LISTENING PRACTICE

LISTENING 1

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

1 You are going to listen to a radio report about graffiti. Before you listen, match the words (1–8) to the definitions (a–h).

1 street art	a the crime of deliberately damaging property belonging to other people
2 graffiti	b a type of art usually displayed in public places without official permission
3 vandalism	c sharing your ideas with the world, often through art, music or acting
4 self-expression	d words or drawings on the walls of buildings or other public places
5 colour scheme	e the way in which things are arranged in a picture
6 composition	f saying that something or someone is bad
7 creativity	g the ability to produce new, interesting ideas
8 criticism	h the combination of colours chosen for a particular area or painting

PREDICTING CONTENT USING VISUALS

2 Look at the photograph. Discuss the questions in pairs.

1 Describe the image. Where do you think it might be found?
2 Who do you think might have painted it, and why?

3 Match the people (1–5) to the opinions about the painting (a–e).

1 A neighbour
2 A local office worker
3 A police officer
4 An art critic
5 A teenage graffiti artist

LIVEWORKSHEETS

a It's vandalism, not artwork. _____
b The painter could be a commercially successful artist. _____
c It's an interesting feature to have in the area. _____
d The painting communicates a message to young people. _____
e It's illegal and therefore we're going to have to paint over it. _____

WHILE LISTENING

LISTENING FOR GIST

4 91 Listen to the radio report and check your answers to Exercise 3.

LISTENING FOR OPINION

5 Listen to the radio report again. Match the speakers (1–5) to the statements (a–j).

a All graffiti should be completely removed by law. 3
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. _____
e I think he or she could make a lot of money. _____
f It's something interesting to look at, and it's well done, isn't it? _____
g I think this type of art is a really good way of expressing your ideas. _____
h I think it's really cool. _____
i The colour scheme and the composition work very well together. _____
j I actually quite like it, despite the fact that it's illegal. _____

UNLOCK ONLINE

POST-LISTENING

Inferring opinions

Sometimes when people speak, they try to sound neutral or conceal their opinion about a topic, usually to appear fair and professional. However, thinking about the words and phrases used can often reveal different, more personal viewpoints.

MAKING INFERENCES

6 Look at the words used to describe the graffiti. Answer the questions.

	words used to describe the person who did the graffiti and the work itself
police officer	the artist, very creative, a piece of art, artistic, expressive, artwork, vandalism
host	the (mystery) graffiti painter, our illegal painter, this piece of vandalism

1 Which words and phrases in the table have positive connotations?
2 Which words and phrases have neutral or more negative connotations?
3 Based on this, which person do you think likes the painting more? Is this what you would expect?

LIVEWORKSHEETS

LANGUAGE DEVELOPMENT

EXPRESSING CONTRASTING OPINIONS

EXPLANATION

Expressing contrasting opinions

In a debate or discussion, people may state opinions or facts 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 restate that opinion or fact and then introduce your own point using a contrasting expression.

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

UNLOCK ONLINE

1 Read the example sentence and answer the questions below.

1 What does the speaker think of the work?
2 Which expression in bold signals the opinion that the speaker disagrees with?
3 Which expression in bold signals the speaker's opinion?

2 Look at the words and phrases in the box and put them in the correct place in the table.

Many people think that In reality, The fact of the matter is
It looks like However, We take it for granted that It seems as if
but actually, Some people say It may seem but in fact
The truth of the matter is

introducing a statement	expressing a contrasting opinion

LIVEWORKSHEETS

3 Rewrite the sentences below using the prompts in brackets.

1 Statement 1: A lot of money is spent on public art.
Statement 2: Only 0.5% of public money is spent on art. (It may seem, but in fact)

_____

_____

2 Statement 1: Public art has no long-term cost.
Statement 2: Cleaning and maintenance need to be considered
(Many people think, however)

_____

_____

3 Statement 1: The new sculpture is very popular.
Statement 2: A thousand people signed a petition to have it removed.
(It seems, 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)

_____

_____

ACADEMIC VOCABULARY RELATED TO ART

4 Match the words (1–10) to the definitions (a–j).

1 appreciate	a to show something in a public place
2 display	b to show something that was previously hidden, or secret
3 interpret	c to refuse to accept, or believe something
4 reject	d to give your opinion on something
5 remove	e to recognize how good or useful something is
6 analyze	f to give a lot of attention to something
7 comment on	g to take something or someone away from somewhere
8 focus on	h to study or examine something in detail
9 restore	i to decide on, or explain the meaning of something
10 reveal	j to return something to an earlier good condition

LIVEWORKSHEETS

5 Circle the correct verb to complete the sentence.

1 I don't think you fully *appreciate / restore* the talent of the artist.
2 We should critically *reject / analyze* the piece before removing it.
3 I hope that the artist will publicly *comment / focus* on their work.
4 I would proudly *appreciate / display* the artwork in my gallery.
5 We should primarily *focus / comment* on finding the vandal.
6 It would be difficult to correctly *interpret / reveal* the artwork.
7 I firmly *analyze / reject* the idea that the artist is a criminal.
8 By law, we must completely *display / remove* the graffiti.

LISTENING 2

USING YOUR KNOWLEDGE

PREPARING TO LISTEN

1 You are going to listen to an informal debate about public art. Before you listen, work with a partner and discuss the questions below.

1 A local city government is considering selling a public sculpture to help pay for some new sports facilities. Which do you think is more important for a community? Why?
2 What arguments can you think of for selling the sculpture?
3 What arguments can you think of for keeping the sculpture?

WHILE LISTENING

LISTENING FOR MAIN IDEAS

UNLOCK ONLINE

2 93 Listen to the informal debate and choose the points mentioned in the discussion.

1 Maintaining the sculpture costs too much money. ☐
2 Public buildings could be sold instead of the sculpture. ☐
3 Art is an important part of any culture. ☐
4 Removing the sculpture could cause big disruptions in the city. ☐
5 The sculpture is dangerous. ☐
6 The sculpture could become a tourist attraction. ☐
7 A private collector has offered to buy the sculpture. ☐
8 The government's right to sell the sculpture. ☐

LISTENING FOR DETAIL

3 93 Listen to the debate again. Complete the notes below about the talk.

Statement 1: Public art is a waste of money.
Response 1.1: Art is an important part of any culture.
Response 1.2: We don't know if we can sell the sculpture.

LIVEWORKSHEETS

Decision 1: (1) _____

Statement 2: If we remove the sculpture, we need to put something in its place.

Response 2.1: We won't be able to find other public art everyone likes.

Response 2.2: (2) _____

Decision 2: (3) _____

Statement 3: The sculpture is a danger to the public.

Response 3.1: (4) _____

Response 3.2: We should move the sculpture.

Decision 3: (5) _____

Statement 4: The government may not have the right to sell the sculpture.

Response 4.1: (6) _____

Response 4.2: We need to balance art and sport in the lives of our children.

Decision 4: (7) _____

4 Compare answers in pairs.

POST-LISTENING

Thinking about fact and 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, everyone agrees on the facts so that the debate can focus on opinions.

5 For each of the following points, write fact (F) or opinion (O).

1. The total bill for cleaning and repairs has come to more than £5,000. _____
2. Constantly cleaning and restoring a piece of art is not an appropriate way to spend public money. _____
3. We had 400,000 visitors to our art museum last year. _____
4. We don't know exactly how much the sculpture is worth. _____
5. We can replace the sculpture with something that will be popular. _____
6. I don't think we'll be able to find anything that everyone likes. _____
7. Kids have been damaging the sculpture almost every night. _____
8. The shopping centre will be a great place to display the sculpture. _____

LIVEWORKSHEETS

6 Work with a partner. Look at the facts and take turns to form one positive and one negative opinion based on the information.

1 Over half the local population want a new leisure centre in the city.
2 It will cost £10,000 to relocate the sculpture in the shopping centre.
3 A national art collector is interested in buying the sculpture.
4 A security guard could be hired to watch the sculpture at night.

DISCUSSION

7 Work with a partner. Discuss the questions.

1 Which places in your city or country display public art?
2 Why do you think these places have chosen to put art on display?
3 What opinions do you think local people have about the artwork?

LIVEWORKSHEETS

GRAMMAR & VOCABULARY PRACTICE

Hobbies, sport and games

Topic vocabulary in contrast

see page 186 for definitions

pitch / track / court / course / ring / rink	umpire / referee	sport / athletics
win / beat / score	final / finale / end / ending	interval / half time
play / game	bat / stick / rod / racket	draw / equal
spectator / viewer	amateur / professional	competitor / opponent

Phrasal verbs

bring forward change the date/time of an event so it happens earlier	**knock out** defeat and remove from a competition; make unconscious
carry on continue	**look out** be careful
get round to start (after planning to do sth for a long time)	**pull out** stop being involved in an activity
get up to do; do sth you should not do	**put off** delay, postpone
go in for enter (a competition, etc); like	**put up with** tolerate
go off stop liking	**take to** start (as a habit)
join in participate, take part	**take up** start (a hobby, sport, etc); fill an amount of space/time

Phrases and collocations

best	make the best of sth; do your best; the best at sth/doing
chance	have/take/get a chance to do; have a chance of doing; some/little/etc chance of (your) doing; the chances of (your) doing; take a chance (on sth); chance of a lifetime
go	your go; have a go
height	in height; afraid of heights; height of sth
mad	mad about/on sth/sb/doing; go/become mad
pleasure	take pleasure in sth/doing; gain/get pleasure from sth/doing
popular	popular with/among
side	(on) the opposite side; (on) the far side; side with sb; on the winning/losing side
talent	have a talent (for sth/doing); talent contest
time	on time; (just) in time; the whole time; high/about time; take your time (doing); take time to do; sth takes up (your) time; spend time doing; spend time on; at/for a certain time; time passes; find time to do; make/find time for; for the time being; have a good/nice time (doing); tell the time; free/spare/leisure time
turn	turn (a)round/away; turn sth over; in turn; take turns; take it in turn(s) (to do); your turn (to do)

Word patterns

compete against/with sb; compete for/in sth	**listen** to sth/sb
concentrate on sth/doing	**love** sth/sb/doing; love to do
difficult to do; find sth difficult; find it difficult to do	**mean** to do; it/this means that; it/this means sth/doing
fond of sth/sb/doing	**prefer** to do (rather than [to] do); prefer sth (rather than sth); prefer sth/doing (to sth/doing)
free to do; free from/of sth; free for sth	**stop** sth/doing; stop to do; stop sb from doing
interested in sth/doing	**sure/certain** make/be sure/certain that; sure/certain to do; be sure/certain of sth
involve sth/doing; involved in sth/doing	

Word formation

allow disallow, allowance, allowable	**fortune** misfortune, (un)fortunate(ly)	**medal** medallist, medallion
associate disassociate, association, (un)associated	**interest** (un)interesting(ly)	**oppose** opposition, opponent, opposite, opposing
compete competition, competitor, competitive(ly)	**know** knowledge, (un)knowledgeable	**practice** practise, (im)practical(ly)
enjoy enjoyment, enjoyable	**lose** lost, loss	**train** retrain, trainer
equip equipment, equipped	**maintain** maintenance	

LIVEWORKSHEETS

Word patterns

F Match to make sentences.

1	I'm not very fond	A	in playing for the school team.
2	She's interested	B	to find enough time to have any hobbies.
3	You should concentrate	C	to try to find the golf balls we'd lost.
4	I used to find it difficult	D	of playing in goal.
5	Let's listen	E	from finishing the game.
6	We stopped	F	to what the coach thinks first.
7	The bad weather stopped us	G	on getting fit.

G Water has damaged part of this text about sport at school. Read it and decide what you think each of the original words was. Write the words in the blank spaces.

Sport at school

I used to wear glasses when I was at school, and so I ..... sport 1 .....
very difficult. I wanted to be involved ..... school sports 2 .....
competitions, and I loved the idea of teams competing ..... each 3 .....
other, but being on the rugby team, for example, ... having to 4 .....
take off my glasses, and that meant ..... I couldn't see! And it's 5 .....
difficult ..... catch a ball when you can't see it! So, I wasn't 6 .....
very good and the captains always ..... sure that I wasn't on 7 .....
their team. This meant I ..... free to do other activities, like being 8 .....
on the debating team, and actually I preferred to ..... things I 9 .....
was good at doing ..... than have everyone laugh at me. 10 .....

Word formation

H Complete the sentences by changing the form of the word in capitals when this is necessary.

1 I need to buy a new pair of ..... (**TRAIN**).
2 Ellie used to ..... (**PRACTICE**) for hours to learn to juggle properly.
3 That was the most ..... (**INTEREST**) book I've ever read. I can't wait for the sequel!
4 Would you describe yourself as a ..... (**COMPETE**) person?
5 Many professional basketball players earn a ..... (**FORTUNE**) these days.
6 F.A. stands for Football ..... (**ASSOCIATE**).
7 The gold, silver and bronze ..... (**MEDAL**) took their places on the podium for the presentation ceremony.
8 In Britain, the money parents give their children is often called pocket money. In America, it's often called an ..... (**ALLOW**).
9 I'm afraid the swimming pool is closed at the moment as they're carrying out some essential ..... (**MAINTAIN**).

LIVEWORKSHEETS

I Use the word given in capitals at the end of each line to form a word that fits in the gap in the same line.

A snooker player speaks

When I first started playing snooker, I had no real (**1**) ..... of the	**KNOW**
rules. I just thought it looked an (**2**) ..... game. Also, I didn't need	**ENJOY**
to buy any expensive (**3**) ..... because the snooker hall near my	**EQUIP**
house had tables and cues. I spent (**4**) ..... all the free time I had	**PRACTICAL**
practising, and then decided to enter a (**5**) ..... . It was great fun!	**COMPETE**
My (**6**) ..... was someone who'd been playing for years. Of course,	**OPPOSE**
he beat me, but the fact that I'd (**7**) ..... didn't put me off at all.	**LOSE**
And, (**8**) ..... , my game improved enough for me to become a	**FORTUNE**
professional snooker player three years ago.	

LIVEWORKSHEETS