!

Let's stop wasting time, please!  
Come on you two. Hurry up!

### Expressing strong opinions

I strongly believe that the arts are essential to society because ...  
I am of the opinion that the arts play an essential role in ...

It is my belief that government budgets should be redirected to education as ...

### Conceding an argument

You certainly have a valid point.  
Your argument is extremely convincing.  
I tend to agree with you that ...  
It's true that ...

### Refuting an argument

That may be true, however ...  
Nevertheless, the fact of the matter is ...  
I believe you have missed the point.  
In fact ...

### Summarizing

In summary, I would like to remind you that ...  
To summarize, I'd like to point out that ...  
To sum up, I'd like to highlight the fact that ...

## Everyday English

Chill out.  
We'd better get a move on.  
Joe gets cross ...  
I'm bang on time.  
I clean forgot.  
It slipped my mind.  
You'll forget your own head one day.  
From the top.

## Presentation skills

Holding a debate

## Pronunciation

Pronunciation of *ch*  
Pronunciation of *gh*  
Sense groups  
Listening to natural English

## Unit task

Promoting a community art event