4 IS IT ART?

LEARNING GOALS

In this unit, you

- talk about street art
- talk about AI and art
- discuss the benefits of improvisation
- read about a famous festival
- write a descriptive essay



GET STARTED

A Read the unit title and learning goals. Besides painting, what are five or more disciplines that are considered part of the arts?

B Look at the photo. It shows a brush tipped with various paints. How does this photo suggest *art* rather than *house painting* or *furniture painting*?

C Read Camila's message. Why might her friend be unrealistic, and why might it not matter?



CAMILA RIVAS

@CamilaR

My friend thinks he'll become a famous artist. I hope so, but it could take decades to get there. In any case, I'm sure he'll enjoy trying.

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LESSON 1 TALK ABOUT STREET ART



CAMILA RIVAS
@CamilaR

I finally moved to a new apartment. There's a lot of incredible art in the neighborhood. I need to learn more about these artists.

1 VOCABULARY Words related to street art

A Look at the photos in the infographic. Is street art an old or a new form of art? Where have you seen this type of art?

B ▶04-01 Read and listen. Do you know the words in bold?



The word ***graffiti*** originated from the ancient Greek word *graphein* meaning "to scratch, draw, write." Graffiti has been found in the Roman ruins at Pompeii and in prehistoric caves. There are many forms of graffiti.



Tagging began with a teenager in Philadelphia in 1967. The objective was not artistic **self-expression**. He only wanted to get the attention of a girl by writing his name anywhere she might see it.



In the 1970s, "aerosol artists" used spray paint to create **murals**. Their **covert** masterpieces had to be done quickly and secretly. Because they had not been given permission to paint, their work was considered **vandalism**.



In the 1980s, graffiti was part of the **phenomenal** rise of hip-hop culture. The amazing popularity of hip-hop added an element of **commercial value** to street art.

In the late 1990s, murals by an artist known as Banksy began to **provoke** thought with their humor and social **commentary**. He is now so popular that his work has been **auctioned off** for millions of dollars.



>> FOR PRACTICE, PAGE 134 / DEFINITIONS, PAGE 158

2 LANGUAGE CHOICES Substitution with *so* and *not*

A Read the example sentences. Underline the phrases or clauses that have been replaced by *so* or *not*. Then circle the correct answers in the chart.

Example sentences

1. If we can increase the commercial value of this property, let's do so.
2. Are you going to the auction? If so, I'd like to go with you.
3. Do you like museums? If not, we can go somewhere else.
4. I may have shredded the receipt. I hope not, but I can't find it anywhere.
5. Did artists have permission to paint that mural? I don't believe so.
6. Is graffiti really art? I guess so.
7. Artists shouldn't paint on public buildings without permission. Doing so is vandalism.

Common words used with *so*: *assume, be afraid, believe, expect, guess, hope, imagine, presume, suppose, suspect, say, think*

Common words used with *not*: *assume, be afraid, guess, hope, suspect*

Substitution with *so* and *not*

- Use *do so* to avoid repeating a **subject / verb phrase**.
- Use *if so* to avoid repeating the clause in a **conditional / question**.
- *If not* means "if that situation is **true / not true**."
- Use *so* or *not* to avoid repeating a **verb / clause**.

>> FOR PRACTICE, PAGE 134

B Read the note about common words used with *so* and *not*. How can we make negative statements with these verbs?

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3 CONVERSATION SKILL

A ▶04-04 Read the conversation skill. Listen. Notice the words the speakers use to ask for an opinion. Complete the sentences that you hear.

1. What _____ on the city's decision to remove all the street art around here?
2. It's getting a lot of attention. _____ it?
3. That's an interesting idea. _____ it?

Ask for an opinion

Use questions like these to ask for an opinion in conversations, especially when discussing controversial topics:

What do you think / have to say about…?
What are your views / thoughts on…?
How do you feel about…?
What's your reaction to…?
How do you see the issue?
Which side are you on?

B PAIRS Discuss the issue of whether street artists should be arrested for vandalism and put in jail. Use an expression from the conversation skill box to ask for an opinion.

4 CONVERSATION

A ▶04-05 Listen. What do Edgar and Camila talk about?

B ▶04-05 Listen again. Answer the questions.

1. How does Camila feel about street art?
2. Why was the Banksy mural a problem for the garage owner?
3. Who shredded the Banksy picture after it was auctioned?
4. In your opinion, what might the buyer have been thinking when the Banksy picture was going through the shredder?

C ▶04-06 Listen. Complete the conversation.

Edgar: I would debate whether or not graffiti actually is art. What _____ on that?

Camila: Personally, I don't like tagging, but I think Banksy's murals are art because they are a creative form of _____. They provoke discussion on important social and political issues.

Edgar: OK. I guess _____. But isn't street art meant to be temporary? And so, shouldn't it be available for everyone to see? In my opinion, it _____ in a museum or in the home of a wealthy art collector.



5 TRY IT YOURSELF

A THINK What are some possible positive and negative effects of having street art like the Banksy mural in a neighborhood? Take notes in the chart.

Positive effects	Negative effects

B PAIRS Give your opinion about the most important effect from your charts.

☐ I CAN TALK ABOUT STREET ART.

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LESSON 2 TALK ABOUT AI AND ART



CAMILA RIVAS

@CamilaR

As someone with a background in industrial design, I'm always interested in what machines can do. But can AI really create art?

1 BEFORE YOU LISTEN

A PAIRS THINK What do you know about artificial intelligence (AI)?

B 04-07 VOCABULARY Complete the chart. Then listen and check your answers.

	Verb	Noun	Adjective
1.	conceptualize	concept	
2.		endeavor	
3.	blur		
4.	compile		
5.		algorithm	
6.	utilize		
7.		depiction	
8.	emulate		
9.	evoke		

>> FOR PRACTICE, PAGE 135 / DEFINITIONS, PAGE 158

2 LANGUAGE CHOICES Phrasal verbs

Phrasal verbs consist of a verb + a particle. Some phrasal verbs are separable, and some are inseparable.

A Read the example sentences. Then read the rules in the chart. Are they true (*T*) or false (*F*)? Correct the false rules.

Use	Example sentences
Separable, with an object	1. How do you **tell apart** the two artists? It's impossible to **tell** them **apart**. They can't be **told apart**.
Inseparable, with an object	2. I don't know much about AI-generated art, but I'll **look into** it. It will be **looked into**.
No object	3. I missed part of the presentation because I **zoned out** a little. 4. We waited for 30 minutes, but the speaker never **showed up**.

Phrasal verbs

___ • When the object of a separable verb is a noun, it can separate the verb or follow the complete verb.

___ • When the object of a separable verb is a pronoun, it cannot separate the verb.

___ • In passive sentences, separable verbs are not separated.

___ • With inseparable verbs, the object always follows the complete verb in an active sentence.

___ • Phrasal verbs that do *not* take a direct object can be active or passive.

>> FOR PRACTICE, PAGE 135

B PAIRS Read the sentences. Which sentence contains a phrasal verb? What are some differences between phrasal verbs and verbs with prepositions?

Josh **lives down** the street. Josh thinks he'll never **live down** that mistake.

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3 PRONUNCIATION

Stress in phrasal verbs

In two-word inseparable verbs, the main verb is usually stressed: ***agree*** *with*. In two-word separable verbs, the particle is usually stressed: *bring* ***up***. In three-word phrasal verbs, the first particle is usually stressed: *look* ***out*** *for*, *put* ***up*** *with*.

A ▶04-09 Listen. Read the pronunciation note.

B ▶04-10 Listen. Notice the stress in the underlined phrases. Then listen and repeat.

A: I just found **out** that Rudy's going to rent **out** his art studio and **switch** to computer art.
B: Right. He had brought **up** that possibility. It's too bad. He's a talented painter.
A: I don't think he plans to give **up** painting entirely, but he needs to **catch** up on some bills.
B: Yeah, I can understand that. I hope this works **out** for him.

C ▶04-11 Listen. Mark the stressed words in the underlined phrases with a dot.

1. I ran into Samira at the museum today. She just started a new job there.
2. Do you think machines are going to take over the art world?
3. We just got back from the comedy show. It was hilarious.

4 LISTENING

LISTENING SKILL Listen for signal phrases in conclusions

Speakers sometimes use signal phrases in conclusions to summarize or restate important information. Listen for these phrases to both improve your understanding and review main ideas. For example: *Generally speaking,...*; *All things considered,...*; *Altogether,...*; *Ultimately,...*; *In short,...*; *As has been noted,...*; *We've seen that....*

A ▶04-12 Listen. What is the topic of the podcast?

B ▶04-12 Read the Listening Skill. Then listen for signal phrases in the conclusion. Write the signal phrases that you hear.

1. To show summary _____
2. To show restatement _____

C ▶04-12 Listen again. Answer the questions.

1. Why does *Portrait of Edmond Belamy* blur the lines between human and AI-generated art?
2. What are the two kinds of creativity that Professor Ramirez talks about?
3. What did the research at Rutgers University show?
4. Why can't human artists be replaced by artificial intelligence at the present time?

D PAIRS Why do you think an art collector paid $432,500 for *Portrait of Edmond Belamy*?

5 TRY IT YOURSELF

A THINK What is your opinion about artificial intelligence-generated paintings? Are the paintings art? Take notes in the chart.

Are AI-generated paintings art? Yes	No
Reason 1:	Reason 2:

B DISCUSS In small groups, discuss your answers from 5A.

C EVALUATE Find classmates who agree with your *Yes* or *No* response. Use information from the podcast and your own ideas to prepare for a debate with a group of classmates who have the opposing idea. Then have a debate.

☐ I CAN TALK ABOUT AI AND ART.

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LESSON 3 DISCUSS THE BENEFITS OF IMPROVISATION



CAMILA RIVAS
@CamilaR

I'd love to try improvisation, but I just can't act! I don't think I have it in me. What about you?

1 BEFORE YOU LISTEN

A PAIRS THINK What do you know about improvisation (improv)? What qualities does someone need to be a good actor?

B 04-13 VOCABULARY Read the words and listen to the sentences. Do you know these words?

on the spot	out of (your) comfort zone	empathy
checks all the boxes	face (your) fears	impartial
a daunting experience	a mindset	a conscious effort

>> FOR PRACTICE, PAGE 136 / DEFINITIONS, PAGE 159



2 LANGUAGE CHOICES Past perfect and past perfect continuous with the simple past

A Read the example sentences. Then circle the correct answers in the chart.

Use	Example sentences
To describe an action that happened before another action in the past	1. The class **had** already **started** by the time I **arrived**. 2. I **hadn't understood** Lin's dilemma until I **put** myself in his shoes. 3. I**'d been considering** an improv class for years before I finally **tried** it.
To describe cause and effect	4. Masa **apologized** since he **had put** me on the spot. 5. We **were** finally able to begin once we **had checked** all the boxes. 6. His eyes **were** red because he**'d been crying**. 7. Yan **had been studying** for weeks, so she **did** really well on her exams.

Past perfect and past perfect continuous with the simple past

- Use the past perfect with the simple past to show the sequence of two actions. Use the past perfect or past perfect continuous for the **first / second** of the two actions.
- Use the past perfect continuous to show that the first action was **complete / in progress** when the second action began.
- Use the **simple past / past perfect** for an action that caused another action to happen.
- Use the **simple past / past perfect** for the resulting action.

>> FOR PRACTICE, PAGE 136

B The following sentence shows the sequence of two events. Why doesn't the speaker use the past perfect? Is it possible to replace one of the verbs with a past perfect or past perfect continuous verb?

Marta attended the improv class for six months before she felt comfortable.

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3 VIDEO TALK



A ▶04-15 Listen or watch. What is the main idea of the talk?

B ▶04-15 Read the Note-taking Skill. Listen or watch again. Then complete the notes.

NOTE-TAKING SKILL Use an outline

The outline note-taking method is great way to organize information in a structured, logical manner. Write main points to the left. Indent supporting details and examples that follow.

Improvisation (aka improv): type of theater technique; not planned

Why do it?

- good for _____ (1) , helps navigate life; _____ (2) can do improv

How does it work?

- typical improv class = teamwork, pairs, or groups; involves performance and role play; not competitive—collaborative

Benefits: everyday life

- builds _____ (3) , teaches you to say _____ (4)
- prepares you for challenges, like _____ (5) issues, _____ (6) problems, etc.
- soft skills development; _____ (7) , teamwork, problem solving, etc.
- helps you adjust _____ (8)
- helps develop _____ (9) listening—a very important _____ (10) skill; Say YES!

C The speaker persuades listeners to try improv classes. Which persuasive features did you notice?

D PAIRS REACT Did this talk make you want to try improv classes? Why or why not? If not, what could the speaker have said to persuade you?

4 DISCUSSION SKILL

Read the discussion skill. Do you use this strategy in your discussions now?

Say "yes" to keep a conversation going

When you're having a discussion, use the improv strategy of "saying yes" to put speakers at ease and keep the conversation going. If someone comes up with an idea, respond positively and add your own ideas. For example:

A: *You need to show teamwork if you're working on a group project at work.*

B: *Yes, and you might even need it on a small project with another person.*

5 TRY IT YOURSELF

A THINK Look at the list of skills mentioned in the video. Think of everyday scenarios where you might use these skills. Take notes.

- public speaking
- showing empathy
- teamwork
- problem solving
- adjusting to change
- active listening

B DISCUSS Share your ideas from 5A. Say "yes" and add your own ideas during your discussion.

C EVALUATE In groups, choose one of your scenarios from 5A. Improvise the scenario.

☐ I CAN DISCUSS THE BENEFITS OF IMPROVISATION.

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LESSON 4 READ ABOUT A FAMOUS FESTIVAL



CAMILA RIVAS

@CamilaR

I love the principles of the Burning Man festival. Leaving no trace is so important—more festivals should do this.

1 BEFORE YOU READ

A PAIRS Have you ever been to a large festival? If so, share your experience. If not, would you like to go to one? Discuss.

B 04-16 VOCABULARY Read and listen. Do you know these words?

a gathering	a pop-up	communal	unconditional	an effigy	a bucket list
descend on (a place)	a vast array	radical	culminate	humble	

>> FOR DEFINITIONS, PAGE 159

2 READ

A PREVIEW Look at the title and layout. Where might you find a text like this?

B 04-17 Read and listen to the blog post. What does the writer think of Burning Man?

Burning Man Festival by Autumn Smith

Black Rock, Nevada

It started as a small bonfire gathering on a beach back in 1986. It's since evolved into one of the world's most famous celebrations of community, art, and self-expression. Every year, up to 70,000 people descend on Black Rock Desert in Nevada to attend Burning Man.

It's said that Burning Man is not a festival, it's an experience. In fact, organizers describe the event as a "culture of possibility." It's not a theory or an idea, it's a way of life. It's not political, it's moral. It's not sponsored, it's supported. It's unlike any other event on the planet—it truly is unique.

Burning Man is a nine-day event focusing primarily on arts and performance. It takes place in a pop-up city in the desert erected by the participants themselves. The Burning Man experience is built on active participation. The organizers don't book any entertainment—attendees provide entertainment for each other for free. You can find a vast array of activities at the event, including dances, theater performances, cooking sessions, parties, and art workshops. Some participants also offer services to their fellow attendees for free, including recycling, bike repairs, and even massages. The event is built around a communal effort and is open to everyone.

FOUNDING PRINCIPLES

as written by Burning Man founder Larry Harvey:

RADICAL INCLUSION: Burning Man is open to everyone.

GIFTING: The act of gifting is encouraged and is unconditional.

DECOMMODIFICATION: Burning Man is unmarketable. The event does not invite sponsorship from commercial organizations. In practice, this means that commerce is banned at the festival site.

RADICAL SELF-RELIANCE: Participants are encouraged to rely on their own resources. For example, they provide their own food and water for the duration of the event.

RADICAL SELF-EXPRESSION: Community members' self-expression, in whatever form, is a gift to others.

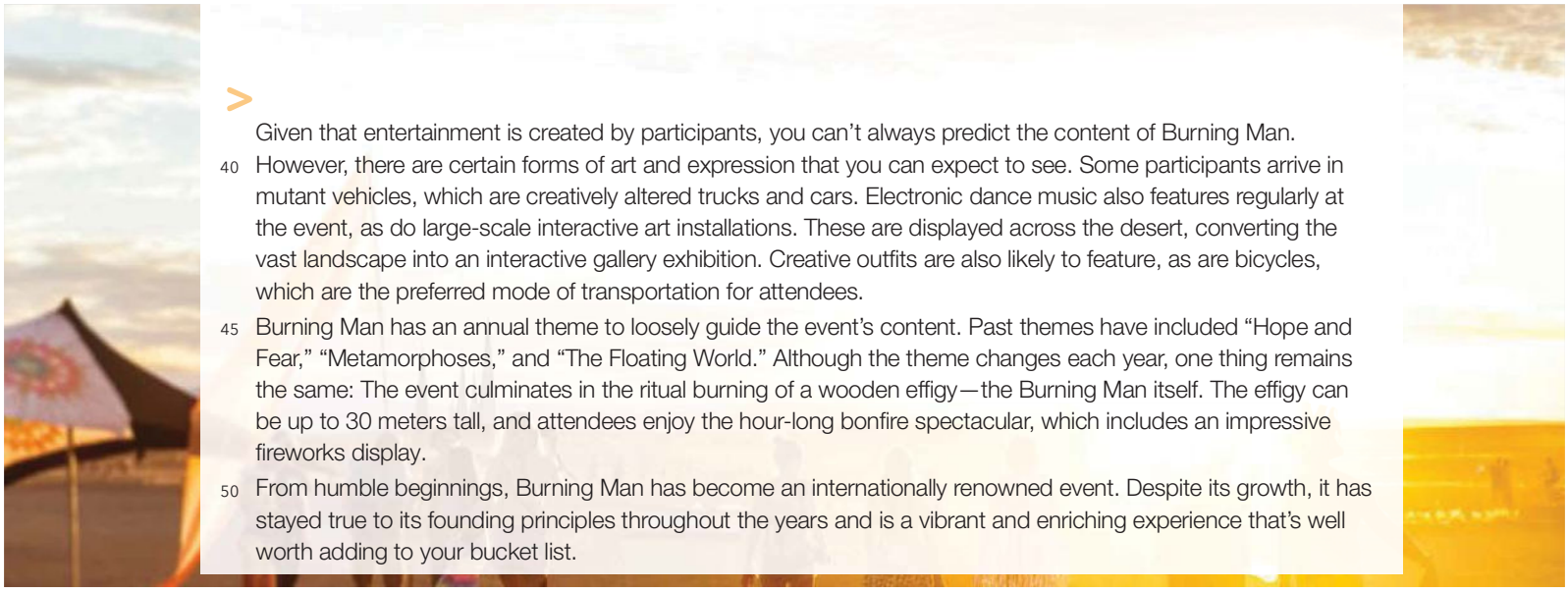
COMMUNAL EFFORT AND CIVIL RESPONSIBILITY: Cooperation, collaboration, and public welfare are emphasized.

LEAVING NO TRACE: The Burning Man community respects the environment, and cleanups are a communal responsibility.

PARTICIPATION AND IMMEDIACY: Direct, active involvement is encouraged. Participants create entertainment for each other and live the Burning Man experience in the here and now.

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Given that entertainment is created by participants, you can't always predict the content of Burning Man. However, there are certain forms of art and expression that you can expect to see. Some participants arrive in mutant vehicles, which are creatively altered trucks and cars. Electronic dance music also features regularly at the event, as do large-scale interactive art installations. These are displayed across the desert, converting the vast landscape into an interactive gallery exhibition. Creative outfits are also likely to feature, as are bicycles, which are the preferred mode of transportation for attendees.

Burning Man has an annual theme to loosely guide the event's content. Past themes have included "Hope and Fear," "Metamorphoses," and "The Floating World." Although the theme changes each year, one thing remains the same: The event culminates in the ritual burning of a wooden effigy—the Burning Man itself. The effigy can be up to 30 meters tall, and attendees enjoy the hour-long bonfire spectacular, which includes an impressive fireworks display.

From humble beginnings, Burning Man has become an internationally renowned event. Despite its growth, it has stayed true to its founding principles throughout the years and is a vibrant and enriching experience that's well worth adding to your bucket list.

3 CHECK YOUR UNDERSTANDING

A Answer the questions, according to the blog post.

1. What changes at the Burning Man festival each year?
2. Why don't organizers book entertainment for Burning Man?
3. Why can't you buy merchandise at the event?
4. How is the principle of gifting demonstrated by participants?

B CLOSE READING Reread lines 4–6 in the blog post. Then circle the correct answers.

1. Why does the writer use the "It's not…, it's…" construction to compare ideas?
   a. She is suggesting that these are common misconceptions about Burning Man.
   b. She is suggesting that these are common features of other large events.
   c. She is paraphrasing the principles of Burning Man.
2. Which sentence best summarizes the lines?
   a. Burning Man is not what people might expect.
   b. It is difficult to define Burning Man.
   c. Burning Man is better than other festivals.

C Read the Reading Skill. Then reread the blog post and follow the steps in the box. Summarize paragraphs 1–3 in about 10 words each.

D PAIRS Summarize the blog post in 3–5 sentences.

READING SKILL Summarize paragraphs

Summarizing helps you identify the most important information in a text. To summarize a paragraph, follow these steps:

1. Identify the main idea of the paragraph. Identify any key words.
2. Paraphrase the main idea and key words, excluding any unnecessary information.

4 MAKE IT PERSONAL

Find out about the problems Burning Man organizers face.

A THINK Reread the founding principles of Burning Man. Think of ways that participants and organizers could demonstrate each principle. Take notes.

To promote more of an *immediate experience*, participants could be discouraged from videoing events to "live in the moment."

B GROUPS Discuss your ideas from 4A. Give reasons to support your ideas.

C EVALUATE In the same groups, choose the best ways to demonstrate each principle. Make a flyer for festival attendees titled "Make the Most of Your Burning Man Experience." Remember, the Burning Man principles are guidance, not rules.

One of the Burning Man principles is *immediate experience*—we encourage you to live life for the moment and not through a lens.

☐ I CAN READ ABOUT A FAMOUS FESTIVAL.

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LESSON 5 WRITE A DESCRIPTIVE ESSAY



CAMILA RIVAS

@CamilaR

I visited this place recently. Amazing! Sometimes buildings can be art.

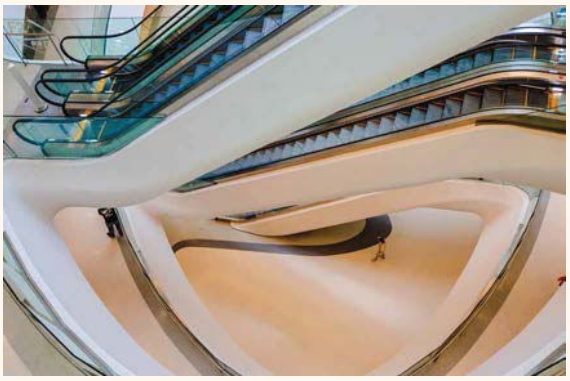
1 BEFORE YOU WRITE

A Read about descriptive essays.

A descriptive essay uses sensory details to describe a person, place, or object and to recreate an experience for the reader. Like a narrative essay, a descriptive essay is often organized with a flow of ideas from one paragraph to the next, rather than a strictly structured thesis with supporting points.

B Read the model. What adjectives does the writer use to describe how the building makes her feel?

A BUILDING A WORLD APART



Visiting the Galaxy SOHO building in Beijing is an experience unlike any other. The architect, Zaha Hadid, an Iraqi-British woman, is one of the most famous modern-day architects. I knew her name but had never before visited one of her buildings. I hadn't thought of architecture as an art form until I walked through the Galaxy SOHO.

To begin with, the building is vast. It is impossible to walk through without feeling awed and humbled. You enter and the walls rise around you like cliffs. They curve in a continuous flow, with no corners and no obvious transition from one room to the next. Indeed, the whole experience feels more like walking through a natural landscape, rather than something human-made. For me, this created the feeling of being part of something bigger than myself. It made me feel that people, and the art that people create, are simply another extension of our incredible natural world.

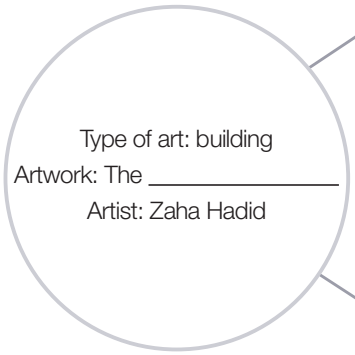
Hadid makes a conscious effort to change the way we think about space. The Galaxy SOHO has four large "pods," dome-like sections of building that reminded me of something out of a science fiction novel. The pods are connected with bridge-like sections, and on the ground level there is a courtyard. This enables a continuous flow between inside and outside space. Also, when you are inside, the huge windows further blur the distinction between inside and outside. You see patches of sky, sometimes through the window and sometimes through an open space. The Galaxy SOHO is appropriately named because it feels like a place of endless scope and variety, not just a building.

Before visiting Hadid's creation, I had always thought of buildings in more conventional ways—just something functional, with four walls and a roof. So, for me, walking through the Galaxy SOHO was a liberating experience. It gave me the feeling that people can move beyond the ordinary, think in unconventional ways, and share an experience that taps into what it means to be human. It is only through art that I experience moments like that—when it is as though, for a moment, someone has pulled back a curtain to reveal how everything interconnects. It had never occurred to me that a building could spark that feeling until I experienced the awe of walking through the Galaxy SOHO.

C PAIRS Discuss. What other objects or experiences does the writer compare the Galaxy SOHO to? Why does she choose these things for comparison?

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D PAIRS Read the model again. Complete the chart.



Physical description
- size of building: _____
- walls rise like _____
- curves, continuous flow, no _____ and no _____ between rooms
- has four large _____ connected with _____
- ground level has a(n) _____
- _____ between inside and outside
- huge windows

Emotional response
- awed and _____
- feeling of being part of something _____
- feeling of art as an extension of _____
- feeling of connection between inside and outside
- _____ experience

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the model. Find and label four examples of the past perfect tense (*pp*), four examples of the simple past tense (*past*), and five examples of the simple present tense (*pres*).

WRITING SKILL Use different tenses

Writers often mix tenses within a descriptive essay. Choose different tenses for different purposes. You might use the simple past to describe when and where you experienced the thing you are describing, and then use the past perfect to describe what your previous expectations had been. The simple present works well to immerse readers in the experience and make them feel what you feel.

3 PLAN YOUR WRITING

A Think of a piece of art you encountered and found particularly moving. What are the key elements of the piece, and why do you find it moving? Create a chart like the one in 1D to organize your ideas.

B PAIRS Discuss your ideas. *I love this photograph by Cindy Sherman. It's thought-provoking.*

4 WRITE

Write a first draft of a descriptive essay about the piece of art you described in 3A. Remember to use different tenses. Use the essay in 1B as a model.

Writing tip

Avoid repetition. Although it's important to reiterate your main points, you should use a variety of words to do this. Read over your first draft and make sure you have not repeated words. If you have, try to replace them. Keep a vocabulary notebook where you categorize words, for example, "words to describe feelings."

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW Read your partner's descriptive essay.
- Does the essay describe the piece of art so that you can understand what it looks like?
- Does the writer adequately convey how the artwork makes him or her feel?
- Is there a variety of tenses, and are the tenses used effectively?
- Does the writer avoid repetition of words and phrases?
- Does the conclusion reiterate the effect of the piece of art on the writer?

B REVISE Write another draft, based on the feedback you got from your partner.

C PROOFREAD Check the spelling, grammar, and punctuation in your descriptive essay. Then read it again for overall sense.

☐ I CAN WRITE A DESCRIPTIVE ESSAY.

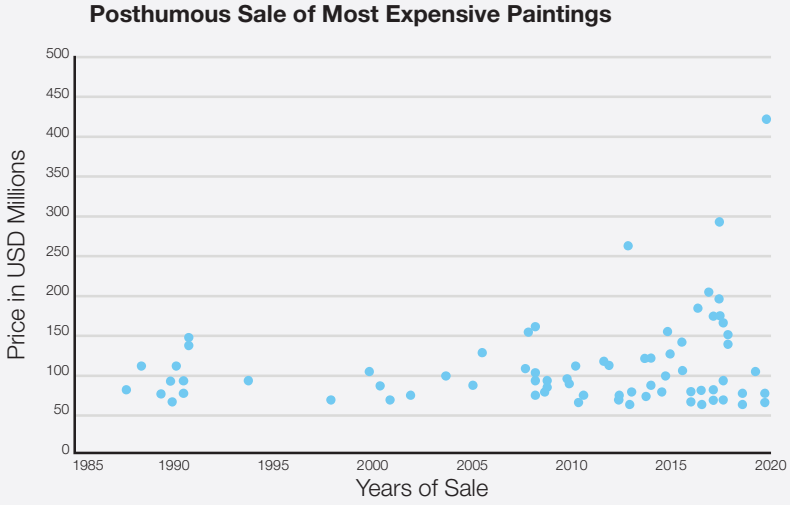
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PUT IT TOGETHER

1 PROBLEM SOLVING

A CONSIDER THE PROBLEM

While art is a creative outlet for some people, it is a profession for others, and many artists struggle financially. While artists benefit from the first sale of a piece of their artwork, they do not benefit from subsequent purchases. Review the data and circle the correct answers.



1. The most expensive painting sold for about **$500** / **$450** / **$920** million.
2. The frequency of the sale of expensive paintings has **increased** / **decreased** / **stayed the same** over time.
3. There were **lots of** / **few** / **no** sales in 1995.

B THINK CRITICALLY Who often benefits from the sale and resale of art? Discuss with a partner.

C FIND A SOLUTION Consider the data, the problem, and possible solutions in small groups.

Step 1 **Brainstorm** Think of 3–5 ways to ensure that the sale and resale of art is fair to everyone involved.

Step 2 **Evaluate** Choose the best idea. Think about how to implement the proposed solution.

Step 3 **Present** Explain the best solution to the class and ask for feedback.

2 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking Objectives
- ☐ Talk about street art
- ☐ Talk about AI and art
- ☐ Discuss the benefits of improvisation

Vocabulary
- ☐ Words related to street art

Conversation
- ☐ Ask for an opinion

Pronunciation
- ☐ Stress in phrasal verbs

Listening
- ☐ Listen for signal phrases in conclusions

Note-taking
- ☐ Use an outline

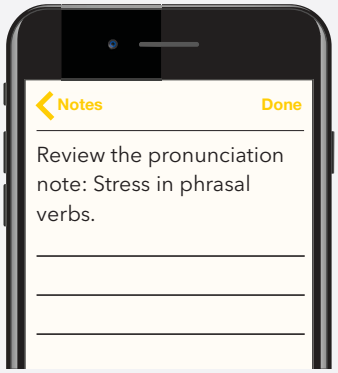
Language Choices
- ☐ Substitution with *so* and *not*
- ☐ Phrasal verbs
- ☐ Past perfect and past perfect continuous with the simple past

Discussion
- ☐ Say "yes" to keep a conversation going

Reading
- ☐ Summarize paragraphs

Writing
- ☐ Use different tenses

B What will you do to learn the things you highlighted?



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