

MODULE

1

# You and Art



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UNIT  
1

# You and Art

## INTRODUCTION

1. Why are you studying at an art college?  
Think about your reasons. You will learn to talk about them in this section.



## VOCABULARY

2. Here is a list of school subjects. In the first column tick the subjects you have done at school and add any others to the list. In the second column tick the subjects you like the most and in the third column tick the subjects you think will help you get a job.



	At school?	Favourite subjects?	Useful for finding a job?
Art			
Art and design			
Biology			
Business studies			
Chemistry			
English			Yes, very!
French			
Geography			
German			
Graphics			
Greek			
History			
History of Art			
Italian			
ICT			
Latin			
Maths			
Music			
Philosophy			
Physics			
Physical Education			
Religious Education			
Spanish			
Technical Drawing			

**SPEAKING****3. Compare your ideas with your classmates. Use phrases from the table.**

I like English.	So do I.
I like history more than geography.	I like the subject and the teacher.
I don't like maths at all.	Neither do I.
I don't like French as much as English.	I don't like the book or the timetable.

**GRAMMAR****4. The Present simple tense**

**The Present simple tense is the base form** of the verb: I **work** in London.  
The third person (she/he/it) adds an **-s**: She **works** in London.

We use the present tense to talk about:

- something that is true in the **present**:
  - I'm nineteen years old.*
  - He lives in London.*
  - I like geography.*
- something that happens again and again in the present:
  - I play football every weekend.*

We use words like **sometimes**, **often**, **always**, and **never** (adverbs of frequency) with the present tense:

- ▶ *I sometimes go to the cinema.*
- ▶ *She never plays football.*

- something that is **always true**:
  - Light travels at almost 300,000 kilometres per second.*
- something that is fixed in the future:
  - The school term starts on 7 January.*
  - The train leaves at 19.45 this evening.*

**5. Questions and negatives**

Look at these questions:

- ▶ Do you like history?
- ▶ Does Jane like history?
- ▶ Where does he come from?
- ▶ Do Rita and Angela go to the same school?
- ▶ Where do they work?

With the present tense, we use **do** and **does** to make questions. We use **does** for the third person (she/he/it) and we use **do** for the others.

We use **do** and **does** with question words like **where**, **what** and **why**:

With the present tense we use **do** and **does** to make negatives. We use **does not (doesn't)** for the third person (she/he/it) and we use **do not (don't)** for the others.

Look at these sentences:

- ▶ *I like tennis, but I don't like football. (don't = do not)*
- ▶ *I don't live in London now.*
- ▶ *I don't play the piano, but I play the guitar.*
- ▶ *They don't work at the weekend.*
- ▶ *Richard doesn't live in Manchester. (doesn't = does not)*
- ▶ *Angela doesn't drive to work. She goes by bus.*

## 6. Spelling

In the present simple, regular verbs end in **-s** or **-es**, but after a consonant **-y** changes to **-i**.  
*mary – marries study – studies*

### LISTENING



**5. Why are they studying art? Listen to what these students say about their reasons, and match each name with two reasons.**

Anne ..... | Mike ..... | Steve ..... | Sheila .....

- a. doesn't want to spend too much time studying.
- b. had a different opinion from his/her mother and father about which type of school to choose.
- c. has different talents from another member of his/her family
- d. has parents who were unsure about his/her decision at first.
- e. is following the advice of a grandparent.
- f. likes using a computer to draw.
- g. thinks it will probably be difficult to get a job.
- h. was good at art from an early age.

## READING

## 6. Check your answers to the listening exercise by reading what the students say.

## ANNE

Well, I've always liked drawing, ever since I was a small child. My teachers at elementary school always said I had a talent for it. My drawings were often hung on the classroom walls. I was very proud of them. So, when I had to decide which secondary school to do, I insisted on an art college even though my parents weren't very keen. But I am happy with my choice.



## MIKE

The thing is ... that I think it's easier than the other courses. At least for me! Take, for example, business or science courses. There's a lot to study and you have to spend hours on books. I prefer working with images and pictures at the computer and express my creativity in this way.

## STEVE

I've always been an imaginative child, unlike my sister. She has a mathematical brain... I haven't. I liked stories, but instead of using words, I created them using pencils and colours. My parents were a bit worried at first, but then they supported me and helped me in this direction softly. And here I am, happy to be here!



## SHEILA

I'd say it's been always deep inside me. It wasn't a conscious decision. It simply turned out this way. So, it wasn't a decision, because it came so naturally. Now I know that all I want to do is to draw and paint. I know that "art" is risky in the job market, but I have a passion for it. My granny always said: "First you have to love what you do - then the money will follow".

## GRAMMAR

## 7. Verb 'be'

Look at the affirmative, negative and question forms of the verb in the four boxes.

But I am happy with my choice.  
We are creative.  
Her mother is worried.  
There's a lot to study  
There are six modules.

But I am not happy with my choice.  
We aren't creative.  
Her mother isn't worried.  
There's not a lot to study  
There aren't six modules.

But am I happy with my choice?  
Are we creative?  
Is her mother worried?  
Is there a lot to study?  
Are there six modules?

But aren't I happy with my choice?  
Aren't we creative?  
Isn't her mother worried?  
Isn't there a lot to study?  
Aren't there six modules?

**A. Underline in the boxes:**

- ▶ the short form of 'are not'
- ▶ the short form(s) of 'is not'
- ▶ an alternative form for 'is her mother not'
- ▶ the short form of 'am I not'

**B. Look at the page about Anne, Mike, Sheila and Steve, and match each question to the best answer. (One answer is used twice.)**

- |   |                     |
|---|---------------------|
| 1. Are all the students girls?                    | a. No, she isn't.   |
| 2. Are these four students creative?              | b. No, he isn't.    |
| 3. Is Anne sure that she made the right decision? | c. No, they aren't. |
| 4. Is Mike a hardworking student?                 | d. Yes, they are.   |
| 5. Is Mike the only boy student?                  | e. Yes, she is.     |
| 6. Is Sheila worried about getting a job?         |                     |

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 .....

**C. Now rewrite the sentences below in the negative, and add one of the sentences from the box to each sentence. The first one has been done for you.**

1. It's a good day today. ▶ It isn't / It's not a good day today. *E. There are a lot of problems.*
2. I'm from the planet Mars. ....
3. It's very difficult; it's rocket science! .....
4. I'm your secretary; you are my boss. ....
5. We are ready. ....
6. There are five computers working. ....
7. There's time now. ....

- A. Do it tomorrow.
- B. Don't tell me what to do.
- C. Even my sister can do it.
- D. I know how Twitter works.
- E. There are a lot of problems.
- F. Wait!
- G. There are only three.

**D. Complete these questions using *am*, *are* or *is*.**

1. .... Sheila at home?
2. .... the college open yet?
3. .... the students in the first year?
4. .... you ready yet?
5. Where ..... we? The satnav is down.
6. Where ..... your house? ..... it near the school?

# UNIT 2

## Your dream house

### READING

#### 1. Read about Mike's dream house. Would you like that sort of house too?

In my dreams, I live in a big house in a big park, so that I can go for walks and see the trees and birds. There is a beautiful view.

In my dream house there are six bedrooms, four bathrooms, a mixture of carpet and hardwood floors and a big kitchen. At the center of the house there is a big living room with a fireplace. There is a bathroom and balcony in all the bedrooms. My dream house has an indoor swimming pool. There is a game room and a private cinema. And my own library, with a desk and lots of books on the shelves.



### GRAMMAR

#### 2. There is - there are

We use 'there is' or 'there are'

##### 1. to **introduce** a **new topic**:

- ▶ **There is** a beautiful view.

##### 2. with **numbers** or **quantities**:

- ▶ There are six bedrooms.

##### 3. to say **where** something is:

- ▶ At the center of the house there is a big living room with a fireplace.

Now insert the correct form into the following sentences. Choose from the phrases in the box.

there are | there is | there isn't | there were | there's

1. There are over two thousand works in the collection, but ..... space to show only one thousand of them permanently.
2. It was easy to identify most of the counterfeit paintings, but ..... two or three which weren't obvious.
3. Next to the school ..... two shops.
4. .... a park near my house; the nearest one is two kilometres away.
5. .... nothing difficult about this exercise.

**VOCABULARY**

3. Some of these rooms belong to a home or private house, some to a gallery or public building, and some to both. Put the words into three groups. Add other types of rooms.

cloakroom  
bathroom  
bedroom

game room  
sitting room  
kitchen

library  
living room  
waiting room

Home or private house	Gallery or public building	Both

**GRAMMAR AND WRITING**

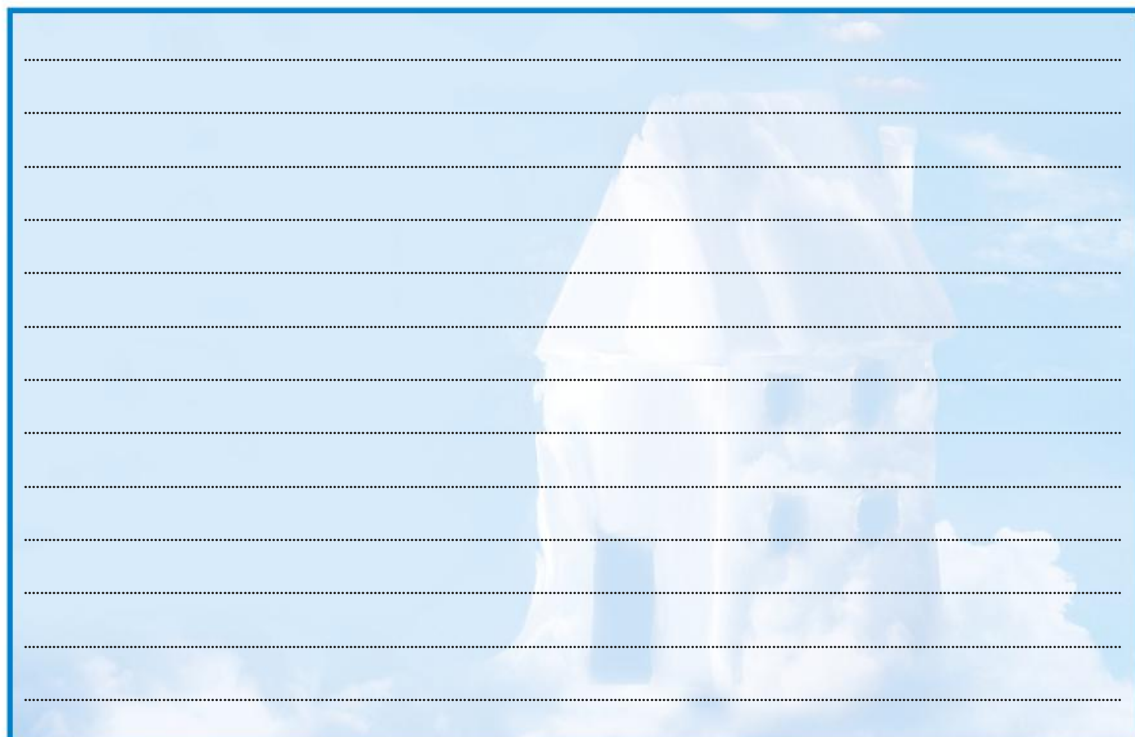
4. **Error correction**

Sheila has written about her dream house, but there are several grammatical mistakes in her description. Correct them.

*My dream house is in big city near a large park. There two bathrooms and three bedrooms, and for each bedroom there are balcony overlooking the park. There are a game room and a cinema. There is a garden also.*

**WRITING**

5. Write a description of your dream house.





# UNIT 3

## Your future plans

### INTRODUCTION

#### 1. What plans do you have for your future?

These paragraphs are about four more young people, Molly, Nigel, Penny and Rita, who are thinking about their future.

Read them quickly and decide who is most similar to you.



### MOLLY

Molly chose a Higher Diploma in Creative Arts and Media. She spends two days a week working towards her Diploma, one day in school and the other at a local college. She'll be taking exams in the functional skills of ICT, English and mathematics but her other Diploma work is assessed through work done over the two years of the course.

'I chose the Diploma because it was completely different from the other options as it offered me different ways of learning creative skills and about the media. I find learning much easier now as it is all connected and therefore easier to understand.'

As part of her Diploma, Molly worked on a project with an **acclaimed** local gallery. She helped to set up an exhibition of work that included photography, music, performances and 2D and 3D art. She also helped to develop educational activities and workshops for visitors and local schools.

'The gallery project was a lot of fun but it also gave me real experience of work.'

#### Glossary

*acclaimed*: famous

### NIGEL

Nigel's dream is to perform in the West End, onstage in London. He has a lifelong interest in musical theatre and joined his first dance school when he was nine. **His talent shone through** at an early age and he transferred from his local secondary school to a performing arts school. Now he studies acting, singing, music and dancing alongside a range of other subjects.

At first, people used to **tease** Nigel about his singing and dancing. This didn't discourage him. In fact he thinks it made him more determined to succeed. His family, teachers and tutors give him lots of support and guidance about the future. He knows that he'll face **tough** competition and needs a back-up plan. He's investigating music production and recording, which he has a **flair** for. Post-16, he plans to study at college so that he has other qualifications to **fall back on**. Then he hopes to audition for a performing arts or music college.

#### Glossary

*his talent shone through*: his talent was clear

*tease*: make fun of

*tough*: intense

*flair*: talent

*fall back on*: use in a difficult situation

**PENNY**

Penny took exams in triple science, geography, history, product design and art and design. Choosing triple science was easy as she's always been interested in science. She found the other choices much harder although she is creative too. With no firm career plans, she looked for help from her teachers and family. She gained advice and information about different subjects and discussed her ideas and strengths.

Penny is pleased that her choices kept her post-16 and career options open. Studying art and design, biology, chemistry and geography has helped her to identify her **strengths and weaknesses**. She's realised that she enjoys science-based subjects the most and plans to study something related to biology or medicine at university.

**Glossary:** *strengths and weaknesses*: strong and weak points

**RITA**

Rita wants to work in fashion and textiles. She's doing a Young Apprenticeship in Business Administration alongside her courses in English, maths, science, art and design, French and business studies.

Rita chose the Young Apprenticeship because it sounded different from everything else. She liked the focus on independent learning and the chance to do 50 days' work experience with an employer over two years. The programme is motivating her to work hard. At the end, she'll gain vocational qualifications and she'll also gain an additional qualification for her work placement. She's keeping her post-16 options open but if she does well, she may **apply** for an Advanced Apprenticeship.

**Glossary:** *apply: fare domanda*

**READING**

2. Read the four texts more carefully and complete the table, saying which of the four, Molly, Nigel, Penny or Rita, these sentences are about.

Molly, Nigel, Penny or Rita?	
	is extremely ambitious.
	is interested in clothes.
	has already shown some of her work to the public.
	is studying a foreign language.
	knows that s/he may not fulfill his or her dreams.
	may become a doctor.
	studies in different places during the week.



# UNIT 4

## Thinking about the world of work

### INTRODUCTION

1. When you are at school the world of work can seem a long way away. But it is often possible to collaborate with professionals part time.

- A. Have you ever taken part in an art exhibition, or helped to set one up? Tell your classmates about the things you learnt.



- B. Here are ten steps to take in setting up an exhibition. Can you put them into a logical order? While you do this, think about why each step is necessary.

	Advertise the exhibition.
1.	Choose a theme.
	Do the administrative work.
	Provide food and drink.
	Find a location for your exhibition.
	Find other artists to exhibit with.
	Set a date.
	Set prices.
	Set up the exhibition space.
	Think about sales.

### READING

2. Now compare your ideas with the text.

#### SETTING UP AN EXHIBITION

##### 1. Choose a theme.

It's not enough to simply have lots of artwork to exhibit; you need a focus. More importantly, however, this is also a marketing technique – especially for unknown artists – by attracting people who are specifically interested in the concept. Choosing a theme will also help with more practical aspects of the exhibition, such as its title and which other artists to include.

## 2. Find other artists to exhibit with.

Look round local art clubs or street markets where you see artists with good work for sale. Ask anyone you know who is an artist in your community. Artists with related, or perhaps contradictory, themes will help create a group momentum.

Don't limit the exhibition to artists within your own medium. Consider different mediums, paintings, sculptures, models, photos, glass work, performance pieces, etc. to create dynamic collaborations.

## 3. Find a location for your exhibition.

Renting space in a studio is always a possibility. But depending on the scale of the project, many different kinds of spaces will do, including a restaurant, café, library, or even someone's home. Ensure that the space chosen is well-presented, clean, and is an appropriate size for your exhibit.

Pay particular attention to lighting. Large windows can be good, and track lighting can be especially useful in illuminating the work.

## 4. Set a date.

Give yourself plenty of time to organize everything. It is always best to organize an art exhibition so that it includes a weekend, so that people working Monday to Friday can come.

## 5. Set prices.

Consider all costs including the cost of renting the space, the materials, advertising, the artist's share, the organizer's share, and any percentage donated to charity. Decide whether an admission fee will be necessary or appropriate.

## 6. Think about sales.

In addition to selling the artwork, it can also be profitable to produce cards with photos of the artwork and sell them, perhaps in packs of five.

## 7. Do the administrative work.

Among other things, you will need insurance, a schedule, and helpers to coordinate artwork drop-offs and pick-ups, and details of how each piece should be presented, placed, hung and lighted, etc.. You will also need the artists' resumes to keep perhaps in a binder, a price list, and gallery sitters to stay with the work at all times. Think carefully about the logistical details.

## 8. Advertise the exhibition.

Create post cards for the artists to send as invitations. Consider doing press releases for exhibits. Put up advertising posters at local art schools, universities, trendy areas, cafes, clubs, and even supermarket bulletin boards. Get in touch with local newspapers.

## 9. Set up the exhibition space.

Imagine how visitors will interact with the room. Which piece will they see first? What direction will they move in? Consider adding descriptions to the pieces. Ensure that there are signs indicating whether or not people may touch the pieces. Always make the prices clearly visible.

## 10. Provide food and drink.

If you can afford it, offer beverages such as champagne, wine and non-alcoholic choices, along with finger food or a buffet, perhaps just for an invitation-only opening. Provide a pleasant background atmosphere. If it enhances the experience, play music at a low level, especially at the end when people start leaving.



### VOCABULARY

3. These terms are useful for setting up an exhibition. Find the English translations in the text. The words you need are underlined.

quota di ammissione	
permettersi	
appendere	
tenere	
illuminazione	
fornire	
affittare	
vendita	
vendere	
spedire	
fissare	
organizzare	
dimensione	

### READING

4. Read the text. Have you ever made a piece of art, but you did not know what to name it? Here are nine ideas. Which one do you think is not a good idea? Look at ideas 7-9 and underline what you think is the correct version of the verb shown in *italics*.

#### PREPARING FOR AN EXHIBITION: HOW TO NAME A PIECE OF ART

1. Try to remember the thought that inspired your art piece in the first place. Maybe you were feeling depressed and the reason for the painting was to get it out of your mind.
2. When you look at the piece how do you feel? Do you feel sad, happy or confused? These emotions can lead to a very wide variety of titles. Who knows what people are seeing through your art. As an artist, you need to select a title that you feel is right.
3. Maybe the name just comes to you: A completely random name for the piece that doesn't fit in anywhere is also acceptable! Remember, you are the artist! Whatever you say, goes.

4. Remember, names are not everything. A name does not bring down the standard, beauty or quality of a painting or other form of art.
5. Think about a similar art piece that is well-known, and copy the title. For example, if your art piece shows a dancer, you could call it 'Degas' Little Dancer'.
6. Think of two to six poetic words to put in a sentence, or phrase.
7. **Look at / To look at** the details of the painting or piece of artwork. For example, if you had a giant peace sign with a nature background, you could call it "Beautiful Past" because far in the past, when humans weren't around, animals were perfectly happy.
8. **Choose / You choose** random words that you like, and when someone asks you where you got it, say, "I thought it up because it's my painting, and I like the painting. I also liked the words."
9. **Be creative / You are creative.** An interesting name is always entertaining, but it doesn't even have to be a real word; you can invent new ones!

## GRAMMAR

### 5. The imperative

**The imperative is the base form of the verb, and no subject is used.**

**Complete this short text about how to tell the difference between a print, a lithograph or a real painting.**

Hold the piece up to the light. (1) ..... a magnifying glass - that is essential. A real painting will have real brushstrokes, which will vary in size and texture.

Now (2) ..... the painting up to the light and (3) ..... at it from the back. You should be able to see variations in the light coming through the back of the canvas. This is because artists use varying degrees of impasto (heaviness of paint in certain areas). A lithograph on canvas will not have these variations.

A real painting will almost always be signed by the artist - (4) ..... for a signature in the lower right hand corner. The artist's signature should have a dimension to it. This does not apply to a watercolor, but it applies generally to acrylics, egg tempera and oils.

The exception here is that some artists paint very smoothly, and their technique is to not show brushstrokes.

The very best way you can know whether you are buying a print, litho or real painting is to visit the artist and watch him or her at work. (5) ..... the artist to find out when this is possible!



## READING

## 6. Have you ever tried to earn any money yourself?

Read about some ways to make cash in your spare time, and underline ...

- A. any that you have tried.  
B. any that you would like to try!

## FIVE WAYS TO MAKE £100 IN YOUR SPARE TIME

## 1. Cash for chores

Did you know you can charge around £10 per hour for the simple household jobs people often don't have time for? You could put together flat-pack furniture, iron shirts, or tidy cupboards, for instance. Try placing an ad in the window of your local newsagent, or any shop, or, even better, advertise on the website for your local area. You can often promote your services for free in the business directory. If you're not sure what your area website is, check with your local council.

## 2. Work from home

You could earn up to £500 writing 33 profiles of dog breeds for a website. Or perhaps £5 per hour transcribing audio tapes into word documents. These are just two typical examples of the work found on websites. Register on a site to create your profile, including what you're able to do, then bid for the jobs listed – say how much you want to do a particular job. If you win the bid, you do the job.

## 3. Rent out a room

Thanks to the Internet, it's now fairly simple to rent out a spare room for short periods to overseas visitors. You can do this using sites such as flexiroom or airbnb, which charge a small per cent commission on bookings.

## 4. Sell the treasures you no longer need

Get potentially valuable items valued free and without obligation at Christie's auction house. As this can be done online, you don't have to take things to London. If they are suitable, Christie's will auction items for you and charge a commission. There's no need for you to attend in person. Appropriate items include jewellery, paintings and antique books.

## 5. Become a tutor

There's demand for individual teaching to help school-children with a variety of subjects at various ages and stages from junior school upwards. Tutoring on a one-to-one basis could earn you up to £40 an hour. You don't need a teaching qualification, but you will need a security check. Online tutor services ask what qualifications you have. You need to feel confident about the skills you can offer.

## LISTENING



7. Listen to the six short dialogues and match each one to an idea 1-5 for making money. Look at the ideas while you listen.

Dialogues	Ideas
1.	
2.	
3.	
4.	
5.	
6.	



# UNIT 5

## A day out

### INTRODUCTION

1. What is your idea of a great day out? Look at the photos – they are all things to do in the UK – and decide which attraction you would most like to visit.

#### A. Galleries of Justice, Nottingham

Everyone loves a bit of **gruesome** history and there's plenty of horror at the Galleries of Justice, an attraction based on the history of crime and punishment. In the home of the Sheriff of Nottingham – at the city's old courthouse and prison – actors accompany visitors from trial and sentencing in a real court to prison - or death. There is also a separate exhibition about local hero Robin Hood.

*The Lace Market, 0115 952 0555, [galleriesofjustice.org.uk](http://galleriesofjustice.org.uk).  
Adults £9.50, kids £7.50*

#### Glossary

*gruesome*: macabro



#### B. The Canterbury Tales, Canterbury

A funny and fascinating trip back into 14th-century England, The Canterbury Tales recreates five of Chaucer's 14<sup>th</sup>-century pilgrim stories through a series of rooms in a converted church. Costumed guides bring the scenes to life, along with sounds and (strong) medieval smells. Small children may be afraid of the wax characters and the dark but the museum brings the Canterbury Tales and medieval times to life.

*St Margaret's Street, 01227 479227,  
[canterburytales.org.uk](http://canterburytales.org.uk).  
Adults £8.50, 5-15 years £6.25*



### C. Portsmouth Historic Dockyard, Portsmouth

The highlight here is a 50-minute guided visit around the HMS Victory, the ship in which Admiral Nelson won the 1805 Battle of Trafalgar in the Napoleonic Wars. Visitors can inspect a replica of an officer's **cot** (which, alarmingly but highly practically, also doubled as his **coffin**) and learn fascinating/disgusting facts, such as that sailors washed their clothes in urine. You can also try simulated helicopter flying in the modern Royal Navy exhibition hall.



Victory Gate, HM Naval Base, 023 9283 9766,  
[historicdockyard.co.uk](http://historicdockyard.co.uk).  
Adult £26, kids £19.75

#### Glossary

*cot*: culla

*coffin*: bara

### D. Jacobite Steam Train, Fort William, the Highlands

A West Coast Railways steam-train ride is a great experience. Passengers **board** at Fort William near to Ben Nevis, the highest mountain in Scotland. It is the train used for the Hogwarts Express in the Harry Potter films, and it crosses the famous 21-arch Glenfinnan Viaduct. It then goes past a beautiful lake, Loch Morar, and through the lovely villages of Lochailort and Arisaig. In good weather you can see small islands along the coast. The train finishes at Mallaig, where fish and chips is highly recommended.



0844 850 4685, [westcoastrailways.co.uk](http://westcoastrailways.co.uk).  
Adults £33 return, kids £19

#### Glossary

*board*: salire a bordo

### E. The Titanic Experience, Belfast

The famous Titanic was launched in Belfast, and the city's newest attraction, Titanic Belfast, tells the story of the ship's creation and disastrous sinking. Nine galleries narrate the story, from context-setting in early 1900s Belfast, through construction and **fitting-out**, all the way to the launch and catastrophic **maiden voyage**. Superb special effects add an extra dimension, for instance, the ship is superimposed on the window to create the view workers would have seen in 1911. Later galleries show the sinking of the Titanic and what happened afterwards.



1 Olympic Way, Queen's Road, 028 9076 6386,  
[titanicbelfast.com](http://titanicbelfast.com).  
Adults £14.75, 5-16 years £7.25

#### Glossary

*fitting-out*: allestimento

*maiden voyage*: viaggio inaugurale

## F. Blists Mill Victorian Town, Ironbridge, Shropshire

Blists Mill is a recreation of a Nineteenth century village and is part of the Ironbridge Gorge world heritage site in Shropshire. There is a pub, pharmacy, **greengrocers**, **drapers**, **printers**, **workers' cottages**, **bakery** and even a chip shop, and you pay in Victorian shillings and farthings, Victorian coins which you can get in the bank on arrival. A 'Meet The Animals' day allows visitors to find out more about the town's four-legged residents, chat to the shopkeepers, learn about old-fashioned remedies in the pharmacy and witness long-lost skills with the artisans.



Victorian coins

01952 433424, [ironbridge.org.uk](http://ironbridge.org.uk).

Adults £15.95 kids £10.50

### Glossary

*greengrocers, drapers, printers, workers' cottages, bakery*: fruttivendoli, commercianti di tessuti, tipografi, case operaie, forno

## READING

### 2. Now say in which of the attractions A-F you can ...

1. find out about a very famous ship.
2. find out what real-life criminals probably suffered.
3. be a customer in old-fashioned shops.
4. see beautiful countryside and mountains.
5. find out more about a famous work of literature.
6. find out about life at sea.

## VOCABULARY

### 3. Look for synonyms or translations of the following words in the text A-F. The words are underlined.

a large amount of	
<i>punizione</i>	
journey	
odours	
scared ( <i>impauriti</i> )	
climate	
going to the bottom of the sea	

**LISTENING** 

4. Listen to these six short conversations and decide which attraction A-F they are about. Look at the information in your book while you listen.

Conversation	Attraction
1.	
2.	
3.	
4.	
5.	
6.	

**WRITING**

5. What is the best attraction for a day out that you know? Write a short paragraph like A-F to describe it. Use language from A-F.

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# UNIT 6

## You and social media



### INTRODUCTION

#### 1. Social media quiz

Here is a quiz about the type of person you are, and how you use social media. There are no right or wrong answers!

Answer the questions for yourself, then compare answers with your classmates.

1. What do you want most out of life?
  - a. To make people smile
  - b. To create something beautiful
  - c. To expose the truth
  - d. To be the best
  
2. You get some money for your birthday. Which of these would you buy?
  - a. Candles
  - b. Business cards
  - c. MP3s
  - d. Video games
  
3. Do you care what people think of you?
  - a. Not at all! The only opinion that matters is my own.
  - b. Yes! My reputation is everything to me.
  - c. Somewhat, but it doesn't rule my life.
  - d. People don't think about me.
  
4. Which are you more interested in?
  - a. Arts and Crafts
  - b. Technology
  - c. Music and concerts
  - d. Television

5. Which word best describes you?
  - a. Introverted
  - b. Old-fashioned
  - c. Hard-working
  - d. Outgoing and extrovert
  
6. How would you describe your fashion sense?
  - a. I don't really care about fashion
  - b. Completely original
  - c. Stylish but casual
  - d. Very on-trend
  
7. Which of the following would you most like to be?
  - a. Very intelligent
  - b. Very lucky
  - c. Very attractive
  - d. Very popular with your friends
  
8. Which do you prefer to share?
  - a. Status updates
  - b. Funny photos
  - c. Recipes for your favourite dishes
  - d. News items
  
9. Which of these pages is in your online browsing history?
  - a. Reddit
  - b. MOMA
  - c. Facebook
  - d. Your school webpage
  
10. How do you view social media?
  - a. As a place to spread beauty
  - b. As a place to show my accomplishments
  - c. As a place to get a laugh
  - d. As a place to share what I've found

**READING**

2. Here are some different opinions about young people and social media. For each opinion, write a score.

- 5 – I totally agree
- 4 – I agree
- 3 – I'm not sure
- 2 – I don't really agree
- 1 – I don't agree at all

What do you think?	1-5
A. Distraction is a serious issue. Flipping from chat to music to homework, people have trouble doing each task well.	
B. Young people often do not check the veracity of information online – “smart searching” is a skill schools need to teach urgently.	
C. Computers increase the ability of students to gather information, sample different points of view and write more fluidly. Student essays have grown in size and complexity. They are now six times longer and, unlike older essays, (“What I did this summer”) they offer arguments supported by evidence.	
D. Social networking makes you lazy. Why go to any trouble for a friend when on the right scrollbar it tells you that it’s their birthday and lets you type in “Happy Birthday” with no need for any more effort?	
E. Social media is the best way for everyone to be connected. Using social media, citizens are able to have a say and the government is able to make better decisions.	
F. People spend more time on social networking sites than they do interacting with others face to face.	
G. It is fun. People can share their lives with each other in a way that they never could before.	
H. The young people who send most texts are those who spend time with friends in person. One form of socialising doesn’t replace the other. It augments it.	
I. People can stay in touch over long distances, between different countries.	
J. You can make friends online, through blogging communities.	
K. Social networking distracts students during time when they should be studying, and holds them back from classroom participation.	
L. Social networking is causing social anxiety in a large portion of students.	
M. Online arguments cause problems with real-world relationships.	
N. Teenagers who participate in fan or hobby sites are more likely to do real-world volunteering.	
O. It can be difficult to sleep after accessing social networking sites.	
P. Your privacy can be invaded.	
Q. You leave a digital footprint which can be difficult to erase.	

### VOCABULARY

3. **Underline all the English words in the social media texts which are ‘loaned’ into Italian.**

### SPEAKING

4. **Compare your opinions with your classmates. Organize a survey of different opinions.**

## READING

5. Read the text below about changes in social media use in 2014. Then choose the correct alternative, A or B, for the questions.

### TEENS MOVE AWAY FROM 'TRADITIONAL' SOCIAL NETWORKS

Teenagers are moving away from 'traditional' social networking sites like Facebook and Twitter in favour of mobile messaging apps like WhatsApp and WeChat. Facebook was still the most popular social network among teens in 2014, but apps like WeChat experienced enormous growth.

According to the GlobalWebIndex report, the percentage of teens active on Facebook dropped by 9 per cent during 2014. Falls were also recorded for YouTube (7 per cent), Twitter (3 per cent) and Google+ (4 per cent).

This does not mean that 'traditional' social networks are finished – Facebook was still the leading app for teenagers, and by the end of 2014, 66 per cent of teens were members of the site.

However, Jason Mander, head of trends at GlobalWebIndex, said that teenagers were using these networks less actively, and for fewer things.

At the same time, the report, based on interviews with 170,000 users in 32 countries, detected a rise in newer social networks like Instagram, Pinterest and Tumblr, along with mobile messaging services.

"If we look at usage of apps over the last six months, it's very clear that the biggest growers are things like Snapchat, WhatsApp, WeChat, Kik Messenger," said Mander.

"There seems to be a shift from what we would call classic social networking behaviours to more instant communication in the form of messaging apps."

Snapchat is the fastest growing social media app among teens, with this demographic using it much more than others. Snapchat usage increased 60 per cent in 2014, according to the report.

Mander said that messaging apps are popular among teens because they are more convenient and cheaper than text messaging. Snapchat has also done a good job of positioning itself as the 'trendy' player in markets like the US, UK and Australia.

However, Mander said that these apps are particularly attractive to teenagers because they are more private than traditional social networks, and this generation is increasingly concerned about its digital footprint.

"We've seen a move away from people sharing everything with everyone, like Facebook, to wanting a more personal, private form of communication," he said.

"Today's teens are digital natives, they've been using multiple screens to access the Internet from very early ages, and unlike older people in their twenties and thirties, they are very aware of how visible they are online."

The report also found that nearly two thirds of teens are using their mobiles while watching TV – a practice known as 'second screening'. This does not necessarily mean they are using their phones to interact with TV shows or sharing their opinions about shows. Mander said that very few of the motivations for second screening have anything to do with the content on the TV screen.

"Mostly people are doing other things – they're talking to friends, they're reading the news, they're searching for information," he said. "It's not necessarily that second screening is supporting TV itself; it's an additional activity as people are watching shows."





**Choose the correct alternative according to the text.**

1. **A.** In 2014, Facebook grew faster than mobile messaging apps.  
**B.** In 2014, Facebook grew more slowly than mobile messaging apps.
2. **A.** YouTube, Twitter and Google+ showed the same trend as Facebook.  
**B.** YouTube, Twitter and Google+ showed a different trend from Facebook.
3. **A.** In 2014, teenagers tended to use Facebook for more purposes.  
**B.** In 2014, teenagers tended to use Facebook for fewer purposes.
4. **A.** Teenagers understand the implications of online visibility better than older people.  
**B.** Teenagers understand the implications of online visibility less than older people.
5. **A.** Teenagers today tend to use smartphones and tablets while they watch TV.  
**B.** Older people today tend to use smartphones and tablets while they watch TV.

**VOCABULARY**

6. **Digital footprint** = permanent impression left online.

What other types of 'footprint' do you know?

**Digital native** = person who is very familiar with digital technology

The word '**teen**' is used as a short form of 'teenager'. What word is used as a short form of '**application**'?

**VOCABULARY**

7. **Complete the table below.**

Verb		Noun	
grow grew grown	crescere	growth	crescita
rise rose risen		rise	
fall fell fallen	calare	fall	calo
drop (reg.)		drop	

**Underline examples of words from the table in the text "Teens move away from 'traditional' social networks".**

**Now use a word from the table to replace one word in each of these sentences. Be careful, grammatical modifications may be necessary.**

1. It is the fastest increasing social media app.
2. The percentage of teens active on Facebook is decreasing.
3. Apps for sending photos and sound experienced enormous increases.
4. There has been a big decrease in the number of people communicating by snail mail!

**SPEAKING**

8. **How much do you use social media?**

**Compare your ideas with your classmates.**

**To start your discussion, use phrases from the table.**

I use Facebook / Twitter (...) every day / all the time / in the evenings / whenever I can	So do I.
I don't use social media very much.	Neither do I.

In this module you have practiced the skills of reading, writing, listening and speaking. You read texts about your dream house, the world of work, showing works of art, making money, attractions and social media and you listened to texts about future plans and attractions. You wrote descriptive paragraphs and you spoke about all these things.

**A. Write down five new things that you learnt. Read your sentences aloud and compare them with your classmates.**

E.g. Facebook is becoming less popular among young people.

**B. Find the mistakes in this short text.**

In Jane's class, three person are study History of art and all the class is study drawing. The school has an uniform so every day Jane is wearing a blue skirt and jackets.

**C. You learnt vocabulary about typical interests and activities of a young person studying art.**

**D. Write the word or words with the following meaning or definition.**

1. money charged to enter a museum	
2. how large or small something is	
3. a room where paintings or artworks can be seen	
4. a room or institution where books are kept, but not sold	
5. something that you learn or teach at school, for example English or history	

**E. Now write a short definition or explanation of three more words and test your classmates.**

E.g.

This is a container full of water for sports activities. \_\_\_\_.

If you want to organize an exhibition you can \_\_\_\_ a public room.