

# 1

# Me and my life

## 1A New friends



Who is your oldest friend? What does he or she look like? Tell a partner or the class.

Hi, Grandma! These are my new friends!

### Vocabulary Describing people

**1 a** Who are the people in the photo? Which is the funniest?



a beard brown blue clever curly dark fair funny freckles friendly glasses kind long medium height medium length nice nice smile quite tall quite small red short shy sporty straight wavy

**b** In pairs, put the words and phrases in the box in the correct columns. Some can go in more than one column.

hair	eyes	face	body	personality
fair	dark			

**c** 1.08 Listen and repeat. Find as many of the words as you can in the photos.

**2 a** Complete the beginning of Jed's conversation with Grandma with words from the box.



**b** 1.09 Listen and compare your answers.

### Look! Order of adjectives

Describing hair: length, type, colour  
*She's got long, wavy, dark-brown hair.*

Describing eyes: type, colour  
*He's got big, green eyes.*

**c** Describe the real Alfie and Elsa. Work with a partner and write the descriptions.

**d** 1.10 Listen to the rest of the conversation and compare your ideas.

**3** Describe a famous person that your partner should know. Your partner can ask three Yes / No questions to guess who it is.

She's got long, straight, dark hair and brown eyes. She's medium height with a nice smile. She's funny.

Is she a pop star?

No, she isn't.

**Grammar** Present simple + adverbs of frequency

**4 a** **1.11** Read and listen to the dialogue. What does Elsa know about Jed?

**Fred** Hey, Elsa. Do you know that boy? The tall one with the short, fair hair?

**Elsa** That's Jed. I don't know him very well. He lives next door to Lily. He's from Australia.

**Fred** Cool. He looks sporty.

**Elsa** Oh, he's a surfing champion. In Australia he always surfs every day, in summer and winter. And he often runs with kangaroos, and he sometimes catches crocodiles at weekends. Oh, and he hardly ever sleeps in a bed. He usually stays outside in a tent.

**Fred** Wow! Does he really do all of that?

**Elsa** No, of course he doesn't. You believe anything, Fred.

**Fred** No, I do not!

**Elsa** He's funny and friendly. Go and talk to him. Or are you shy?

**Fred** No, I'm not!



**b** Write the questions in the correct form.

- 1 you / play football?
- 2 your mum or dad / drive / to work?
- 3 your friends / listen / to music?
- 4 your teacher / give / you homework?

**c** Ask and answer the questions with a partner. Use adverbs of frequency.

Do you play football?

No, I don't. I never play football!

► **Workbook** page 3, exercises 5–7

**Writing**

**6 a** Get ready to write Complete the description with the words in the box.

concerts eyes good hair medium  
music smile usually

One of my best friends is Ryan. He's <sup>1</sup>\_\_\_ height with dark, straight <sup>2</sup>\_\_\_ and brown <sup>3</sup>\_\_\_. He's got freckles and a nice <sup>4</sup>\_\_\_. He's very friendly. He's a <sup>5</sup>\_\_\_ student and he <sup>6</sup>\_\_\_ works hard at school. He loves <sup>7</sup>\_\_\_ and in his free time he plays the drums. He sometimes plays in <sup>8</sup>\_\_\_ at school.



► **Workbook** page 3, exercises 8–9

**b** Write a description of a famous person or classmate. Do not include their name.

- 1 What does he / she look like?
- 2 What is he / she like?
- 3 What does he / she do?

**c** Can your partner guess who it is?

**b** Find the present simple verbs in the dialogue.

**c** Complete the chart with the correct forms of *know*.

+	I / you / we / they	<u>know</u>	him.
	He / she / it	<sup>1</sup> ___	
-	I / you / we / they	<u>don't</u> <sup>2</sup> ___	him.
	He / she / it	<sup>3</sup> ___ <sup>4</sup> ___	
?	<sup>5</sup> ___ I / you / we / they	<sup>7</sup> ___	him?
	<sup>6</sup> ___ he / she / it		

**d** Choose the correct alternative to complete the rule.

We use the present simple to talk about:

- a things happening now.
- b habits and regular activities.

**5 a** Complete the chart with adverbs of frequency from the dialogue.

0%	→	100%
never	___	always



Work with a partner.

**Student A** Draw a funny face in your notebook. Don't let your partner see it! Describe your drawing.

**Student B** Draw the face you hear your partner describe.

Look at your pictures. Are they the same? Now swap!



# 1B New school



What are the best things about school?

## Vocabulary School and school subjects

- 1 a Look below. How many things in the picture can you name in one minute?  
 b Match the words in the box to the picture. Which words are new for you?

bookshelf clock coursebook dictionary interactive whiteboard  
 notebook paint pen pinboard projector ring binder ruler tablet  
 timetable waste-paper basket

- c 1.12 Listen and check. Listen again and repeat.  
 d Work with a partner. Point to something in the picture or the room. Your partner says the word.



- 2 1.13 Match the school subjects to the definitions. Listen and check.

Art Biology Chemistry English  
 Geography History IT Maths  
 PE Physics

In this subject, you learn about...

- 1 the language of the UK and USA.
- 2 how numbers work.
- 3 countries of the world.
- 4 important periods in the past.
- 5 the natural world.
- 6 sport and health.
- 7 computers.
- 8 painting and design.
- 9 what everything is made of.
- 10 how things move and make energy.

- 3 1.14 Listen to the conversation. Whose timetable is this? Sarah's or Scott's?

	9.00	10.30	12.00	1.00	2.00
Monday	English	Maths	Lunch	Biology	Chemistry
Tuesday	History	Geography		Physics	Chemistry
Wednesday	IT	Maths		PE	Art
Thursday	English	Geography		Art	Biology
Friday	History	IT		PE	Physics

- 4 a Draw a timetable like the one above. Put each subject from exercise 2 in twice. Do not show your partner.  
 b Now ask and answer questions with your partner. If you have the same class at the same time, shout *Snap!*

What have you got on Monday at nine o'clock?

I've got Maths at nine o'clock. What about you?

▶ Workbook page 4, exercises 1-3

**Grammar** Present continuous

**5 a** **1.15** Read and listen to the text messages. What are Alfie's problems?



**b** Find the present continuous forms in the text messages. Complete the sentences with the correct forms.

- 1 I \_\_\_ studying Maths.
- 2 You \_\_\_ interrupting me!
- 3 My teacher \_\_\_ watching me!
- 4 I \_\_\_ feeling well.
- 5 You \_\_\_ concentrating.
- 6 My pen \_\_\_ working.
- 7 \_\_\_ they cooking pizza?
- 8 What \_\_\_ you doing?

**c** Complete the table with the correct forms.

+	I	1 ___	studying.
	You/We/They	2 ___	interrupting.
	He/She/It	3 ___	watching me.
-	I	'm not	feeling well.
	You/We/They	4 ___	concentrating.
	He/She/It	5 ___	working.
?	Am	I	interrupting you?
	6 ___	you/we/they	cooking pizza?
	Is	he/she/it	working?

**d** Choose the correct alternative to complete the rule.

- We use the present continuous to talk about:
- a activities happening now.
  - b habits and regular activities.

- 6 a** Look at the picture of the classroom on page 10 for two minutes. Close your books.
- b** Work with a partner. Remember what the students are doing. Then look and check.

Two students / Celina and Amy are playing cards.

> **Workbook** page 5, exercises 4–5

**Listening**

**7** **1.16** Listen to four dialogues. What subjects are the students studying? What are they doing? Make notes and compare with a partner.

	subject	doing?
1		
2		
3		
4		

> **Workbook** page 5, exercise 6

**Speaking**

**8 a** **Get ready to speak** Work with a partner. What are the differences between these two pictures?

**Student A** Go to page 86.

**Student B** Go to page 87.

Look at your picture and make notes about what the people are doing.

**b** Ask and answer questions to find the differences. These verbs might be useful:

clean close organize pin put  
throw tidy write

What are Josh and Sam doing in your picture?

They're writing the date on the whiteboard. Are they doing the same in your picture?

No, they aren't. In my picture, they're...



What are people in your class or in the school doing right now? Write sentences. Compare ideas with a partner.



# 1C New home



Imagine your ideal place to live. What's it like? What are you doing right now in this place? Tell your partner.

## Reading and Speaking

**1 a** Look at the webpage posts. What places do you think you can see in the photos?

**b** Look at the words in the box below. Can you connect any of the words to the places in the text? Look quickly at the posts to check.

cold dangerous mountains  
old rainforest wildlife

**2 a** Work with a partner.

**Student A** Read the text about Chantal.

**Student B** Read the text about Dwayne.

**b** Ask and answer the questions about your partner's text.

1 Where is he/she from? What is it like?

2 Where does he/she live now?

3 What are the differences between the places?

4 In the photo, what activity is he/she doing?

5 How does he/she feel about the move?

6 Can you give one more piece of information from the text?

**c** Which of the four places do you think is the best and the worst to live in? Why? Discuss with a partner.

► **Workbook** page 6, exercise 1



## Kids on the move

Are you living in a new place? How does it compare to your old home? Share your experiences here!

**A**

Hello, I'm Chantal and I'm from Falaise in the north of France – most of my family live there. It's small, friendly and very old. But now I'm living in Panama City, South America. It's on the other side of the world! It's a huge, modern city. We're staying here for two years because my parents have good jobs. They work in a big bank in the centre and I go to a French school.

This city has got a forest! Today, we're visiting the Rainforest Discovery Center and at the moment I'm taking photos of all the colourful birds that are flying around in the trees. I often take photos of the amazing wildlife. I miss France, but I like it here – I think it's exciting.



**B**

I'm Dwayne from Chicago, USA. You can see that Chicago is a huge, busy city and the people are always rushing around. It's very noisy and some parts can be dangerous.

My new home is in Bergen, Norway. My dad has a new job at the university. The winter here is usually very cold and the nights are very long. In this photo, I'm skiing to school! Weird! It's relaxed and quiet here. Most people speak English, but I'm learning Norwegian in my new school because I need to understand it. I have lessons every day. At the moment, I really miss my old home – the way of life is so different here. But it's starting to feel normal. I really want to go to the mountains to learn to snowboard!



## Grammar

### Present simple and continuous; stative verbs

- 3 a** Complete the sentences from the web posts. Which is present simple and which is present continuous?

Today we \_\_\_ the Rainforest Discovery Center.

They \_\_\_ in a big bank in the centre and I \_\_\_ a French school.

- b** Find all the examples of these tenses in the web posts.

- c** Complete the rules with *now*, *habits*, and *regular*.

☞ We use the present simple to talk about \_\_\_ and \_\_\_ activities.

We use the present continuous to talk about activities happening \_\_\_ and temporary activities.

- d** Match these expressions to the two tenses. Find some examples in the text.

today

now

usually

every day

present simple

present continuous

always

often

in this photo

at the moment

- 4 a** Find these verbs in the text again. Which tense are they? Which verbs can you *not* find?

☞ **Stative verbs:**

have got know like love need  
think want

- b** Complete the rule with *an activity* and *a state*.

☞ We don't normally use the continuous tense with these verbs because they describe \_\_\_ not \_\_\_.

- 5** Complete the sentences with the same verb in the correct form.

1 a My mum \_\_\_ (work) in a bank. She enjoys it.

b At the moment, he \_\_\_ (work) hard for his exams.

2 a Where \_\_\_ you \_\_\_ (go) now? Can I come?

b They often \_\_\_ (go) by bus to school.

3 a I \_\_\_ (take) the dog for a walk now. I'll be back soon.

b My dad \_\_\_ (take) me to drama club every Saturday.

4 a In the summer, I \_\_\_ (play) tennis every day.

b She \_\_\_ (play) really well in this match. I think she's going to win!

▶ **Workbook** page 6, exercises 2–4



## Listening

- 6 a** **1.17** Listen. What does Jed usually do in Australia at these times? What is Jed doing now in England? Complete the table.

	Usually in Australia	Now in England
8.15		
12.00		
4.30		
7.00		

- b** What other information do you remember? Tell the class.

▶ **Workbook** page 7, exercises 5–7

## Speaking

- 7** **Get ready to speak** Work in a group. Imagine you're doing an activity but do not say what it is. The group asks Yes/No questions to guess the activity. How many questions do you need?

Do you do it often?

Yes, I do.

Do you do it in the morning?

Yes, I do.

Are you having breakfast?

No, I'm not.

Do you do it at home?

No, I don't.

Are you going to school?

Yes, I am!

**EXTRA**

**Role-play.** Work with a partner. Pretend you are interviewing Jed for the school magazine. Ask him questions. Take turns.



# 1D Getting on



Do you find it easy or difficult to make new friends?

**1 a** **1.18** Read and listen.  
How do you think Jed feels?

**Lily** Hi Jed! How are you getting on?  
**Jed** OK, thanks, Lily. What are you up to?  
**Lily** I'm going to the café.  
**Jed** Can I tag along?  
**Lily** Sure! How was school today?  
**Jed** It was... OK.  
**Lily** Come on. I'll buy you a milkshake.  
**Jed** Thanks, Lily.



**Lily** Hi, Mr Clarke. This is Jed. From Australia. He's new here.  
**Mr Clarke** Nice to meet you, Jed. How are you getting on?  
**Jed** Erm, good, thanks.  
**Lily** Could I have a strawberry milkshake, please?  
**Mr Clarke** Of course. Same for you, Jed?  
**Jed** Actually, it's a bit cold for milkshakes! May I have a hot chocolate, please?  
**Mr Clarke** No problem.  
**Alfie** Guys! Want to join us?

**Lily** This is Fred. ...Sorry, guys, could I get this?  
**Jed** Go right ahead.  
**Lily** Oops!  
**Fred** Awesome!  
**Alfie** Nice save, Jed!  
**Fred** Hey, Jed, do you play football?  
**Jed** A little bit. I play more rugby. But I love football.  
**Alfie** Can you play tomorrow morning? We need another player.  
**Jed** Sure!



**b** Are the sentences true (T) or false (F)?

- Jed asks if he can go with Lily to the café.
- Mr Clarke is Jed's new school teacher.
- He orders a strawberry milkshake.
- He doesn't like football.

**2 a Spoken English** What do these expressions mean? How do you say them in your own language?

Can I tag along?

Want to join us?

A little bit.

Awesome!

What are you up to?

**b** Work in a group. Practise the dialogues.

**Workbook** page 8, exercise 1

- 3 a What do you think happens with Jed and the football team? How can it help Jed?  
 b 1.19 Now listen and check your ideas.

4 **Over to you!** Work with a partner. Answer the questions.

- How is Jed feeling at the moment?
- Is it normal to feel like that?
- Is joining a sports team a good way to make friends? Why? / Why not?

## Everyday English

### Asking for and giving permission

5 a Look at the information. Which of the examples below can you find in the story?

#### Asking for permission

<b>Informal</b>	<b>More formal</b>
Can I...?	Could I..., please?
Could I...?	May I..., please?

#### Giving permission

<b>Informal</b>	<b>More formal</b>
Sure.	Of course.
Go right ahead.	No problem.

#### Refusing permission

I'm sorry, no.  
 I'm sorry, that's not possible.

b 1.20 Listen and repeat.

► **Workbook** page 8, exercises 2–3

## Pronunciation The sounds



6 a 1.21 Listen and repeat the words. Put them in the correct column.

amazing guys homesick lives miss  
 of course outside plays please thanks us

/s/	/z/
—	please

b 1.22 Listen again and check your answers.

c Say these words. Is it /s/ or /z/?

ask Australia easy fantastic  
 friends girls possible refuse sorry

► **Workbook** page 9, exercise 4

## Listening and Speaking

7 a 1.23 Listen to three conversations. What are people asking permission for? Do they get it?

	Permission for what?	Yes or no?	Extra information
1			
2			
3			

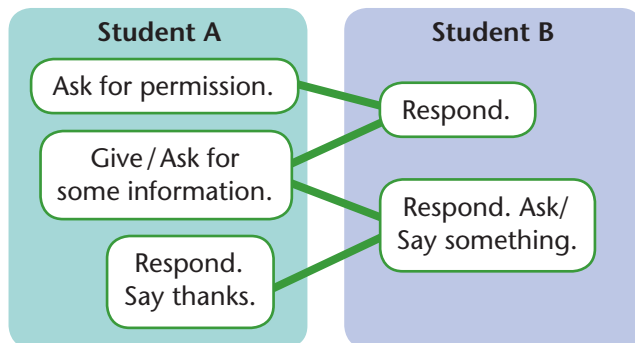
b 1.23 Listen again. What extra information can you remember? Check with a partner.

► **Workbook** page 9, exercises 5–7

8 a **Get ready to speak** Ask permission for these things. Decide if you should be formal or informal.

- go out on a weekday evening with friends
- use your parent's bike for the day
- use the teacher's computer
- miss school for a day
- play someone's guitar
- borrow someone's homework

b **Role-play with a partner.** Try different expressions. Use this chart to help you:



Can I...?

I'm sorry, no.

c **Role-play one of your dialogues for the class.**

d **Write a new dialogue asking for permission.** Use another situation from exercise 8 or use your own ideas. Use one of the Spoken English expressions.

Could I borrow your computer for my homework, please?

Sure. But what's wrong with your laptop?



Jed's mum is asking him about school. Work with a partner. Role-play the conversation.

Mum What's school like, Jed? How are you getting on?

Jed Fine, Mum. It's...



# 1 Revision

## Vocabulary Describing people

- 1 Look at the photo and complete the description.

This is my sister.  
She's <sup>1</sup> medium height.  
She's got <sup>2</sup> \_\_\_\_, straight,  
<sup>3</sup> \_\_\_\_ hair and big  
<sup>4</sup> \_\_\_\_ eyes. She's got  
a <sup>5</sup> \_\_\_\_ smile.  
She's kind and friendly.



## School subjects

- 2 Read the definitions and give the school subjects.

- 1 I'm studying the kings and queens of England.
- 2 I'm learning how to play basketball.
- 3 I'm learning about computer programming.
- 4 I'm learning how to paint a portrait.
- 5 I'm studying how plants grow.

## Classroom objects

- 3 Complete the dialogues with the words in the box.

bookshelf coursebook dictionary ruler whiteboard

- 1 Can you lend me your \_\_\_\_, please? I need to draw a straight line.
- 2 Can I look at your \_\_\_\_ for this lesson? I left mine at home.
- 3 I need to look up a word. Where's the \_\_\_\_?
- 4 It's on the \_\_\_\_. I'll get it down for you.
- 5 Class, look at the \_\_\_\_ and copy the words in your notebooks, please.

## Grammar Present simple + adverbs of frequency

- 4 Rewrite the sentences with the verbs in the correct form and the adverbs in the correct place.

- |  |           |
|--|-----------|
| 1 I / have / toast / for breakfast                 | often     |
| 2 what / do / you / do / on Saturdays?             | usually   |
| 3 he / get up / early / at the weekend             | never     |
| 4 she / play tennis / with me / on Sundays         | sometimes |
| 5 do / they / go swimming / at the leisure centre? | always    |

## Present simple and continuous

- 5 Complete the sentences with the correct form of the verbs in brackets.

- 1 It's really hot now so I \_\_\_\_ ice cream. (have)
- 2 My dad \_\_\_\_ me at drama club every Saturday. (watch)
- 3 In the summer I \_\_\_\_ to the beach every day. (go)
- 4 Look! Anna \_\_\_\_ really well at the moment. (play)
- 5 Paul \_\_\_\_ big green glasses in this photo. He is very funny. (wear)
- 6 I can't go to the cinema. I \_\_\_\_ my homework now. (do)

## Present continuous; stative verbs

- 6 Complete the dialogue with the verbs in the correct tense.

- A What <sup>1</sup> \_\_\_\_ you <sup>2</sup> \_\_\_\_ in this shop? (look for)  
B I <sup>3</sup> \_\_\_\_ to find a pair of shoes. (want)  
A Hey, these trainers are nice. <sup>4</sup> \_\_\_\_ you <sup>5</sup> \_\_\_\_ them? (like)  
B Yes, I <sup>6</sup> \_\_\_\_ they're nice. (think) But I <sup>7</sup> \_\_\_\_ boots. (need)

## Everyday English

### Asking for and giving permission

- 7 Complete the dialogue with the words in the box.

~~can~~ kind OK problem right ahead

- A Hi Sam, can I please borrow your tablet for a moment?  
B Sure, no \_\_\_\_. Here you are. What for?  
A I need to check the weather. Is that \_\_\_\_?  
B Go \_\_\_\_.  
A Thanks! You're very \_\_\_\_.

## Learning to learn Using a dictionary 1

- 8 a A dictionary is in alphabetical order. Put these words in alphabetical order.

school personality friend  
tablet Geography curly

- b If the first letter is the same, look at the second letter. If they are the same, look at the third letter. Check your answers in a dictionary.

school suitcase study  
standing Science straight

► **Workbook** pages 10–11, exercises 1–8

**YOU FIRST!**

What are some important moments in your life so far? Think and make a list.

## My life in pictures

This is a picture of me. As you can see, I've got curly dark hair, brown eyes and freckles. I'm smiling in this picture. I think I'm friendly, but sometimes I'm a bit shy. I'm not very sporty.



**Age 13**  
third place in school cross country race



In this picture, I'm holding my baby brother Emilio. I'm four and he's a day old. He's very big with a lot of dark hair.

**Age 4**  
my baby brother Emilio's first day!



**Age 7**  
my first bike

In this photo, I'm seven years old. It's my birthday. I'm riding my new bike! It's a present from my grandparents and I love it.

### AGE



**Age 5**  
first day at school

In this photo, I'm going to school for the first time. I'm very nervous! I'm holding Mum's arm very tightly. I'm wearing my new school uniform, but I don't like it very much! And I'm carrying my new schoolbag.

**Age 9**  
first day at Girl Guides

**Age 11**  
secondary school

**Age 12**  
holiday in America

In this photo, I'm 12 years old. I'm with my family and we're on holiday in America. Here we're at a theme park and I'm having a wonderful time!



- Find a large piece of paper. Draw a timeline from 0 and mark all the years to now.
- Write notes for important times in your life. Try and think of at least six things. Match the notes to the ages on the timeline.
  - Read Antonia's timeline. Do you have any of the same things? Are they in the same years?
- Look at Antonia's self-portrait. What things does she mention about herself?
  - Draw a portrait of yourself and write a description.

- Look at Antonia's photos. Find three or four photos of you at important times. Then write what you are doing in each of the photos.
- Put your project together.
  - Present your project to the class. Show your photos and read out the captions. You can use a computer if you prefer. Answer questions from the class.



# 1 Culture

**YOU FIRST!**

What famous homes do you know? Discuss with a partner.

## FAMOUS HOMES

**THE WHITE HOUSE IS THE HOME OF THE PRESIDENT OF THE USA AND HIS FAMILY.**



The White House is in Washington DC and is more than 200 years old. It is very big with 132 rooms and 35 bathrooms. The president's apartment is on two floors. Presidents live there with their families.

The White House is also a place for government work. A lot of the rooms are offices. 6,000 people visit it every day!

The ground floor looks like a shopping centre! It has a flower shop, a dentist's, a cinema, a theatre, a games room and even a bowling lane. Outside, the gardens are beautiful. There are a lot of vegetable gardens and there is a famous rose garden. There is also a tennis court, a swimming pool, and even a running track!



**BUCKINGHAM PALACE IS THE LONDON HOME OF THE BRITISH ROYAL FAMILY.**

Buckingham Palace is more than 300 years old. It is very big with 775 rooms, including 240 bedrooms and 78 bathrooms. There are also 92 offices. About 450 people work at the palace. There are chefs, electricians, gardeners, drivers, cleaners and two people who look after the 350 clocks! Every year over 50,000 people visit the Queen for dinners and garden parties.

Inside the palace there's a cinema, a swimming pool, a doctor's surgery, a post office and a police station. On the walls, there is an amazing collection of art. Underneath the palace, there are a lot of secret tunnels! Outside, the gardens are huge and beautiful. There are tennis courts, a boating lake, and also a helicopter pad.



### 1 a Work with a partner.

**Student A** Read about the White House.

**Student B** Read about Buckingham Palace.

**b** Ask and answer the questions about your famous home.

- |                  |                            |
|------------------|----------------------------|
| Where is it?     | What happens there?        |
| How old is it?   | What is there inside?      |
| Who lives there? | What are the gardens like? |
| How big is it?   |                            |

**c** What was the most interesting fact in each text?

**d** Which one would you like to live in? Why?

**2 Over to you!** Which famous homes or buildings are there in your country? Do people still live or work there?





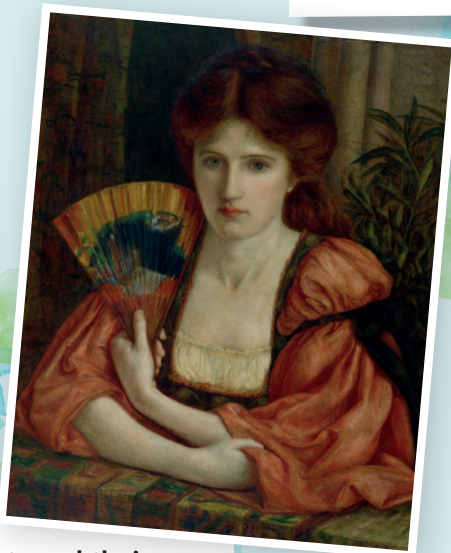


Is there any style of art or painting that you like? Which famous artists do you know of?

## Artists' self-portraits

**A** The artist is 33 years old in this self-portrait, but he/she doesn't look very well. He/She's wearing <sup>1</sup>\_\_\_ pyjamas and sitting in front of a red curtain. He/She has got dark <sup>2</sup>\_\_\_ and a moustache and he/she's looking to the right. The artist has also got a black patch over his/her left <sup>3</sup>\_\_\_. It's a strange picture.

**B** This artist is 41 years old in this self-portrait. He/She is sitting in his/her room next to a <sup>4</sup>\_\_\_ picture. He/She has got very green eyes and is wearing <sup>5</sup>\_\_\_ clothes. He/She has got a bandage on his/her right <sup>6</sup>\_\_\_ and looks ill. Behind on the right is a <sup>7</sup>\_\_\_ and on the left is an empty painting. It's a sad picture.



**1 a** Look at these three famous artists and their self-portraits. Can you match the artists to their paintings and the titles and their styles?

- 1 Vincent van Gogh 1853–1890 (Dutch)
- 2 Marie Spartali Stillman 1844–1927 (British)
- 3 Rik Wouters 1882–1916 (Belgian)
- a Self-portrait on a balcony 1874 (Pre-Raphaelite)
- b Self-portrait with bandaged ear 1889 (Post-Impressionist)
- c Self-portrait with a black eye patch 1915 (Fauve)

**b** Do you know anything about any of these artists? Can you find out anything about them?

**2 a** Complete the descriptions with the words in the box.

ear eye hair light blue  
Japanese window winter

**b** **1.24** Listen and check.

**3 a** Look at the third painting. Try and describe it. Use these words.

balcony dress fan red smiling

**b** **1.25** Listen and compare your ideas.

**4** Write a short description of the painting below (or choose a picture that you like). Answer the questions.

- Who is in the picture?
- How old is the artist in this picture?
- Where are they?
- What are they wearing?
- What is the artist doing?
- What's the feeling in this picture?

Elisabeth Le Brun  
1755–1842 (French)



Self-portrait with daughter Julie (age 6)  
1786 (Neoclassical)

**5** Over to you! What do you think? Discuss with your class.

- 1 Which painting do you find the most interesting? Why?
- 2 Which style of painting do you prefer?
- 3 Which painting do you like best and least? Why?