

UNIT 5

THE ARTS!

Read what some famous people said about different forms of art. Discuss in class.

"I try to apply colours like words that shape poems, like notes that shape music".

Joan Miro,
1893-1983, Spanish painter

"Everyone wants to understand painting. Why is there no attempt to understand the song of birds?"

Pablo Picasso,
1881-1973, Spanish painter

"Life imitates art far more than art imitates life".

Oscar Wilde,
1854-1900, Irish author

"Music expresses that which cannot be put into words and cannot remain silent".

Victor Hugo,
1802-1885, French poet and novelist



"I dream my painting and then I paint my dream".

Vincent Van Gogh,
1853-1890, Dutch painter

"Music and rhythm find their way into the secret places of the soul".

Plato, 428 BC-338BC,
Ancient Greek philosopher

"Every artist was first an amateur".

Ralph Waldo Emerson,
1803-1884,
American philosopher

A flag in celebration of the arts used to promote an Annual High School Art Show in the spring of 2008

- Which arts are represented in the flag above?

"Art is not what you see, but what you make others see".

Edgar Degas,
1834-1917,
French painter and sculptor

In this Unit you will:

- read about famous paintings, music and the theatre
- talk about styles of art and kinds of music
- listen to famous pieces of classical music
- write a biography
- do a project on famous artists
- dramatise a scene

At the end of this Unit, you should be able to:

- ask for and give an opinion
- describe processes
- talk about rules
- talk about different styles of art, music, and types of drama

LESSON 13 • QUITE AN ART!

Lesson 13 **Quite an Art!**



1 Art is...

1.1 Look at the painting, read the poem and listen to the music. Which common theme do you think was the source of inspiration for these artists? Fill in the blanks with one word.



"....." by Jean-François Millet



"....." by Antonio Vivaldi



"The Rite of" by Igor Stravinsky



COUNTRY ROAD,
..... WALK
by Frank Asch

Roll up the moon,
raise the sun,
time for a change of scene.
Look at a rose,
swim in its red.
Have you ever seen
such green?

Holes in my socks,
toes in my holes,
as plain as the day
on your face.
Dew in the grass,
sun in the dew,
shining all
over the place.

1.2 How does each artist communicate his idea of the theme?

1.3 What other forms of art do you know? Complete the diagram below.

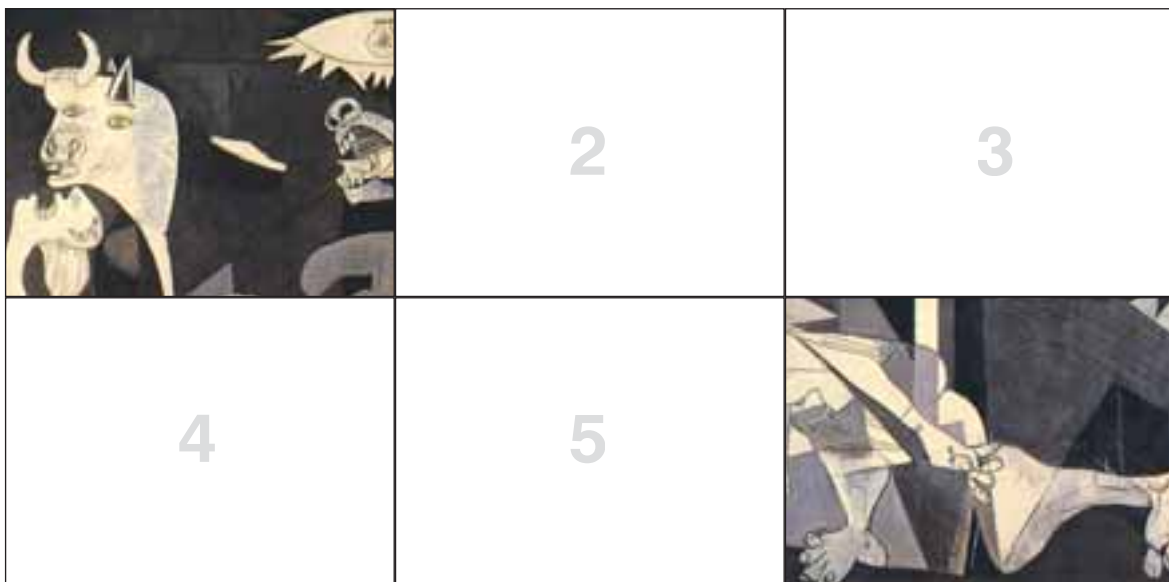


2 *Speak* **Puzzle it out!**

2.1 The puzzle below shows two parts of a famous painting by Pablo Picasso. Work in pairs. Cut out the four missing parts on page 161 of your book and discuss with your partner where each piece fits in the painting. Reach an agreement and stick the pieces in the empty spaces to complete the painting.

Useful expressions

I think part ... fits in box number ... because it shows...
It seems to me that...
On the left side of the painting we can see...
In my opinion / view, ...
What do you think? / I think so, too.
I'm afraid I disagree.



2.2 Do you know the title of this painting?

Useful tip

Read the text before you listen. Try to guess what kind of information is missing. Look for this kind of information while listening.

3 *Listen* **The story of a painting**

3.1 You are at the Pablo Picasso museum. The following text is part of a leaflet about the story of the painting above. Some of the words have not been printed. Listen to the museum guide and fill in the gaps.

The artist's eye

It was 1937. Spain, Pablo Picasso's home country was suffering from a civil war, while he was living in (1) On April 26th, the Spanish government sent planes to bombard a small (2) in northern Spain called Guernica. Guernica was completely destroyed. (3) civilians were killed. The next day, George Steer, a reporter working for (4) revealed the

LESSON 13 • QUITE AN ART!

destruction. By (5), news of the massacre at Guernica had reached Paris. Eyewitness reports filled the front pages of Paris papers. Picasso was stunned by the (6)

..... photographs. He rushed to his studio, where he quickly sketched the first images for the mural he would call "Guernica".

3.2 Why do you think Picasso created "Guernica"?

4 Picasso's "Guernica"

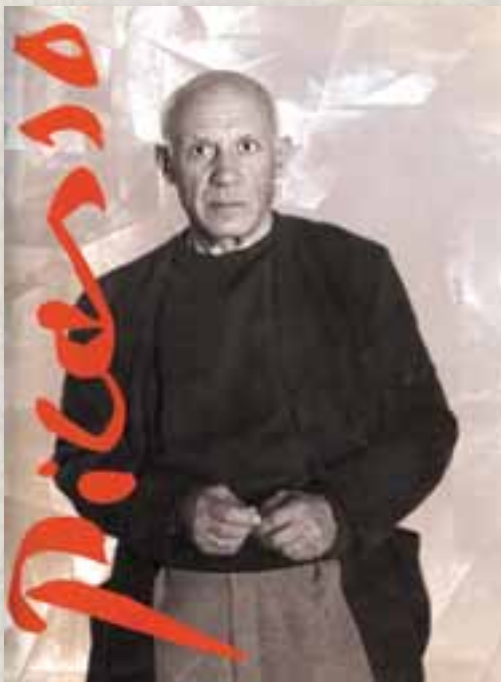
4.1 Read the rest of the leaflet and discuss what messages are communicated by this work of art.

The cubist painting by Picasso, called "Guernica", is an immense black and white mural painted in oil. The mural depicts a scene of death, violence, brutality, and helplessness. It shows the suffering people and animals experience in the violence and chaos of a war. The overall scene is within a room. There are humans, animals and buildings in this scene but there seems to be no background. On the left side of the painting we can see a mother holding her dead child. A wide-eyed bull stands

over the woman. At the bottom lies a fallen soldier, still holding his broken sword from which a flower grows. In the centre above the soldier is a horse whose body is pierced with a spear. On the right, there is another woman trapped in a burning building.

The painting is very large: 349 x 776 cm. Despite its great size, it was painted in less than two months. Picasso was so angry about what had happened in Guernica that he wanted everybody to immediately take notice of the brutal event. All the figures in the painting seem to be crammed together and their mouths are open as though they are crying out. We get the feeling that they can't get away from the horrors of war; they are trapped in their suffering.

Some people criticised Picasso's cubist style because they could not understand his symbolism. Picasso answered his critics, "It isn't up to the painter to define the symbols. The public who look at the picture must interpret the symbols as they understand them". Even though opinions about the exact meaning of the images of the painting are numerous, there is no doubt that the painting sends a strong antiwar message, not only about what happened in Guernica but about the kind of suffering that takes place in any war.



Pablo Picasso

Adapted from: Picasso's Guernica in "What your sixth grader needs to know"

4.2 Reflect on the painting.

1. Why didn't Picasso explain his symbolism?
2. What feelings does the painting arouse in you?

5 Mini project: War in Art

- 5.1 Do you know any other paintings or pieces of art that were influenced by violence or war? Ask your Art teacher, or use the Web and other sources to find such pieces of art and bring them to class. Discuss whether they evoke the same kind of feelings as Picasso’s “Guernica”.
- 5.2 Make a poster or make up a slogan that reflects your feelings about violence or war.



Massacre at Chios
(Eugène Delacroix, 1824, Louvre)

6 Language focus

- 6.1 Look at the following sentences and complete the rule.
 1. Security systems **are used** in all museums.
 2. Touching the exhibits **isn't allowed** in the gallery.
 3. Famous works of art **are kept** in museums all over the world.
 4. Old paintings **are cleaned** carefully, **restored** and then **exhibited** in museums.



Everything is guarded closely.

The **Passive voice** in the **Simple Present** tense is formed with:
subject + +

We use the passive when:

- a. the action is more important than who does it
- b. we describe a process
- c. we talk about rules

Can you match the examples above with an appropriate use from the box?

- 6.2 Look back at the text and find more examples of the Passive voice.

Grammar Reference, p. 173

7 At the Art Centre



A new art centre has opened in your area. Your class wants to visit it and your teacher has asked you to call and get some information about it. Look at the notes you took over the phone and inform your class about the regulations of the art centre.



e.g. Touching / paintings / forbid
Touching the paintings is forbidden.

- 1. Children under 12 / not admit / without / adult
- 2. Tickets for concerts / book / in advance
- 3. No food / drink / allow
- 4. Exhibition books / sell / the entrance
- 5. Taking photos / not permit

LESSON 13 · QUITE AN ART!

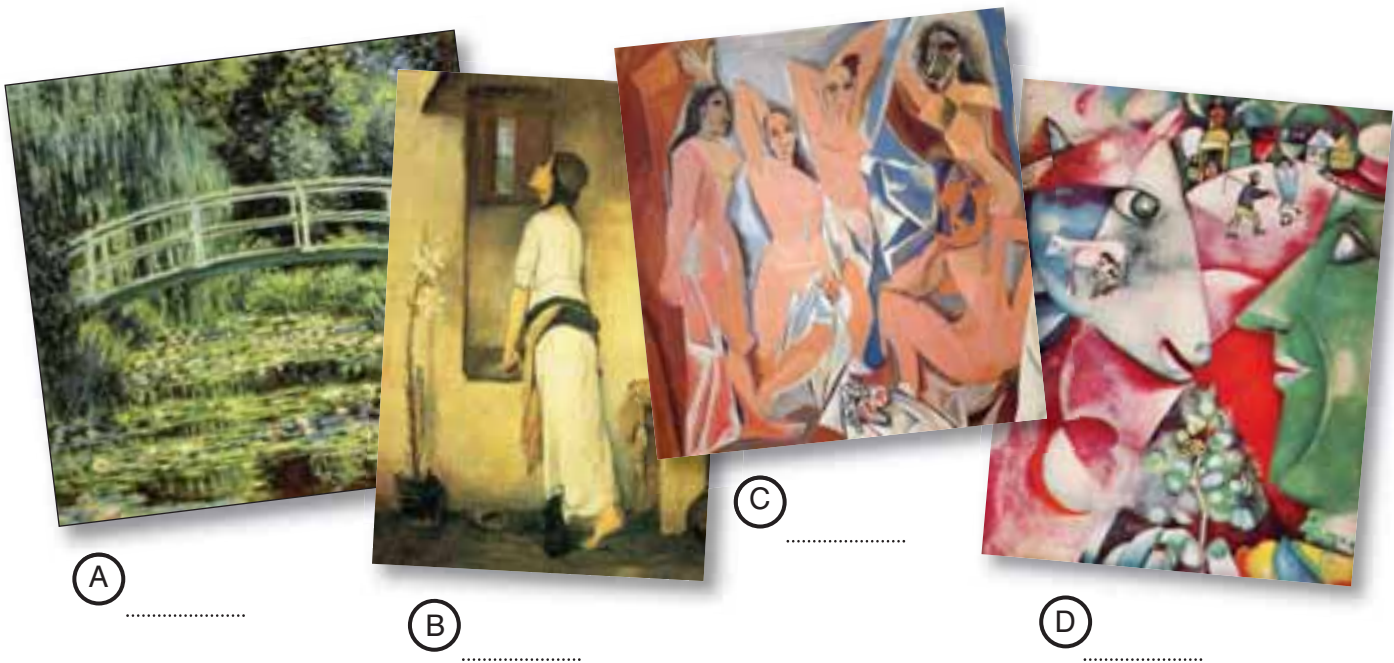
Listen 8 In a gallery

8.1 A group of students from an international school are visiting an art gallery. Here is the handout their Art teacher gave them to fill in during their visit. Match each style of art with its definition.



<p>1. Cubism <input type="checkbox"/></p> <p>2. Realism <input type="checkbox"/></p> <p>3. Impressionism <input type="checkbox"/></p> <p>4. Pop Art <input type="checkbox"/></p> <p>5. Surrealism <input type="checkbox"/></p>	<p>a. A style of art including many bright, colourful brush strokes. The paintings do not have a lot of detail and they are usually outdoor scenes like landscapes.</p> <p>b. A style of art that shows items painted in a colourful way. It is inspired by comic strips, advertising, popular entertainment and everyday objects.</p> <p>c. A style of art where the subjects remind us of basic geometric shapes.</p> <p>d. A style of art that shows things exactly as they appear in life.</p> <p>e. A style of art where the paintings are generally based on dreams. They are filled with familiar objects painted to look strange or mysterious.</p>
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8.2 Listen to the students' Art teacher as she guides them around the gallery discussing the exhibits. Look at the styles of art above and as you listen, try to match each painting with one of the styles. There is one extra style you do not need to use.



LESSON 13 · QUITE AN ART!

8.3 These are some other paintings the students saw at the art gallery. Can you match each one to its title? Write the titles under the paintings.



1.
by Nicholaos Gyzis



2.
by Nikos Chatzikyriakos-Ghikas



3.
by Nikiphoros Lytras

- a. Seated Man
- b. Historia
- c. The Children's Concert
- d. Athenian balcony
- e. Sailor
- f. The Straw hat
- g. Two friends



7.
by Giannis Moralis



6.
by Giannis Tsarouchis



4.
by Dimitris Mytaras



5.
by Georgios Iakovides

9 Game

Your teacher will give you one piece of a painting. Walk around the classroom trying to find 3 more students with the remaining pieces of your painting by describing your piece, or asking details about their pieces. You **must not** show your piece to anyone! When you have found the students with the other pieces, get together and decide where each piece should go. The group to finish first is the winner.



LESSON 14 • IT'S MUSIC TO MY EARS

Lesson 14 **It's Music to my Ears**

Listen 1 Music is feeling



1.1 Listen to some of the types of music below and number them in the order you hear them. The first one has been done for you.

- | | | | |
|-----------|-------------------------------------|--------------|--------------------------|
| Folk | <input type="checkbox"/> | Disco | <input type="checkbox"/> |
| Pop | <input type="checkbox"/> | Reggae | <input type="checkbox"/> |
| Hard rock | <input type="checkbox"/> | Jazz | <input type="checkbox"/> |
| Rap | <input type="checkbox"/> | Soul | <input type="checkbox"/> |
| Latin | <input type="checkbox"/> | Techno | <input type="checkbox"/> |
| Classical | <input checked="" type="checkbox"/> | Classic rock | <input type="checkbox"/> |

1.2 Which of these types of music are you familiar with?



Listen 2 Music is communication

2.1 In what ways is music communication? Work in groups and write down at least two ideas.

2.2 Listen to a radio programme about a science project in which experts decided that the best way to communicate with aliens would be with music. What reasons did the experts give for choosing music as a means of communication? Take down notes.

2.3 Listen again and decide if the following statements are True (T) or False (F).

1. Voyager 1 and 2 were launched in 1970.
2. Scientists decided to send mathematics into space.
3. The disc consisted of both songs and instrumental music.
4. Scientists chose music from all continents.
5. The disc was made of gold.
6. The disc will last a century.

-
-
-
-
-
-



2.4 Work in groups. If you were to choose pieces of Greek music for this disc, which ones would you choose and why?

LESSON 14 • IT'S MUSIC TO MY EARS

3 **Music is culture**

1. What are some of the things that may influence the music of a country?
2. What musical instruments and music are common to your culture?
3. How do you feel about current musical trends and/or hits in Greece?



Fernando Botero, "The Musicians", 2001

4 **Language focus**

4.1 Look at the following sentences and complete the rule.

- This question **was posed** to a committee.
- 'The Magic Flute' **wasn't composed** by Beethoven.
- Messages of greeting **were carried** by two American spacecraft on a disc.
- The disc **was made** of gold-plated copper.



The **Passive voice** in the **Simple Past** tense is formed with:
subject + +

4.2 How do we form the passive voice in the **present perfect** and the **simple future** tenses?
 Complete the table below.

Simple Present	Millions of CDs	are	sold every day.
Simple Past	Many concerts	were	held last year.
Present Perfect	This singer	(1)	awarded three prizes so far.
Simple Future	The festival	(2)	held next month.

4.3 Look at the examples.

- The "Choral Symphony" was composed **by Beethoven**.
- The songs for the contest are written **by the students**.

What word do we use after a passive verb to say who does the action?

Grammar Reference, p. 173



Ludwig van Beethoven (1770-1827)

LESSON 14 • IT'S MUSIC TO MY EARS

Write 5 Famous people

Make sentences combining the information from the lists.

e.g. *'The Umbrellas' was painted by August Renoir.*

1. The *'Mona Lisa'* and *'The Last Supper'* / paint
2. The role of *'King Lear'* / perform
3. More than 100 sonnets / write
4. *'Carmen'* and *'Madame Butterfly'* / sing
5. The song *'Imagine'* / compose
6. *'Hermes'* / sculpt

- a. Maria Callas
- b. Shakespeare
- c. Praxiteles
- d. John Lennon
- e. Emilios Veakis
- f. Leonardo Da Vinci

It's up to you p. 155



Listen 6 Great composers

Hello! I'm an expert on classical music and I'm here to lead you on an exciting journey into the world of classical music. Listen and enjoy powerful pieces from some of the greatest composers in the world!



6.1 Listen and match the classical compositions below with their composers.

- | | |
|----------------------------|--|
| 1. Bach (1685-1750) | a. Fifth Symphony |
| 2. Mozart (1756-1791) | b. Arabesque No. 1 |
| 3. Beethoven (1770-1827) | c. Eine Kleine Nachtmusik ("A Little Night Music") |
| 4. Tchaikovsky (1840-1893) | d. Well-Tempered Clavier |
| 5. Debussy (1862-1918) | e. Sleeping Beauty |

6.2 These master composers belong to different periods of classical music. Listen again and match each period with its main characteristics.

- | | | |
|--|--------------------------|--|
| 1. The Baroque Period (1600-1750) | <input type="checkbox"/> | a. During this period, common people began to go to concerts and so the music was written for everyone to enjoy. It was not very complicated to play and expressed the new age, the Age of Reason. |
| 2. The Classical Music Era (1770-1830) | <input type="checkbox"/> | b. Only kings and the church heard the music composed during this era. Composers were influenced by the art and architecture of this period. |
| 3. The Romantic Era (1805-1910) | <input type="checkbox"/> | c. Many types of music came together and inspired the composers of this period. New techniques were used and original ideas appeared to create a novel kind of music. |
| 4. The Modern Classical Era (1900 - today) | <input type="checkbox"/> | d. Pieces composed in this era were dramatic and emotional. They were often sad stories of love, or myths and fantasies. |

LESSON 14 • IT'S MUSIC TO MY EARS

6.3 Memory quiz

How much do you remember about the composers? Compare your answers with your partner's.

Which composer

1. wrote music for the ballet?
2. lost his hearing?
3. became famous 100 years after he died?
4. could write from memory a work that he had composed entirely in his head?
5. wrote music which is played on the piano but creates the sound of a harp?



- 6.4 Find representatives of classical music in Greece and play their music in class. Ask your Music teacher for help.



Project time: Art throughout time!!!

Invite your Art and / or Music teacher to give a short talk about artists (painters or musicians) who were representative of their times and inspired new artistic movements. After this presentation, get into groups and choose one of the artists presented or any other artist you would like to learn more about.

1. Research the artist's life and the era he/she lived in. The following questions might help you.

- What country was the artist from?
- When did the artist begin to paint / play music?
- What other artists or movements inspired this artist?
- How does the artist's work reflect the places, people, or events in his / her life?
- What was unique, innovative, or impressive about the artist's work?



2. Explore the works of this artist in order to create a visual timeline of his / her art and life. Go to page 161 of your book to see what a timeline looks like. Your timeline should include at least 5 works from different periods of the artist's life.
3. Once you have selected the works of art you want to present, make copies of the paintings or tape the pieces of music. Create a label for each one that includes the title, date and description. The description should answer some of the questions in step 1.
4. Have an 'Artist Day' in your class. Present your timelines to the rest of the class and display them on your bulletin board.

2.1 Read the sentences below about William Shakespeare. Guess whether they are True (T) or False (F).

1. Shakespeare died on his birthday.
2. Shakespeare could speak Latin at the age of 8!
3. Shakespeare didn't go to university.
4. His wife was 8 years older than him.
5. He wrote a play that takes place in Athens.



2.2 Now listen to see if you guessed right.

2.3 Listen again and complete the gaps.

William Shakespeare was born in 1564 and died in (1) His father's name was (2) and his mother's (3) He often helped his father in the (4) He married Anne Hathaway when he was only (5) A few years later, he went to (6) to work as an actor and playwright. (7) of his plays exist today. In August 1596, his son Hamnet (8) In Shakespeare's days everyone loved his plays, even the (9) often went to see them. All actors in those days were (10)

read & listen

3

The story of Romeo and Juliet

3.1 Do you know what happens in Shakespeare's well-known drama "Romeo and Juliet"?



3.2 Read the summary of the story to find out if you were right.

Long ago in the city of Verona, lived two noble families, the Capulets and the Montagues. For as long as anyone could remember, there was much hatred between the two families. Romeo, the son of Montague, was the only one who wanted to make peace.

One day, Romeo heard there was going to be a feast at the house of Capulet. He decided to go, but in disguise so that no one would know who he was. When Romeo arrived there, he looked around the room, and caught sight of a girl so beautiful that he could think of nothing else. When he found out that she was Juliet, Capulet's daughter, he was stunned. Juliet also fell in love with the young man. When she heard that he was Romeo, the only son of Montague, she could hardly believe her misfortune. "My only love sprung from my only hate!" she said.

Later that night, Romeo was walking past the Capulets' garden when he suddenly stopped. "Can I go forward when my love is here?" He decided to climb over the wall and meet

Juliet. Then he saw her standing on the balcony. Juliet had not seen him. "Romeo, Romeo!" she said to herself. "Why are you Romeo? Refuse your name and I'll no longer be a Capulet". Romeo was filled with joy.

Romeo and Juliet confessed their love to each other and married in secret the very next day. While Romeo was coming back from the secret wedding, he came across Tybalt, Juliet's cousin, who had been arguing with Romeo's friend Mercutio. In the fight that followed, Tybalt killed Mercutio and then fell dead from Romeo's sword. Romeo had to escape from the city of Verona. Juliet's parents told her that she should marry another man. Filled with despair, Juliet went to the priest who had married them to ask for help. He had a plan. He would give her something to drink, which would make her sleep for forty hours. Her family would think she had died. Meanwhile, the priest would send a letter informing Romeo, who would then take Juliet away with him.

Adapted from: The Random House Book of Shakespeare Stories

LESSON 15 • ACTING UP!...

3.3 Answer the questions.

1. Why did Romeo wear a disguise?
2. Why do you think Romeo was stunned to find out that Juliet was Capulet's daughter?
3. Why did Romeo stop as he was walking past Juliet's garden?
4. Why did Juliet want to refuse her name and Romeo's too?



3.4 How does the story end? Listen to find out.

4 Language focus

4.1 Look at the examples below.

Agatha Christie **wrote** the "Mousetrap".

Andrew Lloyd Webber **directs** the musical "Cats".

The "Mousetrap" **was written** by Agatha Christie.

The musical "Cats" **is directed** by Andrew Lloyd Webber.

How can an active sentence change into a passive sentence?

- Which is the object of the active sentence? What happens to it?
- What happens to the active verb?
- Which is the subject of the active sentence? What happens to it?



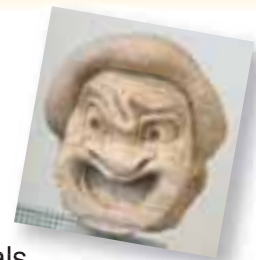
4.2 Which of the examples above do you think are more formal?

Grammar Reference, p. 173

5 The ancient Greek theatre

You have gathered the notes below on the ancient Greek theatre. Use them to finish the short paragraph in the box for your school magazine.

- Ancient Greeks performed plays in an outdoor theatre as part of religious festivals.
- Playwrights never put more than three actors on stage.
- Men played both male and female roles.
- Actors wore special shoes called 'kothorni'.
- They didn't show violence on stage.
- They used masks to show the emotions of the characters.



It's up to you p. 156

THE ANCIENT GREEK THEATRE

Attending a tragedy or a comedy in 5th century BC Athens was in many ways a different experience from attending a play in Athens in the 21st century.

In ancient Greece, plays were performed in an outdoor theatre as part of religious festivals.

.....

.....

.....

6 Writing a biography

- 6.1** Odysseas Elytis is one of the most significant Greek poets. Read his biography and talk about what you learnt about his life and work. Do you know anything else about him?
- 6.2** Read the questions below and answer them as you go through the text again.
1. What is the main idea of each paragraph?
 2. Which words show when and in what order the events happened? Underline them.
 3. What are the main characteristics of a biography? Compare your answers with your partner's.
- 6.3** There is going to be a section dedicated to famous poets in your school's English magazine. Choose the poet whose biography you want to include in the magazine.

Write down notes and make a plan. Think about what kind of information will be interesting for the reader. The following questions can help you:

- *Where did the person grow up?*
- *What was his / her family like?*
- *What was his / her childhood like?*
- *What / When did he study?*
- *What inspired this person to become the important figure he / she did?*
- *Why do you admire him / her?*
- *What has he / she accomplished?*

6.4 Write the biography.

- 6.5** Reread your work and think about the following:
- Did you include enough facts in your biography to make the reader understand the importance of this person's life?
 - Did you tell the events in chronological order?
 - Did you use linking words to make the order clear?
 - Are the grammar, spelling and vocabulary correct?

If not, rewrite your biography to improve it.

Odysseas Elytis



Odysseas Elytis was the pen-name for Odysseas Alepoudelis. He was born in Herakleion, Crete in 1911. In 1914, his family, which originally came from Lesvos, moved to Athens, where Elytis began to study law after leaving school.

After some years, however, he broke off his studies and devoted himself entirely to his literary and artistic interests. He got to know the poet Andreas Embirikos, who became his lifelong friend. As time went by, he was inspired by Embirikos and the Greek-Byzantine cultural tradition. In 1935, he published his first poems in the magazine 'Nea Grammata'. He also took part in the first international Surrealist exhibition arranged that year in Athens.

Experiences from the war lie behind the work that made Elytis famous. He is known as one of the most prominent poets of the Greek resistance and struggle for freedom. After the war, Elytis was busy with various public assignments and he published very little in the following ten years.

The poetic cycle 'To Axion Esti', which began in 1948 but did not appear until 1959, is recognised as Elytis's greatest work. It has been translated into several languages and in 1960 was awarded the National Prize in Poetry. It was set to music by Mikis Theodorakis in 1964.

Odysseas Elytis was awarded the Nobel Prize for Literature in 1979. He died in 1996.

Useful tips

1. Make notes before you write.
Cover important events in this person's life.
2. Read your notes and decide on an order for them.
3. Put different information in different paragraphs.
4. Don't forget to use linking words such as: *then, later, after that, during this time, because of this, as a result, finally.*
5. Check your biography or ask your partner to check it.

LESSON 15 • ACTING UP!...



A tribute to a leading theatre director

The man in the picture was a Greek theatre director widely known and praised throughout Europe for his lively and successful staging of ancient Greek plays. He founded the experimental Art Theatre (Theatro Technis) in 1942. He also put on works by famous European playwrights such as Bertolt Brecht and Luigi Pirandello. In 1962, his production of 'Birds' ('Ornithes') by Aristophanes won first prize at an international festival in Paris. Do you recognise him?



Project time: Stage it!!!

A group of South African students are coming to your school for an exchange visit. As part of a cultural evening, your class has decided to produce a play based on Homer's 'Iliad'.

1. Work in groups to select 4 or 5 scenes from Homer's 'Iliad', which run 3-5 minutes reading time each. Ask your Literature teacher for help.
2. Rewrite the scenes in English. Be sure to preserve the original meaning of the scenes.
3. Assign roles among yourselves. If you need extras*, ask students from other groups or classes to help you.
4. You should attempt to memorise your part and speak your lines with feeling that is both appropriate and convincing.
5. You may use simple props and costumes if you wish, but they are not required. Clear body language is the best prop of all! Be creative!
6. When you rehearse your scene, try to remember never to have your back towards the audience in order to be audible and visible.
7. Decide on the piece of music you would like to accompany your scene. Think in terms of what emotion(s) you want this music to arouse in your audience. Ask your Music teacher for help.
8. Make a poster to advertise your play and invite other classes to your performance. Your poster should be professional in appearance and include the following: the name of your play, the names of the actors, the date and time of the performance, suitable artwork and a short description of the plot.
9. Act out your scenes in front of the audience in the order they appear in the 'Iliad'.
10. Ask someone to videotape your performance.

* an extra: a person who plays a minor part in a film or play (e.g. in a crowd scene)

Unit 5 Review

1. Vocabulary

1.1 Cross the odd word out.

1. clay, stone, metal, landscape
2. harp, flute, drummer, violin
3. realism, cubism, scenery, pop art
4. stage, percussion, reviews, set
5. violence, brutality, joy, suffering
6. folk, band, classical, jazz
7. painter, composer, audience, actor

... / 7

1.2 Complete the sentences with a suitable word from the box below.

critic interpret choir inspired
compose came across playwright

1. Shakespeare was a and a poet.
2. Can you the meaning of this song?
3. The effects of the war Picasso to create Guernica.
4. We're going to a song for the school music competition.
5. She works as a of plays and films, and writes reviews.
6. He an old book of poems in a drawer.
7. I'm a member of the school so I've learnt lots of new songs.

... / 7

2. Language focus

Read the letter below and turn the active sentences into passive and the passive sentences into active.

Dear Mrs. Weber,
I am writing to give you information about the art exhibition which takes place in our school every May to raise money for charity.

1. All the works of art are created by the students.
.....
2. Music is performed by the school orchestra.
.....
3. The art teachers give short speeches.
.....

4. Last year, the drama club students performed a play.
.....
 5. This year, we will hold a party after the exhibition.
.....
 6. Refreshments and snacks are always provided.
.....
 7. We sell posters of famous paintings every year.
.....
 8. Books were sold last year.
.....
 9. So far, the money has been given to the local hospital.
.....
 10. This year, we will offer the money to the Children's Home.
.....
- We are looking forward to seeing you there this May.
Yours sincerely,
The President of the students' committee.

... / 10

3. Everyday English

Complete the exchanges with phrases from the box.

a. I think b. your opinion of c. do you feel
d. my view e. do you think of f. your view

- A: What (1) the musical?
B: Personally, (2) it's great! I'm sure it'll be a success.
- A: What's (3) on buying pirated CDs?
B: I know many people do it, but I disagree.
- A: How (4) about the painting exhibition?
B: It's very interesting, although I'm not keen on modern art.
- A: What's (5) the show?
B: Well, in (6), it's extraordinary!

... / 6

SELF-ASSESSMENT

4. Writing

Write a short biography of a person you admire. It can be a famous pop star, athlete or even a family member (about 100 words).

.....

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0-15: 🌟*	16-20: 😊	21-25: 😊	26-30: 😊	31-35: ★	36-40: ★★
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... / 10

Tips to learn

Work by yourself and tick the sentences that are true for you. You can discuss your answers in class.

Reading

When reading in English,

- I read the title of the text and look at the pictures to guess what it is about.
- I read through the text once quickly to understand the main idea.
- I read the text and focus on the information I want to find.
- I don't worry about unknown words. I go on reading and try to guess the meaning from the context.
- other

In Units 1-5 you read a lot of texts and did different types of reading activities. Did you enjoy them? Why / Why not? What can you do to improve your reading skills? Share your answers in class.

Reflecting on your Learning

Tick the sentences that are true for you.

At the end of Lessons 13, 14 and 15, I think I can

- | | |
|--|--|
| <input type="checkbox"/> talk about works of art, music and the theatre | <input type="checkbox"/> describe processes and talk about rules |
| <input type="checkbox"/> identify and talk about styles of painting and types of music | <input type="checkbox"/> write a biography |
| <input type="checkbox"/> talk about famous artists | <input type="checkbox"/> do research on artists and movements |
| <input type="checkbox"/> ask for and give an opinion | <input type="checkbox"/> dramatise a scene |