

2

Art works



2.1 Reading

1 CRITICAL THINKING Discuss the questions.

- 1 When was the last time you went to a museum or an art gallery? Why did you go? What was it like?
- 2 What do you think are the main purposes of art galleries today?
- 3 How do you think art galleries can attract more younger people?

Reading and Use of English Part 6

► EXAM TIP Understanding the main ideas

In Part 6, six sentences have been removed from the text. Read through the text before looking at the removed sentences. It is important to understand the text well so you understand the ideas that connect the removed sentences to the text.

2 Read the tip. Then read the blog post about immersive art shows quickly. Match paragraphs A–E to the topics below.

- 1 Why they are popular
- 2 The writer's opinion
- 3 What they are
- 4 Negative views on them
- 5 An early experience of an art gallery

3 Read paragraph A of the blog post again and look at gap 1. Then read sentences A–G in exercise 4. Which sentence do you think fits the gap? Think carefully about the topic of the paragraph and the tenses used.

4 Read the blog post about immersive art shows. Six sentences have been removed from the text. Choose from the sentences (A–G) the one which fits each gap (1–6). There is one extra sentence you do not need to use.

- A They have taken art out of galleries and into exciting new spaces and made it accessible and enjoyable to many more people.
- B They focus too much on creating an experience for the visitor and not enough on the art itself.
- C However, when we eventually got inside, I was just really bored.
- D It's a great way to interact with art and to share it with friends later.
- E During the past ten years, these shows have grown in popularity and have attracted huge audiences.
- F But I also think they can bring art alive and make it more relevant and meaningful for people of my generation.
- G Instead of looking at paintings on a wall, they use audio visual technology and virtual and augmented reality to immerse you in the artwork.

5 Look at the highlighted words and phrases (a–h) in the text. Choose the correct definition for each word.

- a the best of an artist's work / very old paintings
- b moved slowly from side to side / fell over
- c coming together / attracting your attention
- d people who dislike something / people who write opinions about the qualities of something
- e what you can see or hear in a work of art / the situation in which something happens
- f only thinking about yourself / having a good understanding of yourself
- g easy to see or understand / reasonable and true
- h get to know or find out about / see for the first time

6 Complete the sentences with the highlighted words from the text.

- 1 If you want to understand a painting, it's important to know the _____ in which it was painted.
- 2 I think it's _____ that immersive art shows are more popular than traditional ones.
- 3 The talk that the museum guide gave us was _____ and also really informative.
- 4 The problem with Jack is he's so _____ and unable to think about how anyone else feels.
- 5 The best way to _____ an artist's work is to spend time looking at their paintings.
- 6 The problem with _____ is they aren't interested in what is popular.
- 7 The Vatican Museums contain _____ by some of the world's most famous artists.
- 8 The tall trees in the park _____ in the strong winds.

7 CRITICAL THINKING Discuss the questions.

- 1 Would you prefer to visit an immersive art show or visit a gallery and see the original artworks? Why?
- 2 Do you think it's fair to say that immersive art shows are 'fun but meaningless'? Explain your answer.
- 3 Why do you think immersive art shows have been described as art for the self-centred and the selfie generation?



Immersing myself in art

A I remember when I was a kid, my grandparents took me to the National Gallery in London. The queue to get in was long, but my grandma told me it would be worth it to see paintings by some of the world's most famous artists like da Vinci, Botticelli, Van Gogh, Monet and Picasso. ¹ It was an old building full of old people looking at old ^a masterpieces in silence! That was my experience of art galleries until this year when I went on a school trip to Van Gogh: The Immersive Experience.

B Over the past few years, immersive art exhibitions have ¹⁰ changed the way people appreciate art. ² At the Van Gogh show, we walked into a large room where animated paintings were projected on the walls and floor, and soundscapes played through speakers. Clouds rolled by, fields of wheat ^b swayed in the wind and moonlight danced on the water. As well as Van ¹⁵ Gogh, artists like Monet, Frida Kahlo, Klimt and Picasso have all had successful immersive art shows touring cities around the world. And in London, a permanent immersive show, Frameless, has been welcoming visitors since 2022.

C It's hardly a surprise that they have become so successful. ²⁰ Immersive art shows are ^c engaging, interactive and great fun for families. ³ Rather than standing in front of an exhibit, in immersive art shows, you step into the artwork. Instead of looking at art, you become part of the art. I found that really powerful and memorable.

D ²⁵ But not everyone is a fan. Some art ^d critics say that they take the artwork out of its original ^e context and turn it into something fun but meaningless. They say that instead of making you think, immersive art shows just make you go 'Wow!' ⁴ In other words, when audiences become a central part of the artwork, they ³⁰ become uninterested in thinking about it and the feelings and experiences of the artist who created it. Immersive art shows have even been described as art for the ^f self-centred and the selfie generation. It's ^g fair to say that everyone at the Van Gogh show I went to was taking selfies. But what's so bad about that? ⁵ ³⁵ My photos from the show got over one hundred likes on Insta!

E Personally, I love immersive art shows, and since going to the Van Gogh experience, I've been to two more immersive shows. I can understand that they are more about entertaining than educating people. ⁶ And if that means more people ⁴⁰ ^h become familiar with artists like Pablo Picasso, Frida Kahlo and Claude Monet, surely that's a good thing, isn't it?

GRAMMAR

Present perfect simple and continuous

1 Discuss the questions.

- How do you listen to music?
- Have you or your friends ever bought a vinyl record? Are there any vinyl records in your house?
- Why do you think people like buying records instead of streaming music?



2 Listen to a section of a podcast about why people buy vinyl records. What reasons do they give? Did they mention any of your ideas?

3 Match sentences 1–5 from the listening to uses of the present perfect A–E in the grammar box.

- I've just bought them from the local record store.
- I've never been to that shop.
- I've been reading an article about it.
- Did you know that since 2010, sales of vinyl in the UK have increased every year?
- I've been collecting records for the last five years ...

Present perfect simple and continuous

We use the present perfect when we want to link a past event with the present time. We use the present perfect simple:

- A** to talk about recently completed actions and states.
- B** to talk about completed actions in an unfinished time period.
- C** to talk about life experiences with *ever* or *never*.

We use the present perfect continuous:

- D** to talk about an action that started in the past and is still happening.
- E** to talk about the length of time of an action.

→ Grammar reference p.150



4 Complete with the present perfect simple or continuous form of the verbs in brackets.

Armata: What ¹ _____ (you/do), Oscar?

Oscar: Not a lot. I ² _____ (listen) to some music.

Armata: How do you listen to music?

Oscar: I stream everything. I ³ _____ (have) a subscription to a big streaming site for a few years now.

Armata: ⁴ _____ (you/ever/buy) a vinyl record or CD?

Oscar: No, I haven't.

Armata: But doesn't your sister work in the local record store?

Oscar: Yes, she ⁵ _____ (work) there since January. I sometimes go in there, but I ⁶ _____ (never/buy) anything.

5 Find examples of *for* and *since* in the dialogue in exercise 4. Then complete the language tip.

Language tip *for* and *since*

Remember, in present perfect sentences, we use ¹ _____ to describe the length of an action or state and ² _____ to refer to when it started.

Present perfect for completed actions

When we want to talk about an action that has recently finished but is still important now, we use:
the present perfect simple when we are interested in the result of the action.

I've just listened to the most amazing album.

the present perfect continuous when we are interested in the action.

I've been listening to music all afternoon.

→ Grammar reference p.150



6 Read the grammar box above. Then listen and complete the dialogues below with the present perfect simple or continuous form of the verbs in the box.

eat paint play repair

1 A: What are those colours in your hair?

B: I _____ a mural on the ceiling.

2 A: Why aren't there any chocolates in the box?

B: I'm really sorry, but I _____ them all!

3 A: Is my record player OK now?

B: Yes, it is. The woman in the shop _____ it for you.

4 A: You don't look very well.

B: I've got a headache. Tom _____ loud music all afternoon!

7 Look at the photos. Make short dialogues for each one about what has happened / has been happening.

A: Why are you so wet?

B: It's been raining all day!



VOCABULARY

Art and music

1 Look at the album covers and discuss the questions.

- Do you recognize any of the albums? Which ones?
- From the cover, what kind of music do you think the album will be?
- Which cover do you like the best? Why?



2 Read the article about record cover art.

The art of the album cover

In the 1910s and 1920s, the first records were sold in brown envelopes and later in large leather books, which looked a bit like photo albums. (This is where the word 'album' comes from). All that changed in 1938 when Columbia Records appointed Alex Steinweiss as Director of Art. He started putting **artwork** on the paper covers of new **releases**, and the album cover was born. One of the first albums that featured artwork and caught the public's attention was Nat King Cole's *The King Cole Trio* album, which topped the US music **charts** in 1945.

During the 1950s, modern jazz was the coolest sound around. The stylish music was matched beautifully with **abstract** cover designs featuring the work of both modern artists and photographers. For the first time, the album was more than just a collection of **tracks**. It had become an important cultural icon that could be both played on a **turntable** and **exhibited** in a gallery.

In the 1960s, musicians began to become more **inspired** by modern art. In the UK, the Beatles worked with the artist Peter Blake while in the USA, Andy Warhol created the cover for the Velvet Underground's first album. The cover (a bright yellow banana on a white background) is now regarded as a masterpiece in its own right.

Since then, album cover art has become an important way for musicians to express their creativity and artistic **vision**. Artists from Pink Floyd and Stevie Wonder to Kendrick Lamar and Lady Gaga have created covers that communicate visually who they are, as well as providing fans with an insight into their imagination and humour.

3 Match the highlighted words in the text to the meanings below.

- recorded songs
- pieces of music that are made available to the public
- a collection of songs on a record, CD or online
- lists of songs or albums that people have bought, streamed or downloaded in a week
- given the idea for something
- not representing things in a realistic way
- an idea or picture in your imagination
- a device used to play vinyl records
- works of art
- shown in a public place

4 Work in pairs. Complete the questions with the correct form of the highlighted words from exercise 2. Then discuss them together.

- Do you like _____ art, or do you prefer a more realistic style?
- When you listen to music, do you prefer listening to individual _____ or whole _____?
- Have you ever been _____ to listen to a single or an album by the _____ on the cover?

Books

5 Read the article about the history of book covers and complete it with the words in the box.

bestsellers classics editions iconic illustrated
novelist paperback poet published


Judging a book by its cover

Before the late 19th century, book covers were usually made of leather and were there to protect the book. When a book was ¹_____ with a distinct cover, it tended to be decorative rather than meaningful. New printing technology in the 1890s, combined with the invention of paper dust jackets on hardback ²_____, meant that book covers could be used to engage readers and promote the books. Different fonts were used for the title and the name of the ³_____, ⁴_____ or writer, and covers were often ⁵_____ with colourful artwork. Many modern ⁶_____, such as *The Great Gatsby*, benefitted from having ⁷_____ covers that are still admired today.


With the arrival of mass-market, cheap ⁸_____ novels in the 1940s and 50s, it became essential for publishers to produce attractive covers to advertise the content and help create ⁹_____.

6 Discuss the questions.

- How do you think book covers are used to 'engage readers and promote the books'?
- Have you ever chosen a book because of its cover?

1  Tick the statements that you agree with or are true for you. Then compare and explain your answers with your partner.

- 1 Poetry is just something you have to study at school.
- 2 Most poetry is written in a way that people can't understand.
- 3 Poetry is a great way to express yourself and understand your emotions.
- 4 I've got some poetry books at home.
- 5 I sometimes read poetry online.

2  **010** Listen to a student, Grace, talking about Instagram poetry. Which statements from exercise 1 does she discuss? What does she say about them?




Listening Part 2

► EXAM TIP Predicting missing information

You will have about 45 seconds to read the questions before you listen. In Part 2, use this time to think about what information is missing. To help you, underline the key words around the gaps. Sometimes, you might be able to predict possible answers.

3 Read the tip. Then read the summary of what Grace says below. Try to predict the type of information that will complete the gaps. Think about the information and the type of word, e.g. noun, adjective, verb. Make notes.

4  **010** You will hear a student called Grace talking about Instagram poetry. For questions 1–10, complete the sentences with a word or short phrase.

Instagram poetry

Grace doesn't understand why people don't want to ¹_____.


In the world of pop music, she feels that older people complain that new pop stars are unable to ²_____. With the artist Banksy, she says that ³_____ said his work wasn't serious.

Rupi Kaur was the Instagram poet that Grace first ⁴_____. She was attracted to her ⁵_____ and simple drawings. Because her poems were ⁶_____ and only about one idea, Grace found them accessible.

Soon afterwards, she found out about more ⁷_____. She thought it was great that any person could ⁸_____ on social media.

Some people think that Instagram poets only write poems to ⁹_____. She also recognizes that in short poems, the poets can't ¹⁰_____. But Grace thinks that anything that gets more people reading poetry is a good thing.


Pronunciation: /s/, /z/ or /ɪz/

5  **011** Read and listen to the sentences from the listening. Are the underlined sounds pronounced /s/, /z/ or /ɪz/?

'When every new generation of pop stars arrives on the scene, older generations complain ...'

'Because of that, there were more diverse voices s.'

'You could share your thoughts s and comments s about the poems s with the poets s and other fans s.'


6  **012** Complete the box with /s/, /z/ or /ɪz/. Then listen and check.

1 _____	2 _____	3 _____
voices, watches, loses, relaxes, finishes	thoughts, comments, poets, sleeps, hits, works	stars, arrives, generations, poems, fans



7 **CRITICAL THINKING** Discuss the questions.

- 1 What do you think is the main point of poetry?
- 2 Have you heard about or read any Instagram poetry? If so, what? If not, would you be interested in reading any? Why/Why not?
- 3 Do you know any other short forms of poetry?
- 4 Read this famous Japanese haiku by the poet Matsuo Bashō. What do you think it means? How does it make you feel?

Even in Kyoto
Hearing the cuckoo,
I long for Kyoto.

- 1  Look at the photos. Which experience would you prefer? Why?



- 2  013 Listen to a student describing and comparing the photos. Does he share your opinion?
- 3  013 Listen again and complete the key phrases.

Key phrases Describing photos

Describing what you see

The first / second photo ¹ _____ ...
 In the background / foreground, we ² _____ ...
 In the ³ _____ / top / bottom corner of the photo ...
 It looks ⁴ _____ a ...

Describing what you think you see

I'd ⁵ _____ that ... but I ⁶ _____ exactly.
 They seem to be ...
 I'd say that the crowd ⁷ _____ excited ...

Comparing and contrasting

Both of these photos ⁸ _____ ...
 Neither ... nor ... shows ...
 Similar to ..., this photo ...
 In ⁹ _____, ...
¹⁰ _____ to the first photo ...

→ Speaking Bank p.199

Speaking Part 2


► EXAM TIP Managing your time

In Part 2, start by describing the pictures, but make sure you have enough time to compare and contrast them, and give your opinion. Remember to answer the written question and give reasons.

- 4 Read the tip. Then look at the two new photos below. Think of different ways to describe what you can see and what you think you can see in these photos.

What might the people in each gallery enjoy about the experience?




- 5  014 Listen to the examiner. Then take turns with a partner at answering the question. Listen to your partner and make notes about what they say.
- 6 **COLLABORATIVE LEARNING** Give feedback to your partner. Did they:

- compare the photos and contrast the photos?
- use any phrases from the key phrases box?
- give their opinion about the photos?
- answer the examiner's question?


VOCABULARY

Negative prefixes

- 1  Describe the photo and answer the questions.

- What do you think it is?
- What is your opinion of it?
- Is it art?



- 2  015 Listen to a short talk about the photo. Were any of your answers correct?


- 3  015 Complete the sentences from the listening with prefixes in the box.

dis- il- im- in- ir- un-

- These ___ credible and ___ regular structures were built by Simon Rodia, an Italian immigrant construction worker, in his back yard.
- It's almost ___ believable to think that Rodia spent nearly every day for 33 years between 1921 and 1954 building the structures.
- It sounds ___ possible that he built them on his own, with no special equipment ...
- And on many occasions, ___ obeying orders from the authorities to pull down the ___ legal construction.

- 4 Add the correct prefix from exercise 3 to each word in the box.

agree appear believable correct
credible legal logical mature necessary
obey patient perfect pleasant possible
regular relevant responsible visible

- 5  Write four sentences with words with a negative prefix from the box in exercise 4. Then say if the sentences are true for you.

To me, The Watts Towers are incredible structures.

Compound nouns

- 6 Match the words to make compound nouns. Which are one word and which are two words?

- | | |
|---------------|------------|
| 1 performance | a single |
| 2 song | b teller |
| 3 hit | c colour |
| 4 sound | d writer |
| 5 oil | e ground |
| 6 under | f track |
| 7 story | g art |
| 8 water | h painting |

- 7 Complete the sentences with the compound nouns from exercise 6.

- I didn't like the film very much, but I loved the _____. It featured music by my favourite _____.
- She's a fantastic writer and a great _____.
- We have three _____ paintings and one _____ by an artist from our city.
- I don't really understand _____. It's just people doing stupid things, isn't it?
- Her new record was a great song, but surprisingly, it wasn't a _____.
- Artists who work in the _____ tend to avoid exhibiting their work in large galleries.

Reading and Use of English Part 3

▶ EXAM TIP

Reading for a general understanding

Part 3 tests vocabulary and word building. However, it is important to understand what the text is about, so read the whole text to get a general understanding before trying to do the questions.

- 8 Read the tip. Then read exercise 9. How are outsider artists different to other artists?

- 9 For questions 1–8, read the text again. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Looking in from the outside

Outsider art is artwork produced by artists who did not go to art school, and who work ¹_____ from the established art world. Unlike ²_____ artists, whose work intentionally attacks or rejects ³_____ trends, outsider artists are often driven by an impulse and usually produce work for ⁴_____ instead of for an audience. They tend to use ⁵_____ materials rather than oil or watercolour paints.

Once this term was used by the art world to look down on a particular type of art, but now many more artists identify as outsiders. However, there are still some ⁶_____ about the term. If someone is ⁷_____ producing outsider art, they are clearly aware of their place in the art world. Finally, is it ⁸_____ for an artist with some formal training to call themselves an outsider?

DEPENDENT

GROUND

ART

THEM


CONVENTION

AGREE
ACTIVE

HONEST

GRAMMAR

so and such

- 1  Look at the photo below of a famous performance artwork. What do you think is happening?
- 2 Read the article and check your answers to exercise 1. Were you correct?

But is it art?

I've been reading **so** many articles about performance art recently. This is where artists use their bodies to 'perform' the artwork. One famous example I found involved the actor Tilda Swinton sleeping in a glass box in the Museum of Modern Art (MoMA), New York. Odd! But not **so** unusual when you look at what other artists have done. For example, in Marina Abramović's *The Artist is Present*, the artist spent 736 hours sitting in silence across a table from visitors at MoMA. It turned out to be **so much** more popular than you'd think. In fact, it was **such** a successful performance that people queued all night to sit opposite her.



What does it all mean? I'm not **so** sure. Is it art? If we see art as a beautiful expression of creativity, maybe not. But if we think the purpose of art is to make us think, feel, and experience emotions, then I'd say it is.

- 3 Look at the highlighted words in the article and complete the grammar box with **so**, **such** or **so much**. Then find an example sentence from the text for each of the uses (1–4).

so and such

We use *so* and *such* to intensify (make stronger) adjectives, adverbs and nouns.

We use ¹ _____ to make an adjective or adverb stronger.

We use ² _____ to make a comparative adjective or adverb stronger.

We use ³ _____ to make a noun or adjective + noun stronger.

We use ⁴ _____ to make a quantifier (much, many, few, or little) + noun stronger.

→ Grammar reference p.151

- 4 Complete the sentences with **so**, **such**, or **so much**.

- 1 The exhibition was _____ good that I spent the whole day there.
- 2 Whether something is art is _____ a difficult question to answer.
- 3 I talked to _____ many people who loved the exhibition, it forced me to change my mind.
- 4 The performance was _____ more interesting than I thought it would be.

Reading and Use of English Part 4

► EXAM TIP Crossing out the repeated words

Part 4 tests grammar and vocabulary. Identify which words in the first sentence are repeated in the second sentence and cross those words out. Then you can see which parts of the first sentence you need to rewrite. Write only two to five words. Contractions count as two words, except can't (= cannot).


- 5 Read the tip. Then read both sentences in exercise 6, question 1. Think about which parts of the first sentence are repeated and which words need to change. How can the key word help you make the change?

- 6 Complete the second sentence so that it has a similar meaning to the first sentence. You must use between two and five words, including the word given.

- 1 The party was a lot more enjoyable than we expected. **MUCH**
We _____ fun at the party than we expected.
- 2 They didn't need to buy tickets before the show. **THEM**
It was _____ tickets in advance of the show.
- 3 Carlotta has the creativity to become a great writer. **SO**
Carlotta is _____ could become a great writer.
- 4 People started queuing to see the show this morning. **BEEN**
There _____ get into the show since this morning.
- 5 No one could believe that the artwork was made by hand. **THINK**
It was _____ the artwork was made by hand.
- 6 It's the most amazing show I've ever seen. **SUCH**
I've _____ amazing show.

- 7 **DEBATE** Split into halves A and B. A, prepare to argue for the statement below. B, prepare to argue against it. Make notes on your ideas.

'Art is more about entertainment than education.'

- 8  Have your debate.



1 Discuss the questions. Give reasons.

- How common is graffiti in your area? What types of graffiti are there?
- Does graffiti improve or ruin a place's appearance?
- How do you feel about graffiti? Is it art or vandalism?

2 Read the essay and answer the questions.

- What is the writer's argument?
- What reasons does she give to support that argument?
- Is the essay written using informal or more formal language? How do you know?

Graffiti: art or vandalism?

¹ Graffiti has been in existence for thousands of years. **While** it is often criticized for being a type of vandalism, **in my opinion**, it is an important form of art.

² **The first reason is that** graffiti requires the same kind of skill as any traditional work of art. **This means** that artists need to demonstrate creativity, as well as technical and artistic abilities.

³ **Another reason is that** just like art inside, graffiti on the outside can brighten up a building and improve an area's appearance. **A good example of this is** the engaging Las Etnias in Sao Paolo which depicts five indigenous people from five continents.

⁴ **Finally**, just like traditional art, graffiti gives people a voice. Through their art, graffiti artists can raise awareness of societal problems, **like** environmental issues. Graffiti can generate discussion and, **as a result**, help to create social change.

⁵ **In conclusion**, graffiti may not follow traditional styles of art, but it requires as much skill and freedom of expression as traditional art. In my view, the fact that graffiti artists can come from any walk of life makes this an even more incredible art form.

3 Match paragraphs 1–5 to their content A–E.

- A** Provides the first idea to support the argument ☐
- B** Re-states the argument and supporting ideas ☐
- C** Introduces the topic and states the argument ☐
- D** Provides a third idea to support the argument ☐
- E** Gives a second idea to support the argument ☐

4 A main body paragraph usually begins with a sentence outlining the main idea. How do paragraphs 2–4 of the essay then develop that main idea? Choose from A–C.

- A** Gives an example
- B** Gives an explanation
- C** Gives a possible result

5 Add the phrases in bold in the essay to the key phrases box.

Key phrases

Developing and organizing ideas

Stating the essay's main point

In my view / ¹ _____, ...
² _____ / Although [state opposing view], [state your view].

Introducing reasons

³ _____
⁴ _____
 The main reason is that ...
 Firstly, Secondly, ⁵ _____, ...

Adding and contrasting ideas

In addition, ... / Additionally, ...
 Furthermore, ... / Moreover, ...
 On the other hand, ...
 However, ... / ... although ...

Introducing explanations

What that means is ...
⁶ _____

Giving examples

⁷ _____
 For example, ... / ..., for example
 For instance, ... / ... for instance
 ... such as ... / ⁸ _____

Explaining possible effects

Consequently, ...
 ... ⁹ _____ (of this) ...

Introducing conclusions

To sum up / conclude, ...
¹⁰ _____

6 From the notes, write the first main body paragraph of an essay arguing that graffiti is vandalism. Use the key phrases in exercise 5.

Main reason: the definition of vandalism is 'destroying or damaging property deliberately'.

Graffiti artists damage property when they create art on it, e.g. spray paint and stickers are hard to remove.

Result: graffiti is vandalism by definition.

Writing Part 1: Essay (1)

Plan and write

7 Read the exam task and decide if the statements are true or false.

- 1 The essay is for an online English magazine.
- 2 The essay topic is on the importance of different subjects at school.
- 3 You can choose what topics to write about in your essay.
- 4 You have to write at least 190 words.

In your English class, you have been talking about the arts. Now your English teacher has asked you to write an essay using all the notes and giving reasons for your point of view.

Are lessons in the arts just as important as lessons in the sciences at school?

Write about:

- creativity
- careers
- _____ (your own idea)

Write your essay in 140–190 words.

8 Read the tip. Then complete the diagram with your own ideas.

My argument	
Creativity • • •	Careers • • •
My idea 1 • • •	My idea 2 • • •

EXAM TIP Choosing an idea

In your essay, you must use at least one idea of your own, as well as the two ideas given. Try to think of two or more options; then choose the one you could say the most about.

9 Using the diagram, select your best ideas and plan your essay. Remember to organize your ideas into an introduction, a main body, and a conclusion, and write brief notes only.

10 Write your essay using your plan in exercise 9 and the key phrases box in exercise 5 to help you.

Check your work

11 Read your essay and check that it includes these things:

- ✓ an introduction which states your argument
- ✓ three main body paragraphs which give reasons for your argument
- ✓ a conclusion which re-states your argument and reasons
- ✓ ideas that are logically ordered in the main body paragraphs, and linked using appropriate phrases
- ✓ an appropriate neutral-formal tone for an essay
- ✓ appropriate and accurate grammar
- ✓ appropriate vocabulary, spelling and punctuation
- ✓ 140–190 words

Make changes where necessary.

12 **COLLABORATIVE LEARNING** Exchange essays with another student in the class. Read their essay and discuss the questions.

- 1 Does the essay include all of the things in exercise 11?
- 2 Are the ideas in the essay explained clearly?
- 3 Do you agree with the argument and reasons in the essay? Why/Why not?

