

5

VOCABULARY

Entertainment
Film and TV

GRAMMAR

Past simple: regular verbs
Past simple: the verb *be*
and *can*

READING

Street art

LISTENING

The life of Frida
Kahlo

GLOBAL SKILLS

Researching and
evaluating information

SPEAKING

Telling a personal
story

WRITING

A diary entry

VISION 360 LS

Create a slideshow

VOCABULARY BOOSTER P120–121

GRAMMAR BOOSTER P140–141

Time out



I'm into art

- 1** Look at the video stills. Answer the questions.
- 1 What is happening in the photos?
 - 2 Where do you think these festivals are? Give reasons for your answers.

- 2** **5.01** Watch or listen. Answer the questions.
- 1 When is the most famous Edinburgh festival?
 - 2 Which country is the Holi festival from?
- 3** **5.01** Read the sentences. Watch or listen again. Complete the sentences with one word in each gap.
- 1 Every year, there are _____ festivals in Edinburgh.
 - 2 _____ million people visit Edinburgh each summer.
 - 3 The Fringe is the world's _____ arts festival.
 - 4 You can listen to _____ from around the world.
 - 5 Last year, Callum watched about _____ shows.
 - 6 Zara really likes the school subject _____.
 - 7 Holi is also called the Festival of _____.
 - 8 People celebrate Holi in the _____ too.

4 **REAL ENGLISH** Match the **bold** phrases to their meaning.

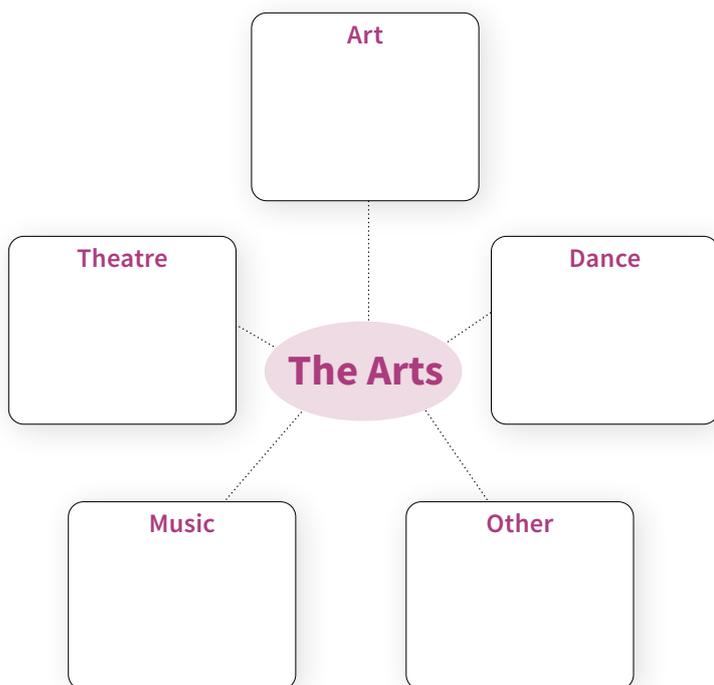
- 1 There are street concerts **all over the place**.
- 2 You can hear **all kinds of** music.
- 3 **Don't miss it!**
- 4 **I'm into** art.
- 5 **Big mistake!**

- A in different areas
- B a bad idea
- C you really need to see this
- D many different types
- E I really like

5 **VOCABULARY** Work in pairs. Read the words and phrases below. Write them in the correct part of the mind map. Some can go into more than one category. Can you add any more words?



concert crowded streets cultural events drums
 exhibition festival hip-hop incredible artists
 painting rock screens show street theatre



6 Work in pairs. Ask and answer the questions.

- 1 Which of the arts in Ex 5 do you like most?
- 2 Can you think of an example for each type?
- 3 What words can you use to describe them?

7 Complete the text with the words below.

artists concerts crowded events
 exhibitions festival incredible shows



The **BIGGEST PARTY** in the world

One of the best cultural ¹ _____ in Spain is the April Fair of Seville. This Spanish ² _____ takes place every year and lasts one week. It includes music, dancing, art ³ _____, great food and national costumes. Seville is famous for its flamenco and there are lots of dance ⁴ _____ around the city. There are also music ⁵ _____ with famous ⁶ _____. They come from all over Andalusia to play there. The festival is also popular with tourists, so the streets are very ⁷ _____. Don't miss the ⁸ _____ horse shows – they're the best in the world!

8 Work in pairs. Discuss the questions.

- 1 What can you see and do at Seville's festival?
- 2 Which of the events are you into? Why?
- 3 What is the most similar festival in your country?

9 **5.02** Listen to friends discussing an event. What does Amy like? Does Adam want to go?

10 **5.02** Listen again. Complete the fact file for the event.

Fact File

Festival name:

When?

Where?

Who can go?

What happens?

11 **MEDIATION** Work in pairs. You each have information about a different cultural event. Ask your partner about their event and complete the fact file. Student A: turn to page 150. Student B: turn to page 151.

12 **THINK & SHARE** Which of the festivals in this lesson seems most interesting to you? Why?

13 Work in groups. Imagine your town wants to start a new festival. Invent an event and design a poster for it to display in class.

Past simple: regular verbs

- Do you remember the video about arts festivals? What cultural events did they talk about?
- 🎧 Read the blog posts about people's favourite arts festivals. Answer the questions.
 - What are the festivals' names?
 - Where are they?
 - What happens in each one?

Festival chat

The Colours of Ostrava, Nina Novak, 17

My friends and I are into music, so we decided to go to a big music festival in Ostrava in the Czech Republic last July. It's called the Colours of Ostrava. The events all happened in an old factory next to a big park. We watched all kinds of concerts, like rock, hip-hop and jazz, and listened to lots of cool bands. As it's an international festival, artists come from all over the world. One artist from Senegal played the drums really well. Everybody danced when the music started!! I also chatted to lots of friendly people. We enjoyed it so much! I don't want to miss it next year!!!



The Biennale, Franc B, 16

At middle school, two years ago, I studied art and I travelled to Italy with my art class. We visited Venice because we wanted to see the Biennale, a famous art exhibition. We looked at lots of interesting paintings and photos on big screens. We also walked around the old city. Venice is incredible, but it's also very crowded! When I arrived back home, I showed my amazing photos to my friends and family, and they really liked them.



- 🔗 Read the grammar rule. Then complete the spelling rules and find an example in the text for each one.

Past simple: regular verbs

Grammar animation

Affirmative

We use the past simple to talk about completed actions in the past. The form is the same for all subjects.

- With most regular verbs, we add *-ed* to the infinitive of the verb without *to*, e.g. ¹_____.
- For verbs that end in *-e*, add ²_____, e.g. ³_____.
- For verbs that end in a consonant + *y*, change *-y* to ⁴_____, e.g. ⁵_____.
- For verbs that end in a vowel + consonant, double the final consonant and add ⁶_____, e.g. ⁷_____.

GRAMMAR BOOSTER P140

- 🔊 5.05 **PRONUNCIATION** There are three ways to pronounce *-ed*. Listen and repeat the sounds.

/d/	/t/	/ɪd/
happened	walked	started

- 🔊 5.06 Complete the table with the regular verbs below. Listen and check.

arrived enjoyed decided liked looked
travelled visited wanted watched

- 🔊 5.07 Complete the text with the past simple form of the verbs in brackets. Then listen and check.

Dubrovnik Summer Festival

Last year, my family and I ¹_____ (travel) to Croatia on a summer holiday. We ²_____ (stay) in Dubrovnik because we ³_____ (want) to see a famous cultural event called the Dubrovnik Summer Festival. First, we ⁴_____ (walk) around the crowded, old city streets; then we ⁵_____ (visit) the arts festival. We ⁶_____ (watch) many incredible events, such as a great dance show by a traditional Croatian music and dance group. My sister ⁷_____ (love) the guitar concerts, but I ⁸_____ (prefer) the piano concerts. We both ⁹_____ (hate) the jazz orchestra! We ¹⁰_____ (plan) to see Shakespeare's *Hamlet*, but our holiday ¹¹_____ (finish) before we could go. I really ¹²_____ (enjoy) my time in Croatia.

- 🔊 5.08 Listen to someone describing a holiday. Find out the name of the country he visited and the name of the festival.

- 🔊 5.08 Listen again and complete the sentences about the holiday.

- He travelled to ...
- He visited it with his ...
- His holiday happened in the month of ...
- It lasted ...
- During his holiday, he visited many beautiful ...
- He liked the ... best of all.

- 🗨️ **THINK & SHARE** Think about a cultural event you visited. Make notes about it. Then tell your partner about it. Use the prompts in Ex 9 and the time references below to help you.

a year ago in 2020 last week

A year ago, I travelled to ... I visited it with ...

Street art

- 1  Work in pairs. Look at the photos. What type of art is it? What can you see in the photos? Do you like it? Why? / Why not?

STRATEGY Scanning for information

When you need to find specific information in a text, e.g. a name, you do not need to understand every word. You can scan the text instead. To scan ...

- know what information you are looking for, e.g. numbers, dates, people or places.
- move your eyes quickly up and down the page.
- don't read a complete sentence until you find the answer or word you need.

- 2  Read the **strategy**. Then read the sentences below. What information do you think you are looking for?

- 1 Blek decided to go to the USA at _____ years old.
- 2 He completed his art studies in _____.
- 3 At first, Blek only painted pictures of _____.
- 4 People say _____ copied Blek's art.
- 5 The film about street artists is called _____.
- 6 Blek's anniversary party happened in _____.

- 3 Scan the text and find the information to complete the sentences in Ex 2.

- 4 **VOCABULARY** Scan the text for the words below. Can you guess their meaning from the context?

| empty homeless wild

- 5  **THINK & SHARE** Work in pairs. Ask and answer the questions.

- 1 Why do you think graffiti artists paint at night?
- 2 Why do artists not use their real names?
- 3 Is it OK for one artist to copy another? Why? / Why not?

- 6  **5.09** Read the text again more carefully. Are the sentences true (T) or false (F)?

- 1 Xavier is really called Blek. ____
- 2 Street art started in Paris. ____
- 3 Blek painted graffiti on walls in New York. ____
- 4 Blek used his graffiti to consider city problems. ____
- 5 Banksy and Blek sometimes painted the same subjects. ____
- 6 Blek isn't famous in other countries. ____

- 7  **EXAM** Work in pairs. Ask and answer the questions.

- 1 How much graffiti is there in your town or city?
- 2 Where is it? What does it look like? Do you like it?
- 3 Do you think graffiti is a real art form? Why? / Why not?
- 4 In your opinion, which subjects are best for street art? Why do you think that?

A street artist called Le Rat

Blek le Rat introduced people all over the world to a new and exciting type of street art. Many artists still copy his style today.

Blek le Rat's real name is Xavier Prou. He travelled to New York in 1972, at the age of 21, when graffiti first started to appear on buildings. Blek watched as young people painted incredible graffiti on walls around the city. He wanted to do the same thing in Paris, so he studied art at the Beaux-Arts school in Paris.

He finished art school in 1982 and decided to become a street artist. He walked around Paris looking for empty, old buildings. Some teenagers helped him paint hundreds of rats, the only wild animals in the city.

In the 2000s, Blek wanted people to think about serious problems. In Paris, many people lived on the streets, so Blek started painting homeless people all over the city. Everybody looked at his art, but nobody helped solve the problem.

Many compare Blek to the famous British graffiti artist Banksy. In the 2010 film *Graffiti Wars*, we learn that Banksy copied Blek's style and pictures. For example, he painted a man with a screen head and rats that looked like Blek's.

Blek says his street art is more popular abroad than in his home town of Paris.

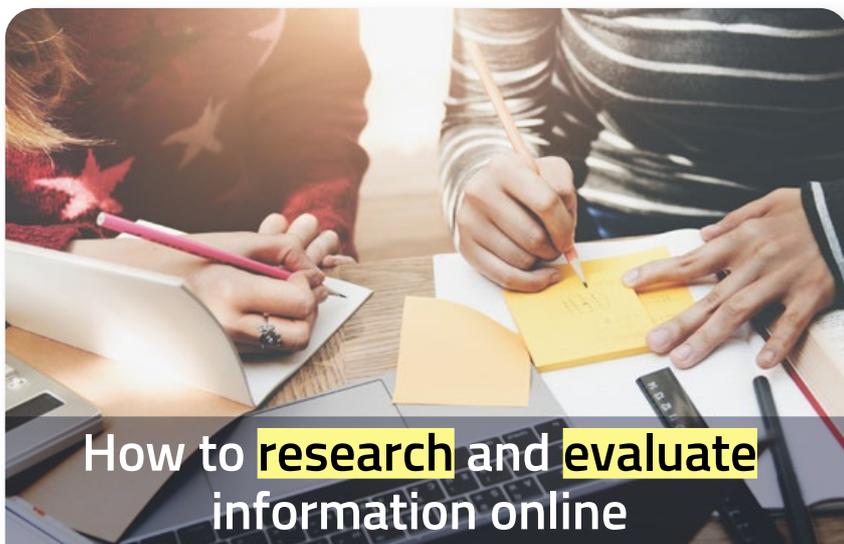
In 2011, he celebrated 30 years as a street artist in San Francisco, and today Blek has art exhibitions in cities all around the world.



Researching and evaluating information

- Work in pairs. Ask and answer the questions.
 - Where do you usually search for information?
 - What type of information do you often search?
 - Why do you need it?
- 5.10** Listen to an expert talking about research. Answer the questions.
 - What is her talk about?
 - Which source does she talk about?
 - What is her old blog about?
- 5.10** Look at the chart. Complete it with the words below. Then listen again and check.

answer check look main recent understand want



How to research and evaluate information online

1 Do I know what information I ¹ _____ to find out?

Yes ↓

No/Not sure →

2 Can I ² _____ what this **source** is trying to say?

Yes ↓

No/Not sure →

3 Does it give me useful information and ³ _____ my questions?

Yes ↓

No/Not sure →

4 Does it ⁴ _____ like a **high-quality** source (e.g. the **author** is an expert in the subject)?

Yes ↓

No/Not sure →

5 Do I know what the ⁵ _____ **purpose** of the source is?

Yes ↓

No/Not sure →

6 Is this information ⁶ _____ (e.g. a month old) and/or is it still true?

Yes ↓

No/Not sure →

Now ⁷ _____ the information using different sources.

*** NO OR NOT SURE?**

Try a different source or change your online search.



- THINK & SHARE** Work in pairs. Ask and answer the questions.

- Which of the things in the chart do you do?
- What parts of research do you find most difficult?
- Do you read any sources that often contain opinions? What are they about?

- VOCABULARY** Match the **highlighted** words in the chart with the definitions.

- to form an opinion on a subject by thinking about it carefully
- something or someone that gives information
- to study a subject to discover new facts
- very good, serious
- a person who writes books or articles
- the reason why something exists

- Complete the text with the words below.

author find out high-quality research source

At first, it is difficult to understand if an article contains ¹ _____ information or if it is just a personal opinion of the ² _____. But like many skills, it becomes easier to ³ _____ information with practice. It's important that you always evaluate any ⁴ _____ you want to use carefully. Don't just read one – study many articles and try to ⁵ _____ as much as you can about the subject. Then you can compare them with each other to check.

- MEDIATION** A friend wants to know how to research and evaluate information online. They don't speak English and they want your help. Make notes on the text in exercise 6. In your own language, summarize the most important points in the text for your friend.

- THINK & SHARE** Choose a subject or event that you would like to research. Write down all the things you need to search for and three questions you want to answer.

- Work in pairs. Discuss the questions.
 - What would you like to research and why?
 - What type of information do you want to find out?
 - Which sources are you planning to use?
 - Which websites are high-quality sources?

- Now do your research in English. Use the chart to evaluate any sources. Then tell your class about your experience. Describe how you looked for the information and why you wanted to find out more. Say what you would do differently in the future.

Entertainment

- 1** Work in pairs. Ask and answer the questions.

 - What do one star and five stars mean on a review?
 - How often do you read reviews before you watch a film or a new TV show?
 - How often do you agree with them?
- 2** Read the reviews on the forum. Match the number of stars to the reviews.

A 1 B 3 C 4.5

☰ TV review

Today's most discussed reviews



★★★★★

High School Musical: The Musical: The Series

TV review by Carmen Jimenez

This **TV series** is about the same high school as the **original Disney film**. It's about talented teenagers who love singing and dancing! There are many **brilliant songs** and there are some **excellent performances!** I love it because it celebrates the arts at school, at a time when people think sport or science are more important. Don't miss it!

1 _____ out of 5 stars

by Pak, 12 November

I loved the films as a child, but this is also a **wonderful show** for teenagers! 😊

2 _____ out of 5 stars

by Seriousgirl, 12 November

It had **terrible acting** and **boring characters**. I hated all the romantic songs ... I prefer listening to **loud rock music** anyway!

3 _____ out of 5 stars

by Angel, 12 November

I watched it last night. I liked the **romantic ending**, but the rest of it was just OK ... **Nothing special** ...

talented – with a special ability
performance – the act of performing a play

- 3** Read the reviews again. Answer the questions.

 - Where does the film take place?
 - What's it about?
 - Why are science and sport mentioned?
 - What type of songs or music does Seriousgirl like?
 - Which part of the film does Angel prefer?
- 4** Work in pairs. Ask and answer the questions.

 - Which review do you believe the most? Why?
 - Do you want to watch this show? Why? / Why not?
- 5** **VOCABULARY** Replace the words in **bold** with the **highlighted** phrases in the reviews. There is one phrase you do not need.

 - I watched the **first movie**.
 - I listened to **some very good singing** yesterday.
 - My friend and I love the same **TV shows**.
 - I read **people's opinions** before I watch a show.
 - I enjoy listening to **the opposite of quiet music**.
 - The street theatre is **not particularly good**.
 - The film has a **final part about love**.
 - There are **great singers, dancers and actors** in this musical.
 - In that series, there are **people who aren't interesting**.
 - Some shows have **very bad actors** in them.
- 6** Complete the table with the adjectives. Are there any words that don't fit? Can you add any more?

amazing boring brilliant excellent loud
 nothing special original romantic sad
 terrible wonderful

Positive	
OK	
Negative	
- 7** Work in pairs. Think of some TV series and films, characters, acting, performances and endings. Share your opinions about these using the words in Ex 6.

I think ... is a brilliant TV series.

Really? I think the acting is nothing special.
- 8** **THINK & SHARE** Work in pairs. Think of a film, musical theatre show or TV series you watched recently. Tell your partner about it. Use the questions to help you.

 - What is it? What's it called?
 - What was the acting / music / ending like? Why?
 - What were the performances like? Why?
 - What were the characters / costumes like? Why?
 - How many stars out of five do you give it?

Past simple: the verb *be* and *can*

-  **THINK & SHARE** Do you know any talented children? Are people born with special abilities or do they become talented through hard work?
- Look at the photos. What are they doing? What can they do? Read the article and check your answers.



Talented teens

Alma Deutscher and Kareem Olamilekan weren't the same as other children. What were they like? What could they do?

Alma was born in 2005 in England. She could sing before she could talk. When she was three, she received a violin, and she couldn't stop playing. But the violin wasn't the only instrument that she loved. She could also play the piano and she started writing original music and performing when she was eight. 'Little Miss Mozart's' concerts received wonderful reviews.

Kareem was born in 2006 in Nigeria. Like Picasso, he could draw brilliant portraits when he was eight. His drawings weren't famous until the French president visited Nigeria in 2018 and Kareem created an excellent portrait of him. He couldn't believe how talented the eleven-year-old was!

-  Read the grammar rules. Underline all the examples of the past simple of *can* and *be* in the text. Then complete the grammar rules.

Past simple: the verb *be*

Grammar animation

Affirmative

I / He / She / It + ¹ _____ eight years old.
You / We / They + ² _____ good at drawing.

Negative

I / He / She / It + ³ _____ very talented.
You / We / They + ⁴ _____ famous.

Questions

⁵ _____ I / he / she / it famous?
Yes, I / he / she / it ⁶ _____. / No, I / he / she / it ⁷ _____.
⁸ _____ you / we / they good?
Yes, you / we / they ⁹ _____. / No, you / we / they ¹⁰ _____.

GRAMMAR BOOSTER P141

Past simple: *can*

Grammar animation

The forms for *could* are the same for all persons.

Affirmative

He ¹¹ _____ draw.

Negative

They ¹² _____ stop.

Questions

¹³ _____ you swim?
Yes, I ¹⁴ _____. / No, I ¹⁵ _____.

GRAMMAR BOOSTER P141

- Complete the sentences with the correct form of *be* or *can*.
 - He hated that painting, so his review _____ terrible.
 - You _____ quiet last night. Are you OK?
 - The songs _____ boring. I loved them!
 - When we _____ fourteen, we visited New York.
 - Liam _____ come with us last night – he was ill.
 - When I _____ a child, I _____ sing brilliantly.
 - I _____ hear you speak clearly because the music _____ loud at all.
 - My parents aren't Polish. They _____ born in China.
-  **5.13** Complete the text with the correct form of *be* or *can*. Listen and check your answers.

Mini Monet

The newspapers ¹ _____ interested in Kieron Williamson as a child, because he ² _____ paint like a master! In his first exhibition in 2008, aged six, the reviews ³ _____ excellent. After that, his nickname ⁴ _____ 'Mini Monet'. People ⁵ _____ (not) stop buying his brilliant paintings! In three years, Kieron and his family ⁶ _____ rich. They had £1.5 million! At the age of fourteen, he appeared in the TV show *The Making of a Master*. But his mum ⁷ _____ (not) happy with his education; he ⁸ _____ (not) go to school because he ⁹ _____ too busy and famous.

- Write questions.
 - What / Mozart do when he / four / ?
 - Mozart and his father / both / musical / ?
 - How old / Mozart when he first performed / ?
 - What / Picasso's first word / ?
 - Picasso / write before he / draw / ?
 - How old / he / when he started going to art school / ?
 - Picasso and Mozart / famous before they die / ?
-  **5.14** Listen to the radio show. Answer the questions in Ex 6.
-  **Work in pairs.** Ask and answer the questions.
 - How old were you when you could first ...
 - speak English?
 - write your name?
 - swim?
 - ride a bike?
 - play an instrument?
 - What could you do well as a child?

The life of Frida Kahlo

1 Work in pairs. Look at the photo. What do you know about Frida Kahlo? How many artists can you name from ...

- your country?
- other countries?



STRATEGY Understanding the structure of a listening text

When we listen to information, we sometimes need to follow instructions or put information in the correct order. Listen for words that are used to talk about ordering things, e.g. *First, then, next, after that, in the end*, etc. to help you understand better.

- 2 Read the **strategy**. Then look at pictures of Frida Kahlo's important life events. Discuss what they are.
- 3 **5.15** Listen to a radio show about Frida Kahlo. Look at the events below. Number them in the order that they happened.

'I paint my own reality.' - Frida Kahlo



4 **EXAM** **5.15** Listen again. Choose the correct answer: A, B or C.

- Joe learned about Frida Kahlo ...
A on TV. B at an art show. C at school.
- Frida couldn't paint until she was ...
A a small child. B an old woman. C a teenager.
- When she was young, Frida couldn't ...
A go to school. B play any sports.
C walk well.
- Frida's bus accident happened when she was ...
A 18 years old. B 25 years old. C 28 years old.
- The age difference between Frida and Diego was ...
A 20 years. B 29 years. C 30 years.
- In 1930, the couple moved to ...
A Mexico. B the USA. C France.
- In her lifetime, Frida created ...
A 47 paintings. B 55 paintings. C 143 paintings.

5 Match phrases 1-6 from the radio show to the definitions A-F.

- excellent self-portraits ____
 - a brilliant exhibition ____
 - original clothes ____
 - a full-time artist ____
 - a special talent ____
 - separate lives ____
- A a natural ability
B new and interesting things you wear
C working all hours of the week
D great paintings of the artist by the artist
E a really good show
F living in different places from each other

6 **MEDIATION** Imagine that an English friend saw one of Frida Kahlo's paintings but does not know anything about her. Use the information in the listening and pictures in Ex 3 to tell your friend about the artist.

- Describe how she was as a child.
- Say how she started painting.
- Describe how difficult her life was.
- Say why you think she's interesting.

7 Draw a timeline for you (or a family member / friend).

8 Work in pairs. Share your timelines and your life stories.

9 Write a short paragraph about a famous person.

10 Read your paragraph to the class. Can they guess who the person is?

Telling a personal story

- 1 Work in pairs. Look at the photos. Answer the questions.
- 1 What type of story does each photo show?
 - 2 What type of stories do you enjoy the most/the least? Why?



- 2 **5.16** Listen to Rick telling a personal story to Ava. Answer the questions.
- 1 Which photo in Ex 1 shows the musical Rick was in?
 - 2 Which character was he?
 - 3 Was his personal story funny, sad or romantic? Why?

STRATEGY Showing interest

During a conversation, we often use short phrases to show interest and react to what the other person is saying.

How amazing / wonderful / sad / terrible!
Oh no!
No way!
Poor you!
Lucky you!
Congratulations!
Wow!
Really?
Well done!

- 3 **5.16** Read the strategy. Listen again. Which of the phrases in the strategy do you hear?
- 4 Complete the table with the phrases in the strategy.

Reacting to good news	
Reacting to bad news	
Showing surprise	

- 5 **5.17** Listen to the speakers. Repeat what they say and show interest using the phrases.

I was hurt in an accident two weeks ago.

You were hurt in an accident. Oh no!

- 6 **5.18** Complete the **Phrasebook** with the words below. Then listen, check and repeat.

ago amazingly happened soon was wasn't

PHRASEBOOK Telling a personal story

The introduction

A few days / years / months ¹ _____, I was (in middle school) ...

The beginning

I was in a school theatre show ... It ² _____ *Beauty and the Beast* ...

The main events

First / Then / After that / As ³ _____ as I (arrived) ...
 While I was there, something terrible / amazing ⁴ _____.

The end

And, ⁵ _____, ... / It's funny now, but it ⁶ _____ at the time.

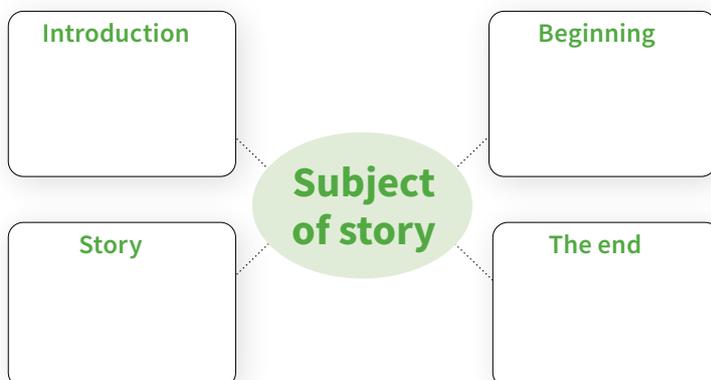
- 7 Match the sentence halves.

- 1 Two years ago, I was in
 - 2 After about two minutes, they asked
 - 3 As soon as I arrived,
 - 4 Wow, how
 - 5 And, amazingly, all the
 - 6 While I was there, I
- A looked everywhere, but I couldn't find it!
 B a really difficult situation.
 C terrible!
 D Belle looked at me strangely!
 E me to go back and finish the ending of the story.
 F students loved the new ending!

- 8 Think about something that happened to you or invent a story for one of the ideas below.

- a brilliant / romantic moment
- a wonderful / funny event
- a special / terrible day

Brainstorm your ideas, and then write them in the correct part of the mind map.



- 9 Work in pairs. Take turns to tell your story. Use the **Phrasebook** to help you. Use appropriate expressions from the **strategy** to show interest and react to your partner.

- 10 **REFLECT** Discuss in pairs.

- 1 Did your story have a clear structure?
- 2 Did you react using the phrases in the Phrasebook? Which ones did you use?

A diary entry

- 1  Work in pairs. Look at the photo. Do you think the band are practising or performing? Why?



- 2 Read the diary entry. Answer the questions.

- 1 How were her feelings before the event?
- 2 How were her feelings after the event?
- 3 Why were her lessons bad?
- 4 Why wasn't she hungry?
- 5 Where was the concert?
- 6 Why was she worried?
- 7 How many songs were there?
- 8 How many people were at the concert?

Dear diary,

Wow! What a day!!! This is what happened ...

First, school was really boring and I couldn't concentrate in class. I was really excited about my concert in the evening.

School finished. Then, I walked home quickly - I wanted to have dinner early. I was nervous and I couldn't eat much!

After dinner, I cycled to the theatre and practised with the band. Then, people started to arrive at the theatre. It was time for the concert to start. There were a lot of people in the audience. I was worried that I couldn't play well!

Then, Jodie introduced our first song. Everybody looked happy. After that, I started to relax.

We played fourteen songs. We sounded brilliant. I really enjoyed performing in front of 200 people!

Finally, our concert ended at 10 p.m. The organisers loved our performance. They offered us two more concert dates!

Lucky me! It was the most incredible day of my life!!!



STRATEGY Organising your writing

Before you start writing a diary entry or story, think about the events, and the order in which they happened. Then organise your ideas into different parts, e.g. the beginning, the main story and the ending.

- 3  Read the **strategy**. Separate the diary entry into the three parts of a story.
- 4 Number these events in the order they happened.
 - ___ The band practised.
 - ___ The concert started.
 - ___ She wasn't very hungry.
 - ___ The theatre asked them to play again.
 - ___ She was at school.
 - ___ She travelled to the theatre.
- 5 Read the **Language focus**. Underline the time sequencers in the diary.

LANGUAGE FOCUS Time sequencers

Use time sequencers (e.g. *first, then, next*) to show the order in which things happen.

- 6 Complete the table with the time sequencers below.

After that, ... Finally, ... First/Firstly, ...
Lastly, ... Next, ... Then, ...

1 the beginning

2 the middle

3 the end

- 7 Number these events in the order they happened.

Then, rewrite them using time sequencers.

- ___ I missed the bus to school.
- ___ I didn't have time to eat lunch.
- ___ I got up late.
- ___ I walked home.
- ___ I lost my bus ticket.
- ___ I was late for my first class.

- 8 Think of a memorable day you had. Make notes about why it was so special. Use the prompts to help you.

- Write a list of the events.
- Think about your feelings and opinions.
- Organise your ideas into four parts:
 - 1 introduction
 - 2 the beginning
 - 3 the main story
 - 4 the ending

- 9  **EXAM** Write a diary entry about your day. Use your notes and the **Language focus** to help you.

- 10  **CHECK YOUR WORK**

- Does your entry follow the story structure?
- Do you use appropriate sequencing words?
- Are the tenses of the verbs correct?
- Are your spelling and grammar correct?

Grammar

1 Complete the sentences with the past simple form of the verbs below.

chat finish love paint study travel visit watch

- 1 My brother and I _____ playing with each other as children.
- 2 I _____ German and French in middle school.
- 3 The arts festival _____ at 10.30 last night.
- 4 Yesterday, Finn and I _____ about our favourite show for two hours.
- 5 In 2001, my parents _____ around India.
- 6 Last night, Ola _____ a film about Frida Kahlo.
- 7 You _____ an amazing self-portrait in art class!
- 8 I _____ my grandparents last Sunday.

2 Complete the sentences using the past simple form of the verbs in brackets.

- 1 I _____ play the piano when I _____ nine years old. (can / be)
- 2 You _____ talk when you _____ a baby. (cannot / be)
- 3 _____ you a talented child? (be)
- 4 We _____ stressed when we _____ younger. (not be / be)
- 5 Luna's brother _____ draw faces as a child. (cannot)
- 6 _____ they dance when they _____ in middle school? (can / be)
- 7 Many people _____ happy in 2020 because they _____ go out. (not be / cannot)
- 8 _____ you speak English when you _____ ten? (can / be)

Vocabulary

3 Match the words below to the descriptions.

art exhibitions arts festivals concerts crowded drums incredible screens street theatre

- 1 This is a musical instrument. _____
- 2 TVs or phones have got these. _____
- 3 People go to see bands play music at these. _____
- 4 There are cultural events here like shows, music and films. _____
- 5 Many people in a place make it become this. _____
- 6 People look at paintings, drawings and photos at these. _____
- 7 When people perform drama, music or dancing outside, it is called this. _____
- 8 This means very exciting or amazing. _____

4 The **bold** words are in the incorrect sentences. Move them into the correct sentences.

- 1 I always read online **terrible acting** before I go to see a film at the cinema.
- 2 Rock concerts aren't good for small children because the **nothing special** can hurt their ears.
- 3 There weren't any interesting people in that show – there were only **romantic ending**.
- 4 I love that band. They sing lots of **reviews**.
- 5 Yesterday, I watched the final part of a **loud music** about time travel. It was amazing!
- 6 That programme was OK – it's **TV series**.
- 7 Just before the film finishes, they fall in love. It's a really **boring characters**.
- 8 I didn't believe the characters were real because there was so much **brilliant songs**.

Cumulative review

5 Choose the correct alternative.

Augusta Savage, a US artist, ¹were / was born in Florida in 1892. She ²could / couldn't make incredible animals with earth as a child. Sadly, her father ³was / wasn't happy about her love of art. He was so angry about her talent, that she nearly ⁴started / stopped. In 1915, her new high school ⁵could / couldn't believe how talented she was, so they ⁶answered / asked her to teach the other students.

At 29, Savage ⁷lived / moved to New York City to study art. The teachers ⁸were / weren't surprised about her original artwork, at a time when women artists weren't common. In 1923, Savage ⁹practised / wanted to go an important French arts programme, but ¹⁰could / couldn't because of her skin colour. Savage tried changing this ¹¹loud / terrible rule, but she wasn't successful. So, she ¹²decided / was to become an artist and created excellent sculptures of African-Americans.

In 1929, people loved her ¹³nothing special / wonderful sculpture of a child. This helped her to become famous. Because of that, she ¹⁴studied / played art in Paris and showed her work. Her art exhibition was a big success.

Savage ¹⁵lived / visited in Paris for a few years; then she ¹⁶started / returned to the USA. In 1932, she opened the Savage Studio of Arts and Crafts, and then she ¹⁷decided / changed the name to the Harlem Community Art Center. Her life story has a happy ¹⁸beginning / ending; she produced many ¹⁹boring / brilliant sculptures, and spent all her time teaching art and helping to fight for equal rights. She ²⁰lived / died in 1962.

sculpture – a work of art that is an object made from wood, stone, metal, clay, etc.

earth – the material plants grow in

Think & share

6 **EXAM** Speak or write. Answer the questions.

- 1 Are there arts festivals in your country? Where?
- 2 What's your favourite art form? Why?
- 3 Describe the last show or film you watched.
- 4 Which artists do you know? Describe their life or work.

Reading

EXAM STRATEGY

When you have short texts with one multiple choice question each, read each text quickly and try to decide a) what the main idea is and b) the writer's reason for writing.

- 1  Read the **strategy** above. Then look at the exam task in Ex 2. Read the first text quickly and choose the main idea.
 - A the type of art he prefers
 - B what he likes to do in his free time
 - C an art exhibition he wants to see again
- 2 Read the texts below. For each text, choose the correct answer (A, B, C or D).

Hey Ashu! I was at a Spanish art exhibition yesterday. It was brilliant, but there were so many paintings, I couldn't see them all. They had some great artists such as Picasso, but also some modern Spanish artists. The tickets aren't expensive so I'm thinking of going again. Do you want to come? I know you're studying art at university. What do you think? The exhibition is in the art gallery in town. Call me later. Darshna

- 1 Darshna wrote this message to ...
 - A tell Ashu about her favourite artists.
 - B ask about Ashu's art course.
 - C suggest going to an exhibition.
 - D give her opinion on Spanish art.

Do you play music? Would you like to take part in a music festival? We're looking for new talent to perform at The Golden Disc Festival which takes place next month. You can perform any song or any type of music. Last year's winners were a local jazz band. They won a cash prize and are playing in different places around the country. Can you do that too?

- 2 This writer wants people to ...
 - A write a new song for a jazz band.
 - B perform next month.
 - C buy tickets for a festival.
 - D play jazz at a festival.

This production of *Cats* is not brilliant. The acting was terrible and the singing was nothing special. I couldn't hear most of the words and I really think none of the performers were talented. There was one good thing ... the theatre is wonderful. It's an old building in a great part of the city. Next time, I hope I see a better musical there.

- 3 What did the reviewer like about this musical?
 - A the singing
 - B the acting
 - C the performers
 - D the place

← →

📁 🔄 📌 🗑️

Hi Maria

Guess what? I'm performing in the school play next year. We're doing a performance of *Romeo and Juliet* with my theatre group and I'm Romeo. We had the auditions last week and I was very nervous. I never thought I could be in a Shakespeare play. I hope you can come and see me.

Bye!

Arthur

- 4 Arthur is writing this email ...
 - A to give some news.
 - B to describe his theatre group.
 - C to review a play.
 - D to sell a ticket.

Today was the first day of our film festival. And what a fantastic day! Hundreds of people from all around the world were here. There were some amazing films from many different countries. The most popular today was the Spanish film called *La Casa*. It's a romantic film about two people in Madrid. The acting is brilliant. The story is incredible. Don't worry if you weren't at the festival today. You can also see this film on the final day. Remember, you can get tickets on our website. Students pay less.

- 5 What is the reason for the blog?
 - A to advertise a festival
 - B to review some films
 - C to describe an actor
 - D to talk about a film course

Speaking

EXAM STRATEGY

Learn phrases for making and responding to suggestions and for agreeing and disagreeing. This can help you when you take part in a discussion.

- 3  Read the **strategy** above. Complete the phrases with the words below. Can you think of other similar phrases?

point sure think Why

Making suggestions

1 _____ don't we ... ?

Agreeing / Disagreeing

2 Yes. That's a good _____.

3 I'm not _____ about that.

4 I don't _____ that's a good idea.

- 4  You and your friends would like to go to a cultural event. Decide together where you want to go.

- A music festival
- B film festival
- C art exhibition

Hanbury Street, London



Unit 5 360° hotspots

- 1 **THINK & SHARE** Work in pairs. What do you think life is like as a street artist? Think of good and bad things. Copy and complete the mind map with your own ideas.



EXPLORE 360°

Access the interactive 360° content now!

- 2 **Look around the photo.** What are the people doing?
- 3 **ALL HOTSPOTS** Explore the hotspots. Find ...
- two people who talk about the life of a street artist.
 - something that gives you information about a bird.
 - something that gives you the history of a place.
 - something that advertises an event.
 - someone who is visiting the place.
- 4 **Read the article.** Answer the questions.
- What is the East End?
 - Where did many people first come from in the area?
 - Why are there lots of art events there?
 - What are streets like Hanbury Street famous for?

- 5 Which events does the speaker mention? Do you want to go to any of them? Why? / Why not?
- 6 Go online and find answers to the questions.
- When does Chinese New Year happen?
 - Why do people in London celebrate it?
 - What types of events can you enjoy there?
- 7 Read the post and choose the correct answer.
- ROA is the name of a ____.
 - Bangladeshi people think ____ are important.
 - ____ doesn't want to see pictures of street art on social media.
- 8 Read Lucia's message and complete her review.

REVIEW

Name of tour:

Type of tour:

Days and times:

Tour leader:

Number of stars: ★ ★★★ ★★★★★

Submit



- 9 Listen. Are the sentences about street artists true (T) or false (F)?
- 1 They never know what they want to paint when they start.
 - 2 Bad weather can be a positive thing.
 - 3 There aren't enough places to paint.
 - 4 A picture can take several hours to paint.
 - 5 They don't want people to share photos of their work.
 - 6 They sometimes get money for their work.

10 **THINK & SHARE** Think about your answer to Ex 1 and what you learned about the life of a street artist. Can you add any other ideas to your mind map?

LS Learning Situation

CREATE ... a digital slideshow about a street artist for a school display

STEP 1

You are going to create a digital slideshow about a street artist you like for a school display. Choose some of the ideas below to include.

age name nationality types of picture they paint how famous they are
how they started painting where you can see their work exhibitions

STEP 2

RESEARCH IT!

Do research online to find information and photos for your slideshow. Choose some of the adjectives below to describe the photos. Make notes.

amazing boring brilliant excellent original
romantic sad terrible wonderful

STEP 3

Use your notes to write a short presentation for the slideshow.

... is a street artist from ... He / She usually paints pictures of ...
He / She started doing street art when ... Here are some examples of his / her work: ...

STEP 4

SHARE IT!

Present your slideshow to the class. Say one thing you liked about each slideshow and one thing you learned about each street artist and why you found it interesting.