

# 6 ART



## OBJECTIVES

- talk about taste in music
- talk about art and AI art
- describe movies and books
- talk about art in your country
- get to know someone
- write a movie review

**SPEAK** Work in pairs. Discuss the questions.

- 1 What does the picture show? Do you enjoy this type of art?
- 2 What different art forms are you interested in?
- 3 Work in pairs. Choose one of the idioms and explain the meaning to your partner.

a picture paints a thousand words

beauty is in the eye of the beholder

judge a book by its cover

music to my ears



**G** reflexive pronouns **V** music

## LISTENING

**A** **6.1** Listen to the music extracts (1–8) and match them with the different types of music (a–h).

- |             |       |             |       |
|-------------|-------|-------------|-------|
| a rap       | _____ | e blues     | _____ |
| b jazz      | _____ | f reggae    | _____ |
| c rock      | _____ | g classical | _____ |
| d reggaeton | _____ | h hip hop   | _____ |

**B** **SPEAK** Work in pairs. Discuss the questions.

- Can you think of any other types of music?
- What types of music do you like? What don't you like?
- What influences our taste in music? Why?

**C** **6.2** **LISTEN FOR MAIN IDEA** Listen to the podcast *Music matters*. Check (✓) the three ideas that explain our taste in music.

- |                                   |                          |
|-----------------------------------|--------------------------|
| 1 the music we grew up with       | <input type="checkbox"/> |
| 2 the message of the lyrics       | <input type="checkbox"/> |
| 3 how cool the singer/band is     | <input type="checkbox"/> |
| 4 sharing music with other people | <input type="checkbox"/> |
| 5 how music makes us feel         | <input type="checkbox"/> |

### GLOSSARY

**combination (n)** a mix of different things

**comforting (adj)** making you feel less sad, worried or disappointed

**energize (v)** make someone feel excited and enthusiastic

**influence (v)** affect the way someone thinks or behaves

**psychology (n)** the scientific study of the human mind

**D** **6.2** **LISTEN FOR DETAIL** Choose the correct options to complete the sentences. Then listen again and check.

- When we are older, the music from our childhood makes us feel ...
  - old.
  - sad.
  - happy.
- Our first big music influence is generally ...
  - our younger brothers and sisters.
  - our older brothers and sisters.
  - our school friends.
- Music brings people together because we can share ...
  - music files and records.
  - our opinions of the music.
  - the mood it creates.
- We sometimes choose a particular type of music ...
  - to create the right conditions for an activity.
  - to give us a break from an activity.
  - to help us forget about an activity.
- Compared with the past, people today generally like ...
  - fewer kinds of music.
  - more kinds of music.
  - the same variety of music.

**E** **SPEAK** Work in groups. Discuss the questions.

- Do you generally like the same kinds of music as your friends? Is that important to you?
- Do you tend to play different kinds of music at different times? Give some examples.
- How do you listen to music?
- How is listening to live music, say at a concert, different from listening to it on your phone?



## GRAMMAR

### Reflexive pronouns

**A** **6.3** Complete the sentences from the podcast with the pronouns in the box. Then listen and check.

ourselves (x2) themselves yourself

- We** don't choose this music \_\_\_\_\_ of course.
- So, when **we** start to discover music by \_\_\_\_\_, it is influenced by what we listened to when we were growing up.
- In contrast, for **other people**, musical taste is a way to make \_\_\_\_\_ different from other people.
- And when you're preparing for a night out, **you** might want to energize \_\_\_\_\_ and play something loud and fun.

**B** **WORK IT OUT** Match the sentences (1–4) in Exercise A with the rules (a–c).

### Reflexive pronouns

There are several ways we can use reflexive pronouns. The most usual are:

- as the object of a verb. This is when the subject and the object are the same person or thing. \_\_\_\_\_
- after the object of a verb. This is to emphasize the person or thing that does the action. \_\_\_\_\_
- by + reflexive pronoun to say we do something alone or with no help. \_\_\_\_\_

#### Reflexive pronouns:

- |                          |              |
|--------------------------|--------------|
| • myself                 | • ourselves  |
| • yourself               | • yourselves |
| • herself/himself/itself | • themselves |

**C** Go to **Grammar Hub 6.1** at the back of the book.

**D Complete the sentences with the correct reflexive pronouns.**

- I've just bought \_\_\_\_\_ a new record player. You must come and listen.
- We didn't give \_\_\_\_\_ enough time to get a good place at the concert.
- Rachel hurt \_\_\_\_\_ trying to get to the front of the crowd.
- The problem with my phone solved \_\_\_\_\_. I didn't have to do anything.
- For a treat, they bought \_\_\_\_\_ the most expensive tickets for the concert.
- Sorry, Alex, but I could only buy one ticket. You'll need to get yours \_\_\_\_\_.
- He played all the instruments on his album all by \_\_\_\_\_.
- Don't judge a book by its cover! Listen to this album \_\_\_\_\_ before you decide you don't like it.

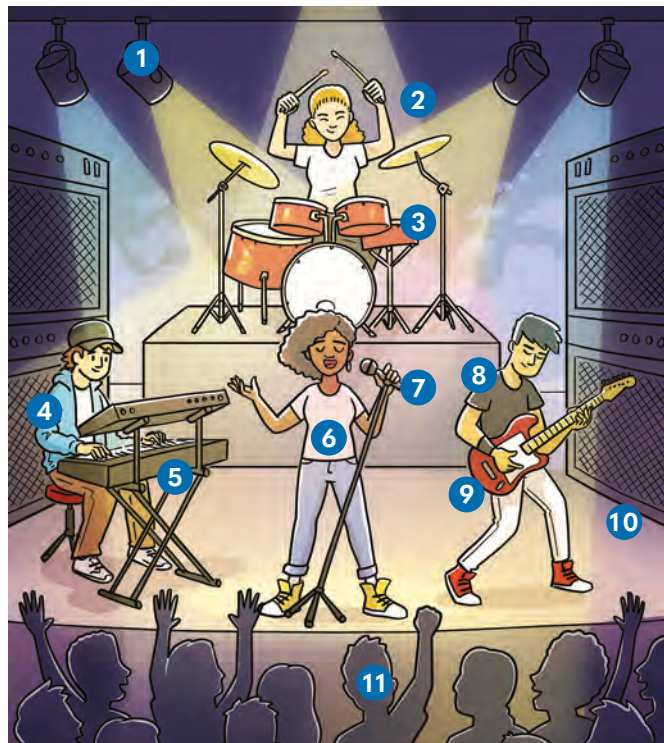
**E SPEAK Work in pairs. Discuss the questions.**

- Have you ever taught yourself to play a musical instrument or some other skill, such as a language or a sport?
- Do you ever sing to yourself when you're alone? When and what kind of songs do you sing?
- Is it better to listen to music by ourselves or with other people?

## VOCABULARY Music

**A Match the parts of the picture (1-11) with the items (a-k).**

- |                   |     |              |          |
|-------------------|-----|--------------|----------|
| a audience        | ___ | g keyboards  | ___      |
| b drummer         | ___ | h light show | <u>1</u> |
| c drums           | ___ | i microphone | ___      |
| d electric guitar | ___ | j singer     | ___      |
| e guitarist       | ___ | k stage      | ___      |
| f keyboard player | ___ |              |          |



**B Replace the words in parentheses with the words in the box with the same or similar meaning.**

album band members catchy cover songs  
gig live lyrics on tour

- It's a great song. I love the \_\_\_\_\_. (words).
- It's the best \_\_\_\_\_ (concert) I've been to.
- They play their own songs and \_\_\_\_\_. (songs by other bands).
- This song is very \_\_\_\_\_ (easy to remember).
- They are going \_\_\_\_\_ (doing a series of concerts) soon.
- Their first \_\_\_\_\_ (collection of songs) is their best.
- I would love to see them \_\_\_\_\_. (performing a concert).
- They have some great \_\_\_\_\_ (people in the group), who are excellent musicians.

**C SPEAK Work in pairs. Replace the underlined pronouns in Exercise B to make the sentences true for you. Tell your partner.**

- 'Before You Go' by Lewis Capaldi is a great song. I love the lyrics.

Game



## SPEAKING TASK

**A SPEAK Work in pairs. Read the text about a radio show. Do you have a similar show in your country?**

### Desert Island Discs



Desert Island Discs is a BBC Radio 4 show in the UK. It was first broadcast in 1942 and since then more than 3,500 episodes have been recorded. Each week, a guest is asked to choose eight songs or other pieces of music they would take if they had to go to a desert island. The guest explains the reasons for their choices.



**B PLAN Choose three songs to take to a desert island. Think about how to describe your songs and what you like about them. Include information about:**

- the type or style of music, the lyrics, how it makes you feel
- the singer or band and other songs by them

**C PRESENT Work in groups. Tell each other about your songs.**

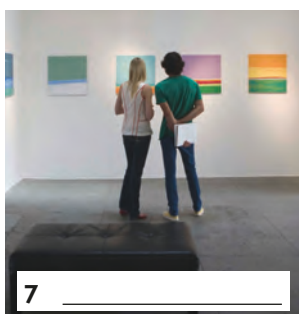
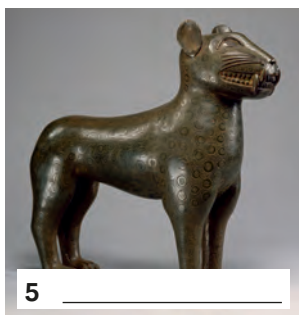
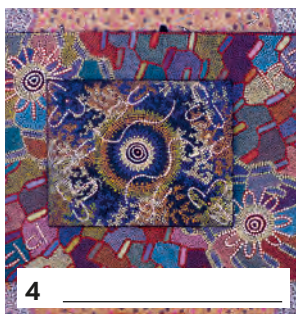


**V** types of art **G** infinitive of purpose

## VOCABULARY Types of art

**A** Label the pictures with the words in the box.

abstract art   exhibit   gallery   landscape  
photograph   portrait   sculpture   still life



**B** **SPEAK** Work in pairs. Discuss the questions.

- What other famous examples of the types of art and places in Exercise A do you know?
- How many artists can you name? What do you know about them or their paintings?
- Who are the most famous artists from your country?

Game



## READING

**A** **SPEAK** Work in pairs. Look at the picture in *Can AI be an artist?* What do you think it shows?

**B** **6.4** **SCAN** Read *Can AI be an artist?* quickly and choose the correct option.

The text argues ...

- for AI art.
- against AI art.
- for and against AI art.

**C** **6.4** **READ FOR DETAIL** Read the text again. Answer the questions.

- What is Ai-Da?
- What sold for over a million dollars?
- Why is Alan Turing important to Ai-Da?
- Why do some people believe that AI art is not 'real art'?
- Why do some people believe that AI art is 'real art'?
- What are the critics' arguments about 'originality'?
- What do people agree on?

## Can AI be an ARTIST?

Using artificial intelligence (AI) to create works of art is becoming more popular, but also more debated.

One famous example is Ai-Da, a robot artist. She draws, paints and even produces self-portraits. In 2024, she painted a portrait of Alan Turing, a famous computer scientist, often called 'the father of artificial intelligence'. The painting sold at auction for over one million dollars.

However, AI art divides opinion. Some believe that art needs human emotion, imagination and creativity. They say a machine cannot truly feel or imagine and that what it produces is not 'real art'. Others disagree. They believe that it is 'real art' and that art changes and evolves over time. They argue that AI is simply a new and exciting tool – just like the brush and the camera in the past – that allows people to express themselves in new ways.

Another issue is originality. AI systems learn from existing images, so critics say that AI is just copying or combining things that already exist. Supporters, however, say that artists have always learned from each other. They also argue that AI can create surprising results and interesting combinations.

Most people agree that AI art is an important new development. It is changing traditional ideas about

- D SPEAK** Work in pairs. Read the title of the text again and the following extract from the final paragraph. What do you think?

But the main questions remain: What is art? Who or what can create it? And who in fact is the actual 'artist'?

- E SPEAK** Discuss in groups. Do you think AI can be an artist? Why/Why not?

## GRAMMAR Infinitive of purpose

- A** Complete the extracts from *Can AI be an artist?* Write two words in each blank.

- Using artificial intelligence (AI) \_\_\_\_\_ works of art is becoming more popular ...
- ... more people are using AI \_\_\_\_\_ art, ...

- B WORK IT OUT** Read the sentences in Exercise A and choose the correct option to complete the rule.

### Infinitive of purpose

We use the **base form with to / base form without to** to express the purpose or reason for doing something.

- C** Go to **Grammar Hub 6.2** at the back of the book.

- D** Complete the sentences with the infinitive of purpose and the verbs in the box. There is one extra verb.

ask create do relax see spend visit

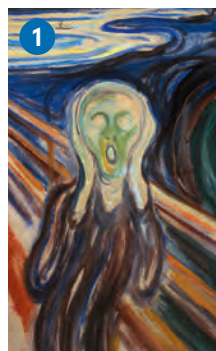
- I'm going to the gallery to see that new exhibit.
- I paint and draw in my free time \_\_\_\_\_.
- Many people go to Paris just \_\_\_\_\_ the Louvre.
- I'll email them \_\_\_\_\_ about tickets for the exhibit.
- We're going to Florence next year \_\_\_\_\_ a photography course.
- I used AI \_\_\_\_\_ these images. Do you like them?

- E SPEAK** Complete the sentences with your own ideas to express purpose or reason. Then work in pairs and compare your ideas.

- I go to museums and galleries ...
- I often take photos ...
- People go on vacation ...
- I use AI ...
- I don't use AI ...
- My favorite type of art is ...
- An artist I think everyone should know is ...

## SPEAKING TASK

- A PLAN** Work in pairs. Look at the works of art (1–3) and tell your partner what you know about them and the artists. Which do you like the best? Why?



- B PREPARE** You are going to talk about one of the works of art or a different one that you know. Write notes about these questions:

- What is the title?
- Who painted or made it? When?
- Is it in a museum or gallery? Where?
- What does it show?
- What materials were used?
- Have you seen the original?
- How does it make you feel?
- Any other information?

- C SPEAK** Work in groups. Tell each other about your work of art.

creativity and originality and what 'art' actually is. As technology improves, more people are using AI to produce art, and it is becoming an accepted part of the art world. But the main questions remain: What is art? Who or what can create it? And who in fact is the actual 'artist'? What do you think?

### GLOSSARY

**auction (n)** a public sale in which something is sold to the person who offers the most money  
**creativity (n)** the use of imagination or original ideas to create something  
**critic (n)** a person who formally gives an opinion of something  
**debate (v)** argue or discuss something in a formal way  
**evolve (v)** develop gradually and naturally



- V** movie and book genres   **P** word stress   **S** identifying contrasts  
**V** adjectives for describing movies and books   **G** first conditional

## VOCABULARY

Movie and book genres

**A** Match the book genres in the box with the covers (1–6).

biography crime fairy tale fantasy  
horror science fiction



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

**B** Look at the movie genres. Can you think of a movie to match each genre?

action animated biopic comedy  
costume drama musical romantic comedy

**C** **SPEAK** Work in pairs. Talk about your favorite genre of books, movies and TV shows.

Game



## PRONUNCIATION

Word stress

**A** Look at the stress patterns. Write the words in Vocabulary Exercises A and B in the correct place in the table.

| 1   ● ●   | 2   ● ● ● ●   | 3   ● ● ● ● |
|-----------|---------------|-------------|
|           |               |             |
| 4   ● ● ● | 5   ● ● ● ● ● | 6   ● ● ● ● |
| comedy    |               |             |

**B** **6.5** Work in pairs. Compare your answers. Then listen and check.

## LISTENING



**A** **PREDICT** You are going to listen to two people share their opinions about the differences between books and movies. Before you listen, do you think the following statements refer to movies (M) or books (B)?

- They allow us to imagine and see things in our own way. **M / B**
- The story is generally fast-moving and develops quickly. **M / B**
- We get to know the characters more. **M / B**
- They connect with our different senses at the same time. **M / B**

**B** **6.6** **LISTEN FOR GIST** Listen and check your answers.

**C** **6.7** Listen again and match the sentences halves. Use the information in the skills box to help you.

### Identifying contrasts

We use a range of linking words and phrases that express a contrast between two ideas. Here are some common and useful examples:

*but, though, however, although, on the other hand, at the same time*

- With movies, on the other hand \_\_\_\_\_
  - We generally watch a movie with other people though \_\_\_\_\_
  - Reading is a less sociable activity. But, \_\_\_\_\_
  - People often say they are disappointed by the movie, especially if they have read the book first. However, \_\_\_\_\_
- a in many cases people actually prefer the movie.  
b reading a book is more individual and personal.  
c book clubs are very popular these days.  
d we see what the director and the actors want us to see.

**D** **SPEAK** Work in pairs. Is it better to read a story in a book or watch it in movies? Why?

## VOCABULARY

Adjectives for describing movies and books

### A Read the extracts from the podcast. Complete the adjectives with the missing vowels (a, e, i, o, u).

- I think this makes the experience more personal and engaging.
- A movie can be much more xc tng and grppng than a book.
- We use our different senses. And for many people, this is more ntrtnng than reading a book.
- Music can also make the movie more ntrstng and mmrbl.
- Compared to the book, people often say they are dsppntd by the movie.

### B Choose the correct options to complete the sentences.

#### Adjectives for describing movies and books

We use adjectives ending in *-ing* to describe the thing or person that caused the feeling.

- The movie was *disappointing*.

We use adjectives ending in *-ed* to talk about how we feel.

- I was *disappointed*.

- The movie was totally **engaged / engaging**.
- I was, well, a bit **bored / boring** by the end. It isn't very memorable I'm afraid.
- You won't be **disappointed / disappointing**. The singing was incredible.
- It's really **moved / moving** and sad, too.
- It's a great movie. Really **entertained / entertaining** and really funny.

### C **SPEAK** Work in pairs. Describe movies and books you know well using the adjectives in Exercises A and B.

*I thought *The Fall Guy* was exciting and quite gripping. But at the same time, it was a bit predictable and not so memorable.*

## GRAMMAR

First conditional

Game



### A **WORK IT OUT** Read the first conditional sentences. Then choose the correct options to complete the rules.

If you want a great night out, you should see this movie.

If you remind me, I'll lend you the book.

If you like musicals, this will be music to your ears.

#### First conditional

- We use the first conditional to talk about **impossible / possible** situations in the future.
- First conditional sentences usually have two clauses: the *if*-clause and the main clause. We use **the present tense / will** in the *if*-clause and we use **the present tense / will + base form** in the main clause.
- We **can / can't** use other modal verbs (e.g. *can, could, might, should*) instead of *will* in the main clause.

### B Go to **Grammar Hub 6.3** at the back of the book.

### C Complete the responses using the verbs in bold. Then in pairs, act out the dialogues.

- A: I really like musicals.

B: Well, if you \_\_\_\_\_ (**like**) musicals, you \_\_\_\_\_ (**be**) excited to see the new movie *Better Man*.
- A: The concert tickets might be expensive.

B: Well, if they \_\_\_\_\_ (**be**) expensive, I \_\_\_\_\_ (**go**).
- A: I think I'll stay at home this evening.

B: OK, if you \_\_\_\_\_ (**not want**) to go out, I \_\_\_\_\_ (**come**) over and we can watch a movie if you like.
- A: I have a copy of that book you want to read.

I \_\_\_\_\_ (**lend**) it to you if you \_\_\_\_\_ (**like**).

B: That's music to my ears. I'm so excited to read it!

### D Write alternative responses for Speaker B in Exercise C using *might/can/could*.

*If you like musicals, you might like *A Complete Unknown* about Bob Dylan starring Timothée Chalamet.*

### E **SPEAK** Complete these sentences with your own ideas. Then work in pairs and compare your ideas.

- If you like ..., you'll love ...
- If you don't like ..., you shouldn't ...
- I'll be very surprised if ...
- I might ... if it's nice on the weekend.
- I'll ... if I can afford it.

*If you like action movies, you'll love the *Marvel* movies.*



## SPEAKING TASK

### A **PLAN** You are going to describe a movie or book that reminds you of your own life. Decide which movie or book you are going to talk about. Write notes on these topics:

- the movie or book genre
- the main story
- how your personality is similar to one of the characters
- how the events in the story are similar to your own experiences

### B **SPEAK** Work in groups. Describe a movie or book and explain how the story relates to your own life. When you listen to the others, write notes.

### C **MEDIATION** Write a short summary of the movie or book each person talked about. Say which person's description was the most memorable or interesting.



## AUTHENTIC VIDEO

**A SPEAK** Work in pairs. Look at the picture and discuss the questions.

- 1 What does the picture show?
- 2 How do you think the image was created?

**B WATCH FOR MAIN MESSAGE** Watch the video. Choose the correct summary of the artist's work.

- a The artist creates images using natural light.
- b The artist uses artificial light to create images.
- c The artist combines artificial and natural light.

## GLOSSARY

**choreograph (v)** plan and control

**drawn to (v)** be attracted to

**illuminate (v)** make something visible by shining light on it

**shutter (n)** part of a camera that opens to allow in light

**solitary (adj)** done alone

**spin (v)** quickly turn around 360°

**torch (n) (British)** portable light = flashlight (n) (American)

**tripod (n)** the stand of a camera, often with three legs

**C WATCH FOR DETAIL** Watch the video again. Are the sentences true (T) or false (F)?

Peter Solness ...

- 1 ... says light painting basically involves being in darkness and illuminating areas of interest. T / F
- 2 ... realized in the 1990s that photographing trees at night was more interesting. T / F
- 3 ... has always worked with groups of people in his photography. T / F
- 4 ... believes light is an emotional aspect of photography. T / F
- 5 ... doesn't enjoy working with large groups of people. T / F
- 6 ... says that you need a lot of special equipment to be a light painter. T / F

**D SPEAK** Work in pairs. Discuss the questions.

- 1 Do you like Peter Solness's photographs?
- 2 Why do you think people like this type of art?
- 3 What special talents do people need to take artistic photos?



## AROUND THE WORLD

**A SCAN** Read the questions about art and two people's answers. Who mentions the following, Mariana (M), Erasmia (E) or both (B)?

- |                 |           |
|-----------------|-----------|
| 1 dance         | M / E / B |
| 2 marble        | M / E / B |
| 3 pottery       | M / E / B |
| 4 textiles      | M / E / B |
| 5 wood and bark | M / E / B |

- Is art important in your region, country or culture, historically and today?
- What art forms and materials (e.g. paintings, sculpture, textiles) are popular or typical in your country?
- Do you know of any unusual art forms or unusual materials used to make art?



**Mariana,**  
Mexico

Art is everywhere in Mexico and it has always been culturally important. The ancient peoples used stone sculptures, textiles, and pottery that represented their lives.

Much later, during the Mexican Revolution in the early 1900s, artists used huge murals or wall paintings to give the population a sense of national identity. Because of this, murals remain a popular art form today.

Mexico is also known for the variety of *artesanías*. These are crafts that represent each region or state and carry a lot of tradition. This includes paintings, pottery and textiles which use techniques passed down through the generations and as a result often use a range of unusual materials such as wood, bark and papier-mâché. Dance and music are also very popular in my country, with each region having their own typical dance.



**Erasmia,**  
Greece

In Greece, art is important for our national and local culture. I come from an island and on my island a lot of people are painters, sculptors and musicians.

Our culture is passed down from generation to generation and helps to keep the spirit of my region and country alive.

Byzantine icons are a popular form of art. This is not only because they express religious feelings, but also because they have been used for over a thousand years, which means that they are part of our national identity. Textiles are also popular in Greece. And last but not least, Greece has been famous for its sculpture since ancient times. Due to the abundance of marble in the country, Greek statues are famous worldwide.

**B** Read the Critical thinking box. Find the language Mariana and Erasmia use to express cause and effect.

### Critical thinking



#### Identifying cause and effect

It helps us become aware of how actions, events, and reasons are connected. By identifying cause and effect, we can understand situations more clearly and follow explanations and arguments more easily.

**C** Complete the phrases in the Speaking skills box with words from Mariana and Erasmia's answers.

### Speaking skills



#### Expressing what causes something to happen

##### Expressing reason

- ... because / due to / as a result of ...
- Because of <sup>1</sup> \_\_\_\_\_
- One reason for this is ... This is not <sup>2</sup> \_\_\_\_\_ because ..., but <sup>3</sup> \_\_\_\_\_

##### Expressing result/consequence

- This way / As a <sup>4</sup> \_\_\_\_\_ / Because of this, ...
- ... which causes / leads to / results in / means <sup>5</sup> \_\_\_\_\_

##### Expressing purpose

- ... used ... to / for ...
- ... is used to / is used for / helps to ...

**D SPEAK** Work in pairs. Use the Speaking skills phrases to talk about the reasons and consequences of the following:

- Phone cameras are getting better and better.
- It's easier to become a photographer than before.
- People are using photo apps more and more.
- AI art and music are becoming more popular.

*Many people have excellent cameras on their phones now. As a result, they can take clear and impressive photos.*

## MY WORLD

**A PLAN** Think about art in your country and write notes on the following:

- why it is/isn't important
- any cultural influences
- history from your country that is represented in art
- what art from your country means to you



**B SPEAK** Work in pairs and discuss art in your country. Use your notes from Exercise A. Ask further questions to find out more.

- What do you mean by ...?
- Can you give me an example?
- Can you explain what you mean?
- Why do you think that?

**C SPEAK** Discuss the similarities and differences between your ideas.

F showing interest in a topic

## VIDEO COMPREHENSION



**A**  **SPEAK** Work in pairs. Check (✓) the topics you think Milly and Zac will talk about on their first date. Watch the video and check your answers.

- |                                     |                                        |
|-------------------------------------|----------------------------------------|
| 1 children <input type="checkbox"/> | 6 marriage <input type="checkbox"/>    |
| 2 culture <input type="checkbox"/>  | 7 money <input type="checkbox"/>       |
| 3 family <input type="checkbox"/>   | 8 music <input type="checkbox"/>       |
| 4 food <input type="checkbox"/>     | 9 the weather <input type="checkbox"/> |
| 5 home <input type="checkbox"/>     | 10 work <input type="checkbox"/>       |

**B**  **Are the sentences true (T) or false (F)? Correct the false sentences. Then watch the video again and check your answers.**

- |                                                |       |
|------------------------------------------------|-------|
| 1 Zac arrives first at the park.               | T / F |
| 2 Milly knows the band Zac is listening to.    | T / F |
| 3 Zac and Milly have tickets to the same show. | T / F |
| 4 It's Milly's birthday today.                 | T / F |
| 5 Zac loves English food.                      | T / F |
| 6 Milly likes English culture.                 | T / F |
| 7 Zac thinks Milly is shy.                     | T / F |
| 8 Milly wants to go home.                      | T / F |

## FUNCTIONAL LANGUAGE

**A** Complete the replies (1–11) with the words in the box.

are believe did do for kidding  
neither no really so too

| Commenting                           | Replying                               |
|--------------------------------------|----------------------------------------|
|                                      | <b>Showing surprise</b>                |
| [music playing]                      | 1 _____ way!<br>Is this Gold Sounds?   |
| It's their new record.               | 2 _____ real?                          |
| I have tickets to their show.        | You're 3 _____!<br>I don't 4 _____ it! |
| I'm going with my sister.            | 5 _____ you?                           |
| She got the tickets for my birthday. | She 6 _____?                           |
| It's today.                          | 7 _____? It's your birthday today?     |
| I like that about you.               | You 8 _____?                           |
|                                      | <b>Showing you understand</b>          |
| I miss my family.                    | 9 _____ do I.                          |
| I'm not crazy about English food.    | 10 _____ am I.                         |
| I feel like I can be myself here.    | Me, 11 _____.                          |

**B**  Watch the video again and check your answers.

## SPEAKING

**A** Write a short sentence about the following topics:

- something surprising  
I have tickets for Rosalía!
- something that isn't true  
\_\_\_\_\_
- something about the past  
\_\_\_\_\_
- something about the future  
\_\_\_\_\_
- something you like  
\_\_\_\_\_
- something you don't like  
\_\_\_\_\_

**B** **SPEAK** Work in pairs. Take turns. Student A – read out your sentences. Student B – show interest and reply.

**W** describing and recommending

## WRITING MODEL

**A READ FOR GIST** Read the movie review. Is it positive or negative? Underline the words and phrases that tell you this.

### A Minecraft Movie a review

Do you like video games? If so, *A Minecraft Movie* is the movie for you.

It is set in the *Minecraft* universe, which is made entirely of blocks, and it is brought to life in an exciting, creative and colorful way. It is a live-action movie, but it uses a lot of animation, which makes it look just like the game.

It tells the story of a brave hero who must save the *Minecraft* world from a dangerous enemy. Along the way, he meets friends, fights monsters and explores amazing landscapes.

I found myself completely engaged with the story. The movie is full of action and adventure, but it also has funny and emotional moments. It stars Jason Momoa, Emma Myers and Jack Black and the acting is excellent. And the voice actors of the other characters bring them to life and make them feel real.

It may seem like a children's movie, but don't judge a book by its cover! If you like adventure, action and video games, you'll love this movie.



**B READ FOR DETAIL** Number the topics in the order they appear in the review (1-6).

- |                                       |                                               |
|---------------------------------------|-----------------------------------------------|
| ___ the main actors                   | ___ the kind of movie/genre it is             |
| ___ the plot or story                 |                                               |
| ___ where the movie is set (location) | <u>1</u> and <u>6</u> writer's recommendation |

**C** Read the review again and complete the words with the missing letters. The first letter of each word is given for you.

#### Describing and recommending

- It is s\_\_\_\_\_ in the *Minecraft* universe, which ...
- It t\_\_\_\_\_ the s\_\_\_\_\_ of a brave hero who ...
- It s\_\_\_\_\_ Jason Momoa, Emma Myers and Jack Black ...
- ... and the a\_\_\_\_\_ is excellent.
- I f\_\_\_\_\_ myself completely engaged with the story.
- If you l\_\_\_\_\_ adventure, action and video games, you'll l\_\_\_\_\_ this movie.

**D SPEAK** Work in pairs. Complete these review extracts with the missing words. What are the movies?

#### What's that movie?

**1** The movie is \_\_\_\_\_ on the moon Pandora in the year 2170.

**2** The movie \_\_\_\_\_ Tom Cruise as IMF agent Ethan Hunt.

**3** Florence Pugh is amazing as the psychiatrist Jean Tatlock. I highly \_\_\_\_\_ the movie.

## WRITING TASK

### MOVIE REVIEWS WANTED

Have you seen a movie that you think everyone should see?

If so, we'd love you to write a review of the movie, saying why you liked it so much.

The best reviews will be published on our website.

**A PLAN** You see this announcement and decide to write a review. Choose a movie and think about:

- |                     |                    |
|---------------------|--------------------|
| • name of the movie | • actors           |
| • where it's set    | • why it's so good |
| • what it's about   | • recommendation   |

**B WRITE** Write your review. Use your notes from Exercise A. When you finish, complete the checklist.

- ☐ I included all the topics in Exercise B.
- ☐ I included some phrases to describe and recommend.
- ☐ I used paragraphs to organize my ideas.
- ☐ I checked my spelling, vocabulary and grammar.

**C REVIEW** Work in pairs. Read each other's reviews. Does this make you want to see the movie? If you have seen the movie, do you agree with the review?

## VOCABULARY

**A Complete the words with the missing letters. The first and last letters are in the correct place.**

- Do you listen to entire a \_\_\_\_\_s or do you usually listen to individual songs?
- Do you pay much attention to the l \_\_\_\_\_s of a song or do you mostly listen to the music?
- Do you have a favorite s \_\_\_\_\_r or musician (g \_\_\_\_\_t, d \_\_\_\_\_r)?
- Do you go to many g \_\_\_\_\_s? What was the last band you saw l \_\_\_\_\_e? Did you enjoy the l \_\_\_\_\_w? Where were you in the a \_\_\_\_\_e – near the s \_\_\_\_\_e?

**B Complete the sentences with the words in the box. Then choose the correct options.**

abstract exhibit gallery portrait  
sculptures still life

- The world's most visited art \_\_\_\_\_ is **The Metropolitan Museum of Art, New York / The Louvre, Paris.**
- The most visited \_\_\_\_\_ of all time is **The Treasures of Tutankhamun / Life of the Romans.**
- The famous Moai \_\_\_\_\_ of Rapa Nui are about **4 / 14** meters tall on average.
- Sunflowers* by **Monet / van Gogh** is one of the world's most famous \_\_\_\_\_ paintings.
- The famous \_\_\_\_\_ painting *Girl with a Pearl Earring* by Johannes Vermeer was painted in **1465 / 1665.**
- Pablo Picasso, who is most famous for his \_\_\_\_\_ art, was born in **France / Spain.**

**C Add the correct ending (-ed or -ing) to the adjectives. Are the descriptions positive (P) or negative (N)?**

- It isn't scary at all and I was pretty bor\_\_\_\_\_ for most of it. **P / N**
- It's really funny. Go see it, you won't be disappoint\_\_\_\_\_. **P / N**
- It has a lot of strange creatures in it. The visuals are amaz\_\_\_\_\_. **P / N**
- The story of his life was very engag\_\_\_\_\_ and quite mov\_\_\_\_\_. **P / N**
- It's very excit\_\_\_\_\_ and gripp\_\_\_\_\_. I couldn't stop reading it. **P / N**

**D Match the descriptions in Exercise C (1–5) with the movie and book genres in the box. There is one extra genre.**

biography comedy fantasy horror  
musical thriller

## GRAMMAR

**A Choose the correct options to complete the sentences.**

- Ali:** Great gig! I loved your last song. Who's it by?  
**Fi:** It's not a cover. We wrote it **myself / ourselves.**
- Tim:** I like Jenny's website. Who designed it for her?  
**Lia:** I think she designed it **herself / itself.**
- Gio:** Hey Lee, your drawings are great! Did you have art lessons or teach **yourself / yourselves?**  
**Lee:** I taught **myself / ourselves.** There are a lot of online tutorials. It's easy for people to teach **yourself / themselves.**
- Ana:** Did you know that pop superstar Elton John never writes his songs by **himself / itself?**  
**Eva:** Ah, I didn't know that.
- Kai:** I just read that originally the members of the rock band Pink Floyd called **itself / themselves** 'The Pink Floyd sound'.  
**Jo:** Yes, they are named after two old blues musicians.
- Leo:** Composer J.S. Bach once said that if you touch the right key of the piano at the right time, the instrument will play **itself / themselves.**  
**Mark:** Haha, if only that were true!

**B Put the words in the correct order to make sentences and questions.**

- a new guitar / I'm / buy / to / saving up / .  
\_\_\_\_\_
- into town / some friends / went / to / they / meet / .  
\_\_\_\_\_
- going / I'm / history of movies exhibit / that / London / to / see / to / .  
\_\_\_\_\_
- I / my friend / borrow / to / your phone / call / can / ?  
\_\_\_\_\_
- to / mainly use / movies / I / my tablet / watch / .  
\_\_\_\_\_
- A:** Why are you going to the store?  
**B:** get / the printer / to / for / some ink / .  
\_\_\_\_\_

**C Complete the sentences with your own ideas.**

- If I meet my friend today, I ...
- If I eat another ..., I ...
- If my favorite band comes to town, I ...
- If my parents want me to live at home, I ...
- If I find money on the floor today, I ...
- If I don't pass my next English test, I ...