

# Lesson 1 Welcome unit

*I can use the present simple to talk about my daily routine. I can use the present continuous to talk about things happening now and temporary actions.*

## 1 Read Ava's blog post. Who is an early bird?

### Mornings are the worst!



They're the hardest part of my day. I need five alarms to wake up! I get up at about 8.00 and I haven't got time for breakfast because school starts

at 9.00. I take a shower, get dressed and catch the bus to school. My best friend Ruby thinks it's so hard for me because I usually go to bed late and don't get enough sleep. Ruby gets up at 6.30, takes her dog for a walk and has a big breakfast. She doesn't take a bus to school. She's got so much energy that she often rides a scooter. I sometimes sleep on the bus ... Do you like mornings?

### GUESS WHAT?!

a morning person = an early bird  
an evening person = a night owl

## 2 Complete the Grammar 1 table.

### Grammar 1

#### Present simple

We always **get up** at 8.00.

She usually <sup>1</sup>  **up** at 6.30.

I <sup>2</sup>  **get** enough sleep.

He **doesn't take** a bus to school.

<sup>3</sup>  you like mornings?

Yes, I **do**. / No, I **don't**.

**Does** she **ride** a scooter?

Yes, she **does**. / No, she <sup>4</sup> .

## 3 In pairs, ask and answer the questions.

- 1 What time do you get up in the morning?
- 2 Is it difficult for you to get up early?
- 3 Have you got time for breakfast?
- 4 How often do you go to bed late? Why?

## 4 Complete the Grammar 2 table with the correct forms of the verb be.

### Grammar 2

#### Present continuous

I <sup>1</sup>  **revising** for a test at the moment.

He/She/It <sup>2</sup>  **learning** Korean this term.

I **am not going** to school this week.

We/You/They <sup>3</sup>  **taking** any tests today.

**Is** he/she/it **having** lunch right now?

Yes, he <sup>4</sup> . / No, he **isn't**.

<sup>5</sup>  we/you/they **reading** now?

Yes, they <sup>6</sup> . / No, they **aren't**.

### Remember

We don't use some verbs in continuous forms. They describe states, not actions.

I **like** outdoor sports. She **knows** the answer.

He **wants** a new bike. I **think** Dad is right.

## 5 Listen to Ruby and Ava. Decide if the sentences are True (T) or False (F). Correct the false statements.

- 1 Ruby is walking to school today. ☐
- 2 Ava doesn't like mornings. ☐
- 3 Ruby and her parents are staying with her aunt this week. ☐
- 4 Ruby's dad is taking the dog for a walk in the morning. ☐
- 5 Ruby is playing with Rolo at home after school. ☐

## 6 Complete the sentences with the present simple or present continuous forms of the verbs in the box.

brush go have not tidy

- 1 Phil  his room at the moment. He's talking on the phone.
- 2 How often  you  your teeth?
- 3 I  to a Film Club this term.
- 4  we  lunch in the garden today?

I can talk about clothes. I can use singular nouns with a/an, the and zero article, and plural nouns to talk about my things. I can use pronouns to talk about people and things.

- 1 Talk about the clothes these people are wearing. Use the adjectives in the box. Then say which type of clothes you usually wear.

comfortable smart sporty warm



The girl in photo 1 is wearing ...

- 2 Complete the Grammar 3 table.

### Grammar 3

#### Plural nouns

- Most nouns → + **s**

jumper – jumpers, shoe – <sup>1</sup> \_\_\_\_\_

- Nouns ending in **s, sh, ch, x, z** → + **es**

dress – dresses <sup>2</sup> \_\_\_\_\_ – quizzes

- Nouns ending in consonant and **y** → **ies**

baby – babies hobby – <sup>3</sup> \_\_\_\_\_

- Irregular nouns

man – men woman – <sup>4</sup> \_\_\_\_\_

<sup>5</sup> \_\_\_\_\_ – children foot – <sup>6</sup> \_\_\_\_\_

<sup>7</sup> \_\_\_\_\_ – teeth person – <sup>8</sup> \_\_\_\_\_

### Remember

Some nouns only have one plural form, e.g. (sun)glasses, jeans, shorts, trousers, trunks.

- 3 Complete the table with the correct plural forms of the nouns in the box.

box child city dish family jumper  
man party skirt sock tooth watch

| + s   | + es  | + ies | Irregular plural nouns |
|-------|-------|-------|------------------------|
| _____ | _____ | _____ | _____                  |

### Grammar 4

#### A/an, the and zero article (–) before nouns

- We use **a/an** when we talk about something for the first time or something not specific. He's wearing **a** raincoat. It's **a** rainy day.
- We use **the** when we mention something for the second time, or everyone knows what we're talking about. I'm wearing **a** skirt today. **The** skirt is black.
- We use **zero article** before plural nouns, uncountable nouns, names of people, countries and languages. I usually wear **jeans** to school. **Lena** always drinks **tea** in the morning. I'm learning **French**.

- 4 Complete the sentences with **a/an, the** or **–**.

- You need \_\_\_\_\_ scarf. It's really cold.
- Dad is going to \_\_\_\_\_ post office on Oxford Street. It's still open.
- I'm learning \_\_\_\_\_ Spanish because we often go to \_\_\_\_\_ Spain on holiday.
- Alice hates wearing \_\_\_\_\_ smart clothes.

- 5 Read the dialogue. Then complete the Grammar 5 table with the words in bold.

**Jim:** Mum, can you help **me**, please?  
Where are my hockey boots?

**Mum:** I'm sure they're in your bedroom.

**Jim:** I can't find **them**! And my hockey stick?  
I can't see **it** either.

### Grammar 5

I → <sup>1</sup> \_\_\_\_\_, you → you,  
he → him, she → her,  
we → us, it → <sup>2</sup> \_\_\_\_\_, they → <sup>3</sup> \_\_\_\_\_

- 6 In pairs, ask and answer the questions.

- Where do you keep your **bike**?
- How often do you meet your **best friend**?
- When do you usually do your **homework**?
- Where do you usually buy your **shoes**?

My bike? I keep **it** in the garage.

## Lesson 3 Welcome unit

*I can use the past simple to talk about past actions and events.*



- 1 Work in pairs. Match photos 1–3 with three of the events in the box. What do you think people can do there?

book fair clothes swap  
conservation workshop esports tournament  
immersive VR experience theatre workshop  
treasure hunt yoga class

You can talk to famous writers at a book fair.

- 2 Match the events in the box in exercise 1 with the sentences. There are three extra events.

- 1 We used VR headsets to see 3D pictures of the dinosaurs.
- 2 I **learnt** to grow lettuce and tomatoes. It **was** hard work!
- 3 My friend played with last year's champion and **won** the first prize.
- 4 I **bought** some comic books, and my mum **met** her favourite writer.
- 5 We **did** some stretching. There **were** also some breathing exercises.

- 3 Complete the Grammar 6 table with **did** or **didn't** and irregular past forms from exercise 2.

- 4 Complete the dialogue with the past simple forms of the verbs in the box. Then listen and check.

be do find go have read stay win

Liam: 1 you anything fun last weekend, Nora?

Nora: No, I didn't. I 2 a bit ill, so I 3 at home and 4 some comic books. Did you go anywhere?

Liam: Yes, I did. I 5 on a treasure hunt with James. We actually 6 the treasure and won the prize!

Nora: Wow! What 7 you ?

Liam: Tickets to the cinema. Then we 8 pizza in that new Italian restaurant. It was delicious.

Nora: Sounds like a great weekend.

Liam: Hey, why don't you go to the cinema with us? We've got an extra ticket.

Nora: Sounds great! Thanks!

- 5 In pairs, ask and answer about last weekend. Use the dialogue in exercise 4 as a model.

### Grammar 6

#### Past simple

I/You/He/She/It/We/They **played** a video game.

I/You/He/She/It/We/They 1 **play** a video game.

2 I/you/he/she/it/we/they **play** a video game?

Yes, I 3 . / No, I 4 .

#### Past time expressions

yesterday, last week/month/year, in 2005, two days/years ago, a week ago

#### Past simple of regular verbs

use → used

swap → swapped

study → studied

play → played

#### Past simple of irregular verbs

be → 5 /

do → 7

meet → 9

buy → 6

learn → 8

win → 10

*I can use have to to talk about chores. I can talk about feelings and emotions.  
I can use should and shouldn't to give advice.*

- 1 Match photos 1–6 with the chores in the box. Which of the chores do you do? When? Talk in pairs.

load the dishwasher put your clothes away  
take the dog for a walk take the rubbish out  
vacuum the floor water the plants



- 2 Complete the Grammar 7 table.

## Grammar 7

### Have to

I/You/We/They <sup>1</sup>  to feed the pet.

He/She/It <sup>2</sup>  to clean the floor.

I/You/We/They <sup>3</sup>  have to set the table.

He/She/It <sup>4</sup>  have to wash the car.

<sup>5</sup>  I/you/we/they have to clean the floor?

Yes, we do. / No, we don't.

<sup>6</sup>  he/she/it have to clear the table?

Yes, she does. / No, she doesn't.

What does she have to do today?

- 3 Complete the dialogue with the correct forms of have to.

Josh: Mum, <sup>1</sup>  I  clean the kitchen window today? It's raining.

Mum: No, you <sup>2</sup> . It can wait. But you <sup>3</sup>  play with your sister this afternoon. Dad <sup>4</sup>  take Lucky to the vet and I <sup>5</sup>  finish my work.

Josh: Why <sup>6</sup>  poor Lucky  go to the vet?

Mum: They <sup>7</sup>  check his teeth.

- 4 In pairs, talk about the chores you have to do after school today. Who has to do more chores?

- 5 Listen to three dialogues and say how the speakers feel. Use the adjectives in the box. More than one answer is possible.

angry annoyed bored confident excited  
lonely nervous proud scared stressed  
surprised unhappy upset

Pete  Jack  Mia

- 6 Choose four adjectives in exercise 5 and say when you last felt that way.

I was proud when I won an art competition at school last month.

- 7 Read the Grammar 8 table. Then listen to the dialogues again. What advice do Pete, Jack and Mia get?

## Grammar 8

### Should/shouldn't

You should go for a walk.

She shouldn't go to bed late.

Should we study tonight?

Yes, you should. / No, you shouldn't.

How long should I study?

- 8 In pairs, role-play the conversations. Student A: describe the problem and say how you feel. Student B: give advice.

1 You're upset because you had an argument with your best friend.

2 You're angry because your parents didn't agree to get a dog.

3 You're scared because you're going to a new school and you don't know anyone there.

4 You're bored because your phone doesn't work.

What's wrong? You look upset.

I had an argument with my best friend.

I think you should ...

# 1

# Culture matters

## Lesson 1 Vocabulary and listening

*I can talk about types of art and media. I can understand a text about cultural events.*

Arts Centre | Arts for teens

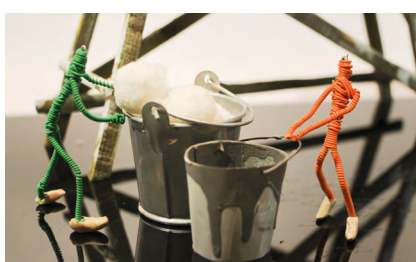
About us | What's on | Visit | Search for events



### OCTOBER



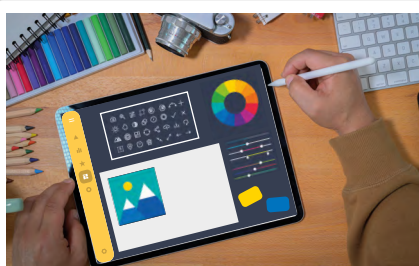
**1 Competition**  
Spooky shots!



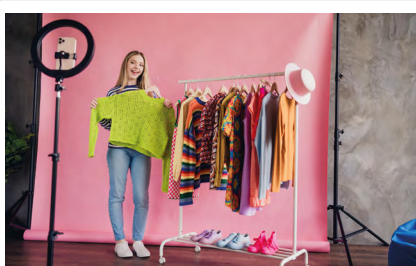
**2 Exhibition**  
Crazy figures



**3 Reading group**  
Poetry party!



**4 Workshop**  
Make digital stickers on a tablet



**5 Show**  
Cool gear!



**6 Play**  
Immersive mystery

Click on the photos for more info.

### 1 Let's start!

Match objects a–d with types of art 1–4. Find one of objects a–d in photos 1–6 on the website. Then ask your partner if he/she likes these types of art.

- |                  |                     |
|------------------|---------------------|
| 1 dance          | a a sketchbook      |
| 2 film and video | b a guitar          |
| 3 music          | c comfortable shoes |
| 4 painting       | d a camera          |

Do you like painting?

Yes, I do. Painting is so cool. You can paint anywhere! I have classes in our arts centre on Saturdays.

- 2** Listen to Alex interviewing Lucy and Josh. Find one cultural event on the website they are both going to in October. How did they find out about it?

- 3** Match cultural events 1–6 on the website with the types of art in the box. Check the meaning of the extra phrases. Then listen and check.

#### Types of art

digital art • fashion design • literature • photography • sculpture • street art • theatre

- 4** Listen to the dialogues and guess the type of art.

I'm not sure. Perhaps it's street art.

Or is it theatre?

- 5 Choose a cultural event on the website you would like to go to. Tell a partner and say why.

- 6 1.7 Look and listen to the phrases in the box.

#### The media and social media

check out a website • create content •  
follow an influencer • look through an article •  
read the headlines • share (photos) online •  
subscribe to (an online platform)

- 7 1.8 Complete the questionnaire with the phrases in the box in exercise 6. Then listen and check.

#### Questionnaire

- Do you ? Who?
- Do you for a website? Would you like to?
- Does anyone in your family ? Who? Which platform?
- How often do you read ?
- When's the last time you looked online?
- How often do your grandparents websites?
- How many photos do you every week with your friends?

- 8 In pairs, do the questionnaire in exercise 7.

#### 9 Pronunciation: intonation

- 1.9 Read the questions and listen to them. What do the arrows mean? Listen again and repeat.

Do you follow **anybody** ?

Who do you **follow** ?

Do you read the headlines **online** ?

What news are you interested **in** ?

#### » Quick Tip

Kiedy będziesz słuchać wywiadu z ćwiczenia 10, staraj się zrozumieć zarówno pytania, jak i odpowiedzi.

- Pytania często zaczynają się od słów: *who, what, which, when, where, why* lub *how*.
- Czy potrafisz wyjaśnić, kiedy ich używamy?

- 10 1.10 Listen to the rest of the interview in exercise 2. Which of these things don't they talk about?

fashion design literature photography  
sculpture street art theatre

- 11 1.10 Pośluchaj nagrania ponownie. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz właściwą odpowiedź: a, b lub c.

- Which of these statements is true?
  - Lucy is taking part in a photography competition this month.
  - Josh writes for a website.
  - There's nothing on at the arts centre next month.
- Lucy and Josh think the reporter's questions are
  - difficult to answer.
  - too personal.
  - boring.
- Which type of art do Josh and Lucy agree should be a school subject?
  - sculpture
  - fashion design
  - literature

- 12 Do you think students should study different types of art at school? Discuss in pairs.

I think we should study practical subjects, not different types of art.

#### Fast finishers

- Design and draw an ad for an interesting cultural event, workshop or course.

#### Candle-making workshop!

Learn how to make candles!

Make your own candle and take it home!



*I can use There is/are ... + a/an, some/any/no, a little, a few and a lot of / lots of to describe places.*



Billy

FOLLOW



### ON LOCATION!

Choosing the best film location isn't easy. You find a place like the one in the photo and think, 'Now this is a great place for a film!' There are lots of famous buildings in New York and there's an enormous park.

But the shooting could be very difficult ... There's probably a lot of noise, maybe too much noise to film anything. Don't worry, there's a solution. Choose a time when there isn't much traffic!



Emma • 2 days ago

What about this place? There's a fantastic view - just look at that! There are no houses and there aren't any people. The question is, is there a town nearby? Are there any hotels for the actors? How many restaurants are there?

Luckily, there's a small village, Glenfinnan. There are a few hotels in the area and there are some restaurants, too. It's a good place to film, but there are too many tourists in summer!



Jason • 4 days ago

Matmata in Tunisia is a great place to make films because of the amazing landscape and weather. There are a lot of sunshine hours here, so film crews can work all day! People sometimes ask, 'What about the winter?', 'Is there any rain?'. Yes, there is, but there's only a little.

It's quite a small town. There are some houses that are underground! Finally, the people are very helpful. Good film producers always respect the local community.



- 1 Look at photos of film locations 1–3 and find places a–c. Do you know where they are?

- a a place with some buildings and mountains.
- b a city.
- c a countryside scene.

- 2 Read the texts and listen to them. Check your answers to exercise 1. Can you name any films that have scenes set there?

I can think of four films that they filmed here.

- 3 Listen to Marek and Anna talking about the photos. Do they mention any of the films you talked about in exercise 2?

- 4 Read the texts and listen to them again. Decide if the sentences are True (T) or False (F).

- 1 It's always easy to find a good film location in New York.
- 2 You should never make a film on a New York street.
- 3 No one lives in Glenfinnan.
- 4 Lots of people come to Glenfinnan in summer.
- 5 The weather in Matmata is good.
- 6 Everyone lives in underground houses in Matmata.

### — Real English —

- 5 Listen to the phrases and repeat. Practise them in pairs.

*Don't worry, there's a solution.*

*Just look at that!*

*The question is, is there a town nearby?*

## Grammar 1

### There is/are

- **a/an, some/any, no**

There's <sup>1</sup>  small village.

There's **an** enormous park.

There's **some** noise.

There isn't **a** hotel.

There isn't <sup>2</sup>  animal.

There isn't **any** noise. = There's <sup>3</sup>  noise.

There aren't <sup>4</sup>  people. = There are **no** people.

<sup>5</sup>  there **any** rain?

<sup>6</sup>  there **any** hotels?

- **many, a lot of / lots of, a few** with countable nouns

There are **(too) many** tourists.

There are **a lot of / lots of** buildings.

There are **a few** stations in the town.

**How many** people are there?

- **much, a lot of / lots of, a little** with uncountable nouns

There is **(not) much** traffic.

There is **a lot of / lots of** sunshine.

There is **a little** rain.

**How much** noise is there?

- 6 Read the Grammar 1 table. Complete gaps 1–6 with *is/are, a/an* and *any/no*.

- 7 Complete sentences 1–6 about the film locations on page 10 with the words in the box.

any few much no some too

- There are  cars visible in the photo of New York.
- Filming sometimes isn't easy in New York because there's  much noise.
- There are  places to eat in the Glenfinnan area.
- There aren't  tourists in the photo of Glenfinnan.
- There isn't  rain in Matmata.
- There are  houses in Matmata with no windows!

- 8 Marek and Anna are choosing a location for their new video. Complete their checklist questions. Use *Is/Are there* and *How much/many*. Then listen and write the answers.

1  a park?

2  any cafés?

3  any street art nearby?

4  shops are there?

5  noise is there?

6  much rubbish?

- 9 Now use the information in exercise 8 to write four affirmative sentences about their new video location.

*There's a big park.*

- 10 Imagine you are going to make a video about teen life with your partner. Choose a place you both know where you would like to film. Use some words in the box and your own ideas.

countryside noise old buildings shops  
street art sunlight theatres trees

How about the park near your house?

That's a good idea. There isn't much noise.

## Fast finishers

- Where is this popular film location? Read the poem and guess the country.



In this place there's fire and ice,  
You can sometimes see the northern lights!  
The capital begins with R.  
People visit from afar!

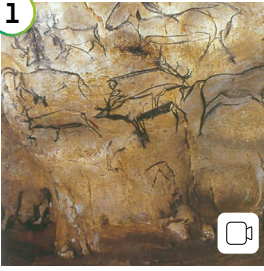
*I can talk about famous works of art and where you can see them.*



# TOP 5

AMAZING WORKS OF ART  
MY TOP FIVE!





1



2



3



4



5

### 1 Let's start!

 Look at Lara's favourite works of art. Do you recognise any? Where can you see them?

I recognise this painting, but I can't remember the name of the artist!

I know! It's ...

2  **1.15** Listen to Lara. Look at photos 1–5 and find the three works of art she talks about.

3  **1.16**  Match photos 1–5 with the works of art in the box. Two of the photos match two phrases. Then listen and check.

#### Works of art

cave painting • installation • landscape •  
modern art painting • mural • portrait

4   **1.17**  Where can you see works of art? Make a list. Then look and listen to the phrases in the box.

*art gallery, ...*

#### Ways to see art

digital arts festival • immersive exhibition •  
online exhibition • virtual tour

5  Complete the sentences with the words or phrases in the boxes in exercises 3 and 4.

- 1 You go to a digital arts   to see how people use technology to create art.
- 2 Her brother painted her  . It looks just like her!
- 3 Prehistoric   paintings were often of animals.
- 4 Art   are big works of art people make from different materials. They are often outdoors.
- 5 You don't need to leave your home to see art. You can go on a   tour or see an online  .

6  Tell your partner which of Lara's works of art in photos 1–5 you like the most and why. Then say what your favourite types of art are and where you can see them.

I like street art. The best place to see some is ...

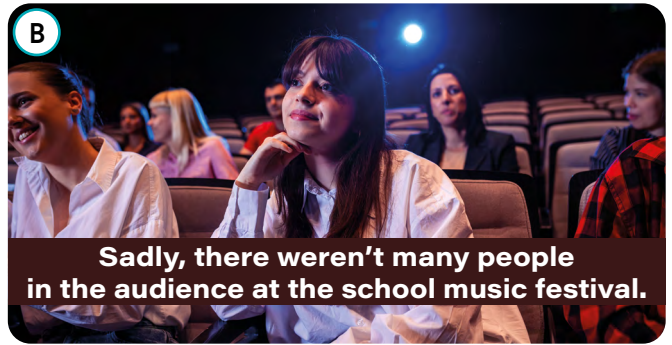
### Fast finishers

 Look at the picture. Then write two types of art Gerald likes.



I can use *There was/were* to speak about past events.

**A** Oh no! There was a great mural here last week!



## Grammar 2

### There was/were

**There was** a school concert.

**There were** some great bands.

**There wasn't** a bus stop.

**There weren't** any shops.

**Was there** a queue?

Yes, **there was**. / No, **there wasn't**.

**Was there** any space for the dancers?

Yes, **there was**. / No, **there wasn't**.

**Were there** any cheap tickets?

Yes, **there were**. / No, **there weren't**.

**How much** noise **was there**?

**How many** dancers **were there**?

**There were** many / a lot of / lots of / no / some / a few dancers.

**There was** much / a lot of / lots of / no / some / a little noise.

- 1 Look at photos A–B. Then listen and match them with the dialogues.

Dialogue 1

Dialogue 2

- 2 Read the Grammar 2 table. Choose the correct option to complete rules 1–3.

- We use *There was/were* to talk about things in the **present** / **past**.
- We use *There was* with **one thing** / **more than one thing** and with uncountable nouns.
- We use *There were* with **one thing** / **more than one thing**.

- 3 Complete sentences 1–6 with *There was/wasn't* or *There were/weren't*. Decide who says each sentence: Andrea (A) or Bart (B)?

- (X) any street art near our school.
- (✓) a really good hip-hop band.
- (X) any classical music.
- (X) many people in the street.
- (✓) two saxophone players!
- (✓) some information about the new installation in the park.

- 4 Put the words in the email below in the correct order to complete the message.



Hi! Was the school festival good?

- many were people there how ?
- classmates there any of your were ?
- there was any food ?
- information any about the next festival there was ?

I hope I can go next time!

Jess

- 5 Read the ad for an immersive exhibition. Work in pairs. Imagine one of you went to see it last weekend. Ask and answer questions about what was there, what wasn't there and what you liked about it.

### VAN GOGH IMMERSIVE EXPERIENCE

New Arts Space

Book your ticket online now!



*I can understand a blog about controversial art.*

- 1 Look at the photo and answer questions 1–3.



- 1 Where are the people?
- 2 What type of art are they looking at?
- 3 Do you like it? Why / Why not?

- 2 Describe the photos in Elsa's blog on page 15 and say what type of art you think they represent.

There's a wall in this photo, but what's on it?

I'm not sure. I think it's ...

- 3 Read the text and listen to it. Then match headings 1–3 with paragraphs A–C.

- 1 Technology and art
- 2 The Gum Wall
- 3 Food for thought

### » Quick Tip

W ćwiczeniu 4 nie musisz dopasowywać zdań po kolei. Zacznij od najłatwiejszych, których jesteś pewny/pewna.

- 4 Przeczytaj tekst o nietypowych dziełach sztuki. Do każdego zdania 1–4 dopasuj akapit A–C. Jeden tekst pasuje do dwóch zdań.

- 1 This work of art is an imitation.
- 2 This work of art was very expensive to buy.
- 3 This work of art is an example of street art.
- 4 This work of art visitors help make.

- 5 Posłuchaj nagrania ponownie i przeczytaj tekst jeszcze raz. Uzupełnij luki w zdaniach 1–5 zgodnie z treścią tekstu.

- 1 The \_\_\_\_\_ Elsa follows likes art a lot.
- 2 Elsa read some \_\_\_\_\_ about art online.
- 3 There's a lot of \_\_\_\_\_ on *The Gum Wall*.
- 4 The banana exhibit is an example of food \_\_\_\_\_.
- 5 Someone used \_\_\_\_\_ to create the picture of Rembrandt.

- 6 What do you think art is? Write a definition in one sentence. Then tell the class.

I think anything beautiful is art.

Really? I disagree.

- 7 Read the comments that readers posted on Elsa's blog. Discuss them with a partner and decide which you agree or disagree with.

#### ▼ Comments:



**Jan (12)** Jun 11, 11:31 AM

In my opinion *The Gum Wall* isn't art. It's just chewing gum on a dirty wall.



**Paulo (13)** Jun 11, 01:14 PM

When I saw the banana, I started to think about the meaning of art.



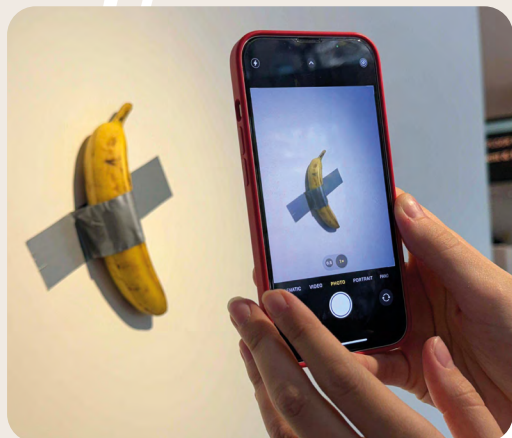
**Beth (13)** Jun 11, 02:07 PM

I don't think the Rembrandt picture is real art. It's computer science.

### GUESS WHAT?!



*Ocean Sole* is an American charity. It helps people in Kenya collect flip-flops from the sea and rivers and make them into beautiful sculptures! Do you think they are art?



## Is this art?



Hi guys, I'm back!

I follow an influencer who is really into art. Last week, I looked through some articles she suggested on her website. Here's what I found out!

### A

Yes, it's true! There's a wall near Pike Place Market in Seattle in the USA people call *The Gum Wall*. Why? Yes, you've guessed it. This local landmark is covered in chewing gum! It's so famous that tourists go there to **stick** their own gum on the wall. It's about 16 metres long and 2.4 metres high!

### B

Miami Beach Art Basel is an international modern and **contemporary** art fair. In 2019, there was an unusual **exhibit** of food art by the Italian artist, Maurizio Cattelan. It was simply a banana **taped** to a wall in the exhibition room! Someone liked it though and bought it for \$120,000. And someone else ate it!

### C

There are many self-portraits by the Dutch artist Rembrandt that look like this picture in art galleries and online exhibitions around the world. However, an artist created this one by using AI! There are a lot of AI tools you can use to create digital art, and you don't need to be good at painting!

Are these works of art really art? Write to me and tell me what you think!

22.05 @Elsa

### Glossary

**contemporary** – współczesny

**exhibit** – ekspozycja

**food for thought** – materiał do przemyśleń

**stick** – przyklejać

**taped** – przyklejony taśmą

### Find out

- 8  Do some research to find out about an interesting work of art. Use the questions below to help. Make notes.

- What type of art is it?
- Who is the artist?
- When did the artist paint / create / make it?
- Why do you think it's interesting?

Now tell another pair or the class what you found out. Show them a photo if you found one.

*I can make, accept and refuse suggestions and express my preferences.*

- 1  Look at the photo and answer questions 1–2. Then listen and check.
- Where are they?
  - What do you think they're talking about?



- 2  Read the dialogue and complete it. Then listen again and check.

**Magda:** Watch out, Andrea! Hey, what are you looking at?

**Andrea:** Oh, sorry. I'm checking out the town's *What's on* website. There's an immersive play on this month. <sup>1</sup>                      we go?

**Magda:** Hmm. Thanks, but theatre isn't really my thing. I'd <sup>2</sup>                      go to the techno music festival on Saturday. How about getting tickets?

**Andrea:** I'll <sup>3</sup>                      that a miss if that's alright with you. There are too many people at festivals!

**Magda:** That's a shame, but no worries. I've got another idea! I'd love to go to town and take photos of the street art with my new phone. What about Sunday afternoon?

**Andrea:** Brilliant! But wait, I'd <sup>4</sup>                      to go in the morning.

**Magda:** That <sup>5</sup>                      perfect!

**Franky:** Hi!

**Andrea:** Oh, hi Franky. Magda, you know my brother Franky, don't you?

**Magda:** Yes, we've met at Photo Club. Hey, Franky, **why don't you join us?** We're going to town on Sunday.

### Remember

I'd rather **stay** at home. = I would rather **stay** at home.  
I'd prefer **to stay** at home. = I would prefer **to stay** at home.

- 3  Match sentences in bold in the dialogue with topics 1–4.

- making a suggestion
- accepting a suggestion
- saying 'no' to a suggestion
- expressing preferences

- 4   Uzupełnij dialogi. Wstaw w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst.

- X: How            tickets for the fashion show?  
Y: Brilliant! That's a great idea!
- X: Shall we go to the art gallery at the weekend?  
Y: No, thanks. I'll            that a miss.
- X: Would you like to go to the digital art exhibition on Friday?  
Y: I'm sorry, but            rather go on the virtual tour.

- 5  Look at the website. Work in pairs. Student A: suggest an event to go to. Student B: accept or refuse the suggestion and express your preference.

### WHAT'S ON



Eco-friendly fashion show, Saturday 5 pm



The Impressionists: Immersive art exhibition!



Landscape Photography workshop, Friday 4 pm



Time to Write  
Poetry Writing workshop

Shall we go to the fashion show?

Thanks, but I'll give that a miss! I'd rather go to the writing workshop.

*I can write a post for a website.*

1  Look at the photos in the text in exercise 2. What types of art do you think Beth likes?

2  Read the post and check your answer to exercise 1. Then match photos 1–3 with paragraphs A–C.

## Are you a culture vulture? Write and tell us!



Hi!

I'm interested in culture, but does that make me a culture vulture? I'm going to tell you about my life and then you can decide.

**A** To start with, I just love reading. I've got lots of books at home. There are too many books for my small bedroom, so now I read ebooks, too! I read for about three hours every day.

**B** Another type of art I love is photography. I often enter online photography competitions, and I subscribe to an interesting online platform. There are some great hacks!

**C** Finally, I love going to modern art exhibitions. There was an amazing online exhibition last month by a local artist. There aren't any art galleries in my town ... 😞. Are there any where you live?

What do you think? Am I a culture vulture?

Bye!

Beth (13)



3  Help Marcus write a post for the website. Complete the text with the phrases in the box. There is one extra phrase.

create content   follow an influencer  
look through   read the headlines  
to start with

Marcus

23 minutes ago

1 \_\_\_\_\_, I just love fashion design. I 2 \_\_\_\_\_ articles about fashion on the Internet every day. I 3 \_\_\_\_\_ for a teen fashion website, too! Oh, I 4 \_\_\_\_\_, too. Her style is similar to mine.

4  Complete Marcus's next paragraph with one word in each gap.

Marcus

23 minutes ago

1 \_\_\_\_\_ type of culture that I like is painting. There are two art galleries in my city, but there aren't 2 \_\_\_\_\_ famous works of art. City art is my favourite gallery. There 3 \_\_\_\_\_ an interesting immersive art exhibition there last month. 4 \_\_\_\_\_ were lots of people there!

5  Use the words to write sentences. Use the present simple.

- 1 Finally, / I / not / think / I / be / culture vulture.
- 2 I / not / know / many / famous works of art.
- 3 However, / I / know / a lot / football!

## 6 Writing project

 Write a post for the website answering the question 'Are you a culture vulture?'.

### Think

- Are you interested in culture? What types?
- Do you go to any cultural events in your town or at school? What? Where? How often?
- What was the last cultural event you went to? Was it good? Were there many people?
- Do you have any hobbies connected to culture? What?

### Write

Write your post for the website.

*I'm interested / not very interested in culture ...*

*To start with, ...*

*Another type of culture I love is ...*

*Finally, ...*

### Look again and give feedback!

Check your post. Then swap your work with your partner and give him/her feedback.

- Is your post divided into paragraphs like Beth's?
- Did you use *There is/are* to say what there is to do where you live?
- Did you use *There was/were* to describe the last cultural event you went to?
- Did you use vocabulary to name types of arts, works of art or places we see art?

## Vocabulary

## 1 Choose the correct answer.

- A place we go to look at paintings.  
a virtual tour                      b online exhibition  
c art gallery
- A type of art where people act for an audience.  
a theatre                              b literature  
c fashion design
- A picture we paint of ourselves.  
a a modern art painting    b a portrait  
c a self-portrait
- A big painting an artist paints on a wall.  
a a statue                              b a mural  
c a landscape painting
- Artists make objects and figures in this type of art.  
a digital art                              b photography  
c sculpture

/5 points

## 2 Complete the sentences with the words in the box. There are two extra words.

create    headlines    influencer    look through  
share    subscribe    website

- Check out this \_\_\_\_\_. It's all about digital art.
- My dad buys paper newspapers! He reads the \_\_\_\_\_ every day.
- My brother wants to \_\_\_\_\_ to an online platform about street art.
- \_\_\_\_\_ this article and tell me what you think!
- I follow an \_\_\_\_\_ who is interested in cityscape paintings and cave paintings.

/5 points

## Grammar

## 3 Choose the correct option.

- There are **any** / **no** theatres in my town.
- There **was** / **were** a lot of people at the concert yesterday.
- He gets bored because **there isn't** / **there aren't** much to do.
- There aren't **any** / **some** good films on tonight.
- There's **an** / **a** very good arts centre in her town.

/5 points

## 4 Put the words in the correct order to make questions.

- at night    there    noise    much    how    is    ?
- on the table    was    any    there    cake    ?
- there    reporters    were    any    at the fashion show    ?
- are    cave paintings    in your country    any    there    ?
- many    there    photographs    how    were    in the gallery    ?

/5 points

## Speaking

## 5 Complete the dialogues.

- A: Hi Jack. How about <sup>1</sup>\_\_\_\_\_ to the cinema tomorrow?  
B: Actually, I'd <sup>2</sup>\_\_\_\_\_ to stay at home and watch the new drama series.
- A: <sup>3</sup>\_\_\_\_\_ share our new photos online with everyone.  
B: That <sup>4</sup>\_\_\_\_\_ perfect. People will love them!
- A: We've got tickets for the theatre for tomorrow night. Would you like to come?  
B: Thanks, but I'll <sup>5</sup>\_\_\_\_\_ that a miss.

/5 points

## Check your score!

1.21 Listen, check and count your points.

- 20–25 points – Well done!  
14–19 points – Good score!  
0–13 points – Keep calm and revise more.

## Challenge!

Choose the correct option and write your own question. Then answer the questions with a partner.

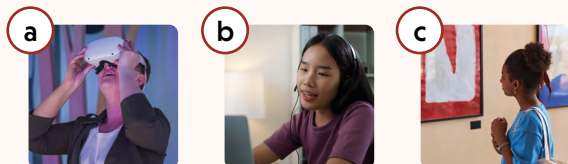
- How much** / **How many** cinemas are there in your town?
- How much** / **How many** street art is there in your town?
- Is there** / **Are there** a bookshop with English books in your town?
- Do you watch **many** / **a lot of** television?

For vocabulary revision, go to **My words**, p. 20.  
For extra grammar explanations, go to **My grammar**, p. 21.

## Listening

- 1 Usłyszysz dwukrotnie trzy dialogi o kulturze. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz właściwą odpowiedź: a, b lub c.

1 What do they decide to do?



2 What does the girl read in the library?



3 What is their favourite type of art?



## Language functions

- 2 Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej z nich dobierz właściwą reakcję a–e. Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- a Sorry, but I'll give that a miss. I'm not into looking at paintings.  
b I'm not sure. I'm not very good at writing stories.  
c No, thanks. I'd rather go to the cinema at the weekend.  
d Thanks, but acting really isn't my thing.  
e That sounds perfect! I'd like to find out more about the latest apps.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

## Reading

- 3 Przeczytaj opisy zajęć dla nastolatków A–C oraz zdania 1–4. Do każdego zdania 1–4 dopasuj właściwy tekst. Jeden tekst pasuje do dwóch zdań.

### A APP MAGIC

#### Digital skills for teens aged 13–16!

Did you know that there are probably over nine million apps in the world today? How about learning how to make one? Come to APP MAGIC's four-week Starter course and find out how to do it!

**When:** Saturday 12<sup>th</sup> October to Saturday 9<sup>th</sup> November

**Times:** 14.00–16.00 **Where:** APP MAGIC, city centre

### B Artists' corner — Holiday courses for teens

We've got some great courses to keep you busy during the week, whatever your skills level.

**Beginners:** drawing and painting basics

**Intermediate/Advanced:** portrait, landscape and cityscape painting

There's a canteen at our school, so you don't have to bring lunch. Check out our website for more dates.

### C Fashion fun!

Are you interested in fashion? Then how about joining our online fashion design course for teens aged 13–15?

**When:** Fridays 17.00 – 19.00 1<sup>st</sup> September to 31<sup>st</sup> May

There's a lot to learn! We will teach you about choosing materials, about design, and how to take really good photos so you can share your designs online.

This course is best for someone who:

- 1 prefers to study at home.  
2 doesn't mind studying at the weekend.  
3 is interested in computer programs.  
4 wants to improve their artistic skills.

## Writing

- 4 Chętnie uczestniczysz w imprezach kulturalnych. Podziel się informacjami na blogu.

- Opisz, jakie spotkania, zajęcia lub wydarzenia kulturalne są dostępne w Twojej okolicy.
- Poinformuj, gdzie się odbywają.
- Napisz, w jakich zajęciach bierzesz udział lub chciałbyś/chciałabyś wziąć udział, i wyjaśnij, dlaczego.

*Hi everybody! Are you a culture vulture? I am!*

## Types of art



|                |                    |
|----------------|--------------------|
| digital art    | sztuka cyfrowa     |
| fashion design | projektowanie mody |
| literature     | literatura         |
| photography    | fotografia         |
| sculpture      | rzeźbiarstwo       |
| street art     | sztuka uliczna     |
| theatre        | teatr              |

## The media and social media



|                                   |                                     |
|-----------------------------------|-------------------------------------|
| check out a website               | sprawdzić stronę internetową        |
| create content                    | tworzyć treści                      |
| follow an influencer              | obserwować influencera/influencerkę |
| look through an article           | przeglądać artykuł                  |
| read the headlines                | czytać nagłówki                     |
| share (photos) online             | udostępniać (zdjęcia) w internecie  |
| subscribe to (an online platform) | subskrybować (stronę internetową)   |

## Works of art



|                     |                                   |
|---------------------|-----------------------------------|
| cave painting       | malowidło jaskiniowe              |
| installation        | instalacja                        |
| landscape           | pejzaż                            |
| modern art painting | obraz w stylu sztuki współczesnej |
| mural               | mural                             |
| portrait            | portret                           |

## Ways to see art



|                       |                          |
|-----------------------|--------------------------|
| digital arts festival | festiwal sztuki cyfrowej |
| immersive exhibition  | wystawa immersyjna       |
| online exhibition     | wystawa online           |
| virtual tour          | wirtualne zwiedzanie     |

## Real English



|                                          |                                                  |
|------------------------------------------|--------------------------------------------------|
| Don't worry, there's a solution.         | Nie martw się, jest na to sposób.                |
| Just look at that!                       | Spójrz tylko na to! / Popatrz!                   |
| The question is, is there a town nearby? | Pytanie brzmi, czy w pobliżu jest jakieś miasto? |

## Making, accepting and refusing suggestions; expressing preferences



|                                             |                                                             |
|---------------------------------------------|-------------------------------------------------------------|
| Shall we go?                                | Idziemy?                                                    |
| Thanks, but theatre isn't really my thing.  | Dzięki, ale teatr to raczej nie moja bajka.                 |
| I'd rather go to the techno music festival. | Wolałbym/Wolałabym pójść na festiwal muzyki elektronicznej. |
| How about getting tickets?                  | Może kupimy bilety?                                         |
| I'll give that a miss.                      | Daruję to sobie.                                            |
| I'd love to go to town and take photos.     | Chciałbym/Chciałabym pójść do miasta i zrobić zdjęcia.      |
| What about Sunday afternoon?                | A co powiesz na niedzielę po południu?                      |
| Brilliant!                                  | Świetnie!                                                   |
| I'd prefer to go in the morning.            | Wolałbym/Wolałabym iść rano.                                |
| That sounds perfect!                        | Doskonale!                                                  |

## Reading and culture



|                  |                        |
|------------------|------------------------|
| contemporary     | współczesny            |
| exhibit          | ekspонат               |
| food for thought | materiał do przemyśleń |
| stick            | przyklejać             |
| taped            | przyklejony taśmą      |

**THERE IS/ARE + A/AN, SOME / ANY / NO**

Konstrukcji *There is/are* używaj, kiedy chcesz powiedzieć, że ktoś lub coś się gdzieś znajduje lub coś istnieje.

- + **There is** a new digital exhibition.  
**There are** some famous buildings in the photo.

? **Is there** a mural in your city?  
 Yes, **there is**. / No, **there isn't**.

Aby powiedzieć, że kogoś lub czegoś nie ma, użyj: *There isn't/aren't*.

- **There isn't** a digital art festival in my city this year.  
**There aren't** any cinemas in this town.  
**There are** no modern paintings.

**Are there** any sculptures that you like?  
 Yes, **there are**. / No, **there aren't**.

**THERE IS/ARE + (TOO) MANY, (TOO) MUCH, A LOT OF / LOTS OF, A FEW, A LITTLE, HOW MUCH/MANY**

Jeśli chcesz powiedzieć ogólnie o liczbie osób lub rzeczy, możesz użyć: **much, many, a little, a few** i **a lot of** lub **lots of**.

Jeśli mówisz o ludziach, zwierzętach lub przedmiotach, które można policzyć, możesz użyć:



- **many, a lot of / lots of**, czyli dużo:
- **There are many** interesting articles on this website.
  - **There are a lot of** visitors at the museum on Sundays.
- **a few**, czyli kilka/kilkoro:
- **There are a few** interesting online exhibitions now.
- **How many**, aby zapytać, ile ich jest:
- **How many** art galleries **are there** in your city?

Jeśli mówisz o zjawiskach lub rzeczach, których nie da się policzyć, możesz użyć:



- **much, a lot of / lots of**, czyli dużo:
- **There isn't much** content on this website.
- **a little** w znaczeniu trochę:
- **There is a little** time to look for more information online.
- **How much**, aby zapytać o ilość:
- **How much** information **is there** on that website?

**THERE WAS/WERE**

Jeśli chcesz powiedzieć, że coś gdzieś było (lub ktoś gdzieś był), użyj: *There was/were*.

- + **There was** a mural here last month.  
**There were** many prehistoric paintings in that cave.

- **There wasn't** a theatre in my hometown.  
**There weren't** any cave paintings at the exhibition.

? **Was there** a virtual tour on Sunday?  
**Were there** any portraits in the museum?  
**How many** sculptures **were there**?  
**How much** information **was there**?

Yes, **there was**. / No, **there wasn't**.  
 Yes, **there were**. / No, **there weren't**.  
**There were** many / a lot of / lots of / some / no / a few sculptures.  
**There was** much / a lot of / lots of / some / no / a little information.