

# **AE** Academic UK English UK

## **Grammar in Art**

### **Workbook**

*This might represent water or reflections, as the shades of blue dominate the canvas.*

*If the artist had used fewer colours, the effect would be less dynamic.*

*If you look closely, you can see how the orange contrasts with the blue to add warmth.*



*The painting, which is filled with shades of blue and touches of orange, creates a calm yet vibrant atmosphere.*

*The artist is using overlapping brushstrokes to suggest movement and depth.*

*The viewer could interpret this as a river flowing through a city at night.*

#### **EXAMPLE BOOKLET**

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## Grammar in Art Workbook

### EXAMPLE

#### 1. Who is it for?

This booklet is designed for international students preparing to or already studying at university or college where English is the medium of instruction. It focuses on grammar and writing skills through the theme of art, helping students develop the accuracy and flexibility needed for academic study. No prior knowledge of art history is required, but depending on their level of English, students may need additional time to process the information before completing the tasks. Each unit combines explanation, sentence-level practice, and paragraph writing, enabling learners to apply grammar in meaningful academic contexts.

#### 2. How long will it take to complete the booklet?

The time needed will vary depending on the student's level of English and their prior subject knowledge. On average, each lesson is designed to take between 45–90 minutes to complete, including explanation, practice, and feedback activities. There are ten core lessons in total, plus one final review lesson that brings all of the grammar points together. These can be studied consecutively as a complete course or selected individually to focus on particular areas.

#### 4. What context will be used to practice academic writing?

The theme of this booklet is art and academic English. Each grammar lesson is connected to the context of visual art, artists, and exhibitions, so that students can practise academic writing skills through meaningful subject content. The topics include describing artworks, interpreting meaning, writing about artists and movements, and imagining alternative histories. The final review lesson brings these strands together, helping students use a wide range of grammar structures in art-related academic writing.

⇒ **Note:** The art theme is used as a vehicle for grammar practice. Students are not expected to have prior knowledge of art history.

#### 6. How to use this booklet?

Each lesson follows a clear structure: a vocabulary exercise, a short explanation of the grammar, sentence-level practice, and a paragraph writing task. Students are encouraged to complete all parts of the lesson to see how grammar moves from controlled exercises into extended academic writing. The peer feedback checklists at the end of each unit can be used for self-assessment or paired work, helping learners reflect on accuracy and cohesion.

The booklet is designed for both independent study and classroom use. In class, teachers may want to set the sentence-level tasks for pair or group work, followed by individual writing. For self-study, students should take extra time to compare their answers with the model responses and check their writing against each checklist.

#### 7. What outcomes should students expect?

By the end of this booklet, students will have practised using a wide range of grammar structures in art-related academic writing. They will be able to:

- *write more accurately and fluently about artworks, artists, and exhibitions.*
- *use tenses, passive voice, relative clauses, modal verbs, and conditionals with confidence.*
- *develop short academic paragraphs that combine grammar, vocabulary, and critical interpretation.*
- *give and receive constructive feedback using peer checklists.*
- *transfer these grammar skills into other areas of academic writing at university.*

The final review lesson consolidates all ten grammar areas, allowing students to demonstrate progress and prepare for further study.

## **Workbook Contents**

### **EXAMPLE**

1.	Working with a partner.
2.	Present simple (art descriptions).
3.	Present continuous (temporary exhibitions).
4.	Past simple (art history).
5.	Past continuous (artistic processes,).
6.	Present perfect simple (influence and legacy).
7.	Future tenses (upcoming exhibitions and projects).
8.	Passive voice (focus on artworks).
9.	Relative clauses (describing artists or artworks in detail).
10.	Modals (critical opinions about art).
11.	Conditionals (alternative histories, possible futures).
12.	Mixed grammar review (integration of all).
13.	Answer key with sample paragraphs for comparison.

## **Working with a Partner**

Decide with your partner how you want to work. You can check answers together after each task or complete the whole unit first and then compare. Both ways work well: checking as you go helps you correct mistakes early, while waiting until the end lets you see how much you can do on your own.



## English for Art: Present Simple

### EXAMPLE

### Vocabulary Preview

This activity introduces words that connect to both art and the present simple tense. You will use them to describe artworks and explain their features.

### Exercise

Match the **TEN** words from this unit with the correct definition. Compare with a partner when you have finished.

	Vocabulary		Definition
1.	Gallery	a.	A show of artworks presented to the public, usually for a limited time.
2.		b.	A person
3.	Symbolise	c.	A large three-dimensional artwork made of stone or metal.
4.		d.	The
5.	Sculpture	e.	A book or digital list that describes the artworks in an exhibition.
6.		f.	A professional who organises exhibitions.
7.	Catalogue	g.	An
8.		h.	Artwork created for a particular space.
9.	Installation	i.	A place where art is displayed to the public.
10.		j.	To

1.		2.		3.		4.		5.		6.		7.		8.		9.		10.	
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### Grammar Focus

The present simple tense is often used in academic art writing to an artwork shows, what an artist does and what a critic argues.

The Present Simple		
	Used to express...	Examples
1.	General facts and truths	<ul style="list-style-type: none"> <li>The Mona Lisa <b>hangs</b> in the Louvre Museum.</li> <li>Oil paint <b>does not dry</b> quickly.</li> </ul>
2.	habits	<ul style="list-style-type: none"> <li>The gallery <b>opens</b> at 9 a.m.</li> <li>Artists paint.</li> </ul>
3.	Permanent situations or states	<ul style="list-style-type: none"> <li>Yayoi Kusama <b>works</b> as a contemporary artist.</li> <li>to the university?</li> </ul>
4.	Academic writing conventions In essays, the present simple is , theories, and critics' arguments.	<ul style="list-style-type: none"> <li>This article <b>argues</b> that abstraction represents a new visual language.</li> <li>and <b>symbolises</b> harmony with nature.</li> </ul>

### Task 1

Each sentence below has a missing verb form. Complete the sentences by using the correct present simple form of the verb in brackets.

	Sentence	Rewrite
1.	The painting _____ (depict) a rural landscape.	
2.	This _____ photography.	
3.	Critics _____ colour _____ (symbolise) emotion.	
4.	Abstract _____ rules of perspective.	
5.	A still life _____ or everyday objects.	

### Task 2

Each sentence below contains a mistake. Rewrite them correctly using the target grammar.

	Sentence	Rewrite
1.	Some artists uses acrylic paint for large canvases.	
2.	Symbolism _____ works.	
3.	The _____ in the main hall.	
4.	He _____ realistic detail.	
5.	This _____ society.	

### Task 3

The words in each sentence are in the wrong order. Rearrange them to form correct sentences in the present simple.

	Sentence	Reorder
1.	depict / often / artists / daily life	
2.	_____ the brushstrokes	
3.	_____ values	
4.	does not always _____ collection / every year	
5.	shows _____ subject's emotions	

### Task 4

Read each sentence carefully. Choose the correct option by highlighting or underlining it.

1.	The composition (balance / balances) light and shadow.
2.	Art critics ( )
3.	The gallery ( ) photography.
4.	( ) from recycled materials.
5.	The catalogue (contain / )

### Task 5

Read the paragraph and underline all the verbs in the present simple.

( ) explores how Yayoi Kusama uses repetition in her installations. Her work often reflects psychological ( ) the artwork as an immersive ( ), and the critic interprets the dots as a metaphor for ( ).

### Task 6

Use the notes to write a paragraph in the present simple. Write full sentences and link them together so the paragraph flows smoothly.

- Pop Art / emphasise / consumer culture / advertising / branding
- Andy Warhol / ( ) bottles
- His art / transform / everyday products → cultural icons
- His ( ) media
- It / question / originality / authenticity / artistic value
- Critics argue / ( ) / consumer society

**Write your paragraph here...**

### Task 7

Use the information in the table to write a short comparative paragraph in the present simple. Write full sentences and link them together so the paragraph flows smoothly.

Artist A: Banksy	Artist B: Ai Weiwei
( )	Creates installations
Focuses on politics	( )
( )	Uses symbolism

**Write your paragraph here...**

### Task 8

This paragraph has **FIVE** errors with verb forms. Rewrite it correctly and improve the flow by adding appropriate linking words.

The museum displays [ ] how technology shape creativity and [ ] definitions of art. The curator argues that [ ] for collaboration. The [ ] works that engage the audience.

**Rewrite the paragraph here...**

### Task 9

Write a short paragraph about a painting, sculpture or artist you know. Use at least five verbs in the present simple

**Write your paragraph here...**

### Task 10

Use the following checklist to give some feedback to your partner.

	Check for the following:	Yes	No
1.	<b>Grammar</b>		
	Do all verbs use the correct present simple form (e.g. [ ] <i>not use</i> )?		
	Is subject-verb agreement correct (e.g. <i>The artist creates</i> , not <i>The artist create</i> )?		
2.	<b>Content &amp; Vocabulary</b>		
	Does the [ ] simple verbs?		
	Are art-related words (e.g. depict, [ ]) used effectively?		
3.	<b>Clarity &amp; Organisation</b>		
	Do the sentences connect logically?		
	Is the meaning [ ] style?		
4.	<b>Overall impression</b>		
	One thing I liked about this paragraph:		
	One [ ]:		

## English for Art: Present Continuous

### EXAMPLE

### Vocabulary Preview

This activity introduces words that connect to both art and the present continuous tense. You will use them to describe actions happening now, explain temporary situations and talk about events in progress, such as performances or exhibitions.

### Exercise

Match the **TEN** words from this unit with the correct definition. Compare with a partner when you have finished.

	Vocabulary		Definition
1.	Sketch	a.	The line in the distance where the sky seems to meet the land or sea.
2.		b.	A quick of something.
3.	Street art	c.	The style and design of buildings.
4.		d.	A person goods.
5.	Budget	e.	Visual art created in public spaces, often on walls or buildings.
6.		f.	A detailed .
7.	Merchant	g.	An art movement that shows dream-like or illogical scenes.
8.		h.	The a project.
9.	Horizon	i.	A formal meeting where experts give talks and share ideas.
10.		j.	Organising event.

1.		2.		3.		4.		5.		6.		7.		8.		9.		10.	
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### Grammar Focus

The present continuous tense is often used when we want to talk about actions happening now, situations or what we or exhibition.

The Present Continuous		
	Used for...	Examples
1.	Actions happening now	<ul style="list-style-type: none"> <li>The artist <b>is mixing</b> colours in the studio.</li> <li>Visitors the gallery.</li> </ul>
2.	Temporary situations	<ul style="list-style-type: none"> <li>The museum <b>is hosting</b> a special exhibition this month.</li> <li>in London anymore.</li> </ul>
3.	Descriptions	<ul style="list-style-type: none"> <li>In this painting, the woman <b>is holding</b> a basket and the children <b>are playing</b> outside.</li> <li>and the man <b>is pointing</b> towards the horizon.</li> </ul>
4.	Plans future	<ul style="list-style-type: none"> <li><b>Is the</b> week?</li> <li>We <b>are meeting</b> the artist tomorrow for an interview.</li> </ul>



### Task 1

Each sentence below has a missing verb form. Complete the sentences by using the correct present continuous form of the verb in brackets.

	Sentence	Rewrite
1.	The students ____ (sketch) the sculpture in the gallery.	
2.	The _____ this month.	
3.	Visitors _____ (look) _____ installation.	
4.	The _____ exhibition on street art.	
5.	She _____ current work.	

### Task 2

Each sentence below contains a mistake. Rewrite them correctly using the target grammar.

	Sentence	Rewrite
1.	The curator is talk about the new collection.	
2.	People _____.	
3.	The gallery _____ of modern design.	
4.	He is _____ year.	
5.	The critic _____ about contemporary sculpture.	

### Task 3

The words in each sentence are in the wrong order. Rearrange them to form correct sentences in the present continuous.

	Sentence	Reorder
1.	analysing / critics / are / carefully / the painting	
2.	explaining _____ symbolism	
3.	_____ / the portrait	
4.	the artist / _____	
5.	taking / _____ notes	

### Task 4

Read each sentence carefully. Choose the correct option by highlighting or underlining it.

1.	The museum (is opening / are opening) a new gallery space next week.
2.	Students [ ] abstract art.
3.	The [ ] for the exhibition.
4.	They (is working / [ ]).
5.	She (is not [ ]) at the conference.

### Task 5

Read the paragraph and underline all verbs in the present continuous.

Right now, [ ] gallery. A guide is giving a talk about surrealism and is answering questions from the students. Some [ ] others are sketching [ ] a temporary exhibition on Salvador Dalí.

### Task 6

Use the notes to make a connected paragraph in the present continuous tense. Write full sentences and link them together so the paragraph flows smoothly.

- students / study / painting techniques
- [ ]
- some students / take / photographs
- [ ]
- class / prepare / [ ]

Write your paragraph here...

### Task 7

Look at the examples and identify which description uses the present simple and which uses the present continuous. Then write a description of a piece of art using the present continuous. Write full sentences and link them together so the paragraph flows smoothly.

Sentence A	Sentence B
The portrait <b>represents</b> a wealthy merchant. It <b>shows</b> [ ] and jewellery.	[ ] painting, the merchant <b>is sitting</b> beside a table. He <b>is</b> [ ] a gold coin.

Write your paragraph here...

**Task 8**

This paragraph has **FIVE** errors with verb forms. Rewrite it correctly and improve the flow by adding appropriate linking words.

The artist are creating a series of [REDACTED] textures and [REDACTED]. The gallery are presenting these paintings in the main hall. Critics is analysing the meaning of her style, [REDACTED] with her [REDACTED].

Rewrite the paragraph here...

**Task 9**

Choose one of the paintings below. Write a short description using at least five present continuous verbs. Describe [REDACTED], and how the action [REDACTED] the artwork.

**Painting A**



**Painting B**



Write your paragraph here...

### Task 10

Use the following checklist to give some feedback to your partner.

	Check for the following:	Yes	No
1.	<b>Grammar</b>		
	Are all verbs in the <b>present continuous</b> (be + verb-ing)?		
	Is subject-verb <b>_____</b> <i>She are painting</i> )?		
2.	<b>Content &amp; Vocabulary</b>		
	Does the paragraph include at least five present continuous verbs?		
	Are art-related words (e.g. <b>_____</b> , showing) used effectively?		
3.	<b>Clarity &amp; Organisation</b>		
	Do the <b>_____</b> ?		
	Does the paragraph create a clear picture of what is happening in the artwork?		
4.	<b>Overall impression</b>		
	One <b>_____</b> :		
	One suggestion for improvement:		

## English for Art: Past Simple

### EXAMPLE

### Vocabulary Preview

This activity introduces words that connect to both art and the past simple tense. You will use them to describe completed events, explain what artists did in the past and write about historical movements and exhibitions.

### Exercise

Match the **TEN** words from this unit with the correct definition. Compare with a partner when you have finished.

	Vocabulary		Definition
1.	Impressionist	a.	Connected with events, people, or developments in the past.
2.	Landscape	b.	A group of [ ] styles.
3.	[ ]	c.	An early 20th-century art movement focused on geometric forms.
4.	Movement	d.	To show [ ] museum.
5.	[ ]	e.	A 19th-century style using light and colour.
6.	Resistance	f.	A [ ].
7.	[ ]	g.	The act of opposing or standing against authority or control.
8.	Historical	h.	Something [ ] creativity.
9.	[ ]	i.	A European period of art and learning.
10.	Exhibited	j.	A [ ] scenery.

  

1.		2.		3.		4.		5.		6.		7.		8.		9.		10.	
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### Grammar Focus

In art history, the past simple tense is used to describe [ ] events. We use it to discuss key dates, historical contexts and the achievements of artists.

Past Simple		
	Used for...	Examples
1.	Completed actions in the past	<ul style="list-style-type: none"> <li>• <b>Did</b> Van Gogh <b>paint</b> <i>The Starry Night</i> in 1889?</li> <li>• The [ ].</li> </ul>
2.	[ ] achievements	<ul style="list-style-type: none"> <li>• Frida Kahlo <b>exhibited</b> her work in Paris in 1939.</li> <li>• The [ ] first exhibition in 1774, it was 1874.</li> </ul>
3.	Narrating [ ] history	<ul style="list-style-type: none"> <li>• The [ ] public opinion.</li> <li>• The movement <b>spread</b> quickly across Europe.</li> </ul>

### Task 1

Each sentence below has a missing verb form. Complete the sentences by using the correct past simple form of the verb in brackets.

	Sentence	Rewrite
1.	Van Gogh ____ (paint) <i>Almond Blossoms</i> in 1890.	
2.	The ____ modern art in 2015.	
3.	Frida ____ 1939.	
4.	____ Impressionist exhibition.	
5.	When ____ Period?	

### Task 2

Each sentence below contains a mistake. Rewrite them correctly using the target grammar.

	Sentence	Rewrite
1.	The artist paint the landscapes in 1905.	
2.	They not ____ London.	
3.	The critic ____ Cubism.	
4.	The ____ summer.	
5.	When ____ self-portrait?	

### Task 3

The words in each sentence are in the wrong order. Rearrange them to form correct sentences in the past simple.

	Sentence	Reorder
1.	painted / Leonardo da Vinci / the <i>Mona Lisa</i> / around 1503	
2.	developed ____ early 20th century	
3.	____ article/of painting	
4.	____ Academy / in 1870	
5.	first / ____ in a gallery	

### Task 4

Read each sentence carefully. Choose the correct option by highlighting or underlining it.

1.	Monet (starts / started) the Impressionist movement in the 1870s.
2.	The gallery [redacted]
3.	She (did not use / [redacted]).
4.	When [redacted] ?
5.	The artist [redacted] in the 1920s.

### Task 5

Read the paragraph. Underline all verbs in the past simple.

In 1874, a group of artists organised the first [redacted]  
[redacted] as unfinished. However, the public attended in large numbers and began to support the new movement. [redacted] art.

### Task 6

Use the notes to make a connected paragraph in the present continuous tense. Write full sentences and link them together so the paragraph flows smoothly.

- Pablo Picasso / paint / *Guernica* / 1937
- [redacted]
- many critics / praise / the work/ emotional impact
- later [redacted] recognised
- [redacted] resistance

Write your paragraph here...

### Task 7

Use the information in the table to write a short comparative paragraph in the past simple. Write full sentences and link them together so the paragraph flows smoothly.

Claude Monet	Vincent van Gogh
[redacted]	Paints <i>The Starry Night</i>
Focuses on light and colour	[redacted]
[redacted]	Lives in France

Write your paragraph here...

### Task 8

This paragraph has **FIVE** errors with verb forms. Rewrite it correctly and improve the flow by adding appropriate linking words.

The museum open a [redacted] 2018. It featured paintings from both Italy and France. The curator does not explain the historical [redacted] [redacted] Many people still finding the exhibition inspiring. It presents several works that had not been displayed before. [redacted] local [redacted] the following day.

**Rewrite the paragraph here...**

### Task 9

Write a short paragraph about an art [redacted] from history. Use at least five past simple verbs and link the ideas together so the paragraph flows smoothly.

**Write your paragraph here...**

### Task 10

Use the following checklist to give some feedback to your partner.

	Check for the following:	Yes	No
1.	<b>Grammar</b>		
	Are the verbs in the past [redacted]		
	Are negatives formed correctly using did not?		
2.	<b>Content &amp; Vocabulary</b>		
	Does the paragraph [redacted] verbs?		
	Are art-related words (e.g. exhibition, movement, critic) used effectively?		
3.	<b>Clarity &amp; Organisation</b>		
	Do the sentences connect logically to tell a clear historical story?		
	Does the [redacted] (not too informal)?		
4.	<b>Overall impression</b>		
	One thing I liked about this paragraph:		
	One [redacted]		



## English for Art: Past Continuous

### EXAMPLE

### Vocabulary Preview

This activity introduces words that connect to both art and the past continuous tense. You will use them to describe [ ] actions, [ ] processes and events that [ ] at the same time in the past.

### Exercise

Match the **TEN** words from this unit with the correct definition. Compare with a partner when you have finished.

	Vocabulary		Definition
1.	Drip	a.	An art movement that used bold colours and strong emotion.
2.	Technique	b.	[ ]
3.	[ ]	c.	A style of painting that does not represent recognisable objects.
4.	Mural	d.	[ ]
5.	[ ]	e.	A method of painting where liquid falls in drops onto a surface.
6.	Experiment	f.	[ ]
7.	[ ]	g.	The head of an organisation such as a museum or gallery.
8.	Watercolour	h.	[ ]
9.	[ ]	i.	A painting style that uses pigments mixed with water.
10.	Abstract	j.	[ ]

1.		2.		3.		4.		5.		6.		7.		8.		9.		10.	
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### Grammar Focus

The past continuous tense is useful in art writing when we describe actions that were in progress at a specific time in the past. It helps us explain artistic processes, describe what was happening in studios or galleries and set the background to important events.

Past Continuous		
	Used for...	Examples
1.	Actions in progress at a specific time in the past	<ul style="list-style-type: none"> <li>In 1950, Jackson Pollock <b>was experimenting</b> with new drip painting techniques in his studio.</li> <li><b>Was</b> [ ] art during the festival?</li> </ul>
2.	Two [ ] same time	<ul style="list-style-type: none"> <li>While Ansel Adams <b>was photographing</b> [ ] <b>were painting</b> abstract forms.</li> <li>[ ] while the curator <b>was giving</b> a lecture.</li> </ul>
3.	Background [ ] (longer [ ] interruption).	<ul style="list-style-type: none"> <li>The artist <b>was working</b> in her studio when she [ ].</li> <li>[ ] new exhibition when the director retired.</li> </ul>

### Task 1

Each sentence below has a missing verb form. Complete the sentences by using the correct past continuous form of the verb in brackets.

	Sentence	Rewrite
1.	The artist _____ (work) on a new sculpture yesterday afternoon.	
2.	They _____ that period.	
3.	What _____ the exhibition at the time?	
4.	Visitors _____ while the guide _____ (speak).	
5.	She _____ other young painters.	

### Task 2

Each sentence below contains a mistake. Rewrite them correctly using the target grammar.

	Sentence	Rewrite
1.	The artist were designing a mural in 2010.	
2.	The _____ of the war.	
3.	They _____ in Florence.	
4.	_____ of the painting.	
5.	Were _____	

### Task 3

The words in each sentence are in the wrong order. Rearrange them to form correct sentences in the past continuous tense.

	Sentence	Reorder
1.	sketching / the students / were / quickly / in the gallery	
2.	was / _____ of collages/upcoming exhibition	
3.	_____ / _____ / at the café	
4.	_____ history / travelling	
5.	_____ / the museum / was	

### Task 4

Read each sentence carefully. Choose the correct option by highlighting or underlining it.

1.	At midnight, the artist (was still working / were still working) in the studio.
2.	The critics ( )
3.	( ) at that time.
4.	What (was / were) ( )
5.	The director ( ) catalogue.

### Task 5

Read the paragraph. Underline all the verbs in the past continuous.

In 1911, the Futurists were organising ( ) across ( ) ideas. While the critics were reacting strongly to Cubism, the Futurists were promoting speed and ( ) war broke ( ).

### Task 6

Use the notes to make a connected paragraph in the past continuous. Write full sentences and link them together so the paragraph flows smoothly.

- 1920s / students / study / Bauhaus design
- ( ) methods
- visitors / attend / exhibitions in Weimar
- ( ) furniture
- movement / grow / influence

**Write your paragraph here...**

### Task 7

Use the prompts in the table to compare the groups of artists working at the same time but in different ways. Write full sentences and link them together so the paragraph flows smoothly.

( ) muralists	Abstract ( )	Surrealists	( )	Photographers
Paint / ( ) walls	experiment / ( ) in New York	discuss / dreams and ( )	design / works ( ) images	document / ( )

**Write your paragraph here...**

### Task 8

This paragraph has **FIVE** errors with verb forms. Rewrite it correctly and improve the flow by adding appropriate linking words.

\_\_\_\_\_ . The curator was spoke with international artists about possible loans. The technicians was preparing \_\_\_\_\_ entered \_\_\_\_\_ atmosphere was building because everyone \_\_\_\_\_ remarkable.

**Rewrite the paragraph here...**

### Task 9

Choose a period in \_\_\_\_\_ (e.g. *the Renaissance*, \_\_\_\_\_ *Expressionism*). Write a short paragraph describing what artists, critics, or galleries were doing during \_\_\_\_\_ continuous sentences and link the ideas together so the paragraph flows smoothly.

**Write your paragraph here...**

### Task 10

Use the following checklist to give some feedback to your partner.

	Check for the following:	Yes	No
1.	<b>Grammar</b>		
	Are verbs formed correctly with was/were + -ing?		
	Are singular/plural forms _____ (e.g. <i>painting</i> )?		
2.	<b>Content &amp; Vocabulary</b>		
	Does the paragraph include _____ verbs?		
	Are art-related words (e.g. artist, techniques, critiques) included?		
3.	<b>Clarity &amp; Organisation</b>		
	Do the _____ ?		
	Is the writing descriptive and clear?		
4.	<b>Overall impression</b>		
	One _____ :		
	One suggestion for improvement:		

## English for Art: Present Perfect

### EXAMPLE

### Vocabulary Preview

This activity introduces words that connect to both art and the present perfect tense. You will use them to discuss artists' achievements work connects to the present.

### Exercise

Match the **TEN** words from this unit with the correct definition. Compare with a partner when you have finished.

	Vocabulary		Definition
1.	Global	a.	A person who is the first to develop or explore new ideas or methods.
2.	Recognition	b.	Equal culture.
3.		c.	An artistic form that involves live actions.
4.	Digital art	d.	A prize achievement.
5.		e.	A group of people born and living around the same period of time.
6.	Performance	f.	Acceptance and or contribution.
7.		g.	Something that relates to or affects the whole world.
8.	Human rights	h.	that belong to all people.
9.	Award	i.	An art movement that broke from traditional forms.
10.		j.	Art created using or software.

1.		2.		3.		4.		5.		6.		7.		8.		9.		10.	
----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	-----	--

### Grammar Focus

The present perfect tense is useful in art writing when we want to connect the past with the present. It helps us explain how artists have influenced others, how movements have developed over time and how exhibitions have shaped public understanding of art.

Present Perfect		
	Used for...	Examples
1.	Life experiences (no specific time)	<ul style="list-style-type: none"> <li>Damien Hirst <b>has exhibited</b> his work all over the world.</li> <li>Many at least once.</li> </ul>
2.	Recent	<ul style="list-style-type: none"> <li>The gallery <b>has not displayed</b> the new collection yet.</li> <li>The artist .</li> </ul>
3.	time	<ul style="list-style-type: none"> <li>Street art and digital art <b>have become</b> global phenomena.</li> <li>The recognition decades.</li> </ul>
4.	or achievement	<ul style="list-style-type: none"> <li>Frida Kahlo <b>has inspired</b> generations of contemporary artists.</li> <li><b>Has</b> other artists?</li> </ul>

### Task 1

Each sentence below has a missing verb form. Complete the sentences by using the correct present perfect simple form of the verb in brackets.

	Sentence	Rewrite
1.	The gallery _____ (host) three major exhibitions this year.	
2.	She _____ yet.	
3.	Have _____ Gallery?	
4.	This _____ younger painters.	
5.	The _____ in importance over the last decade.	

### Task 2

Each sentence below contains a mistake. Rewrite them correctly using the target grammar.

	Sentence	Rewrite
1.	The critic has write several books about modernism.	
2.	They did _____ yet.	
3.	Did the _____ recently?	
4.	_____ political installations.	
5.	She _____ piece.	

### Task 3

The words in each sentence are in the wrong order. Rearrange them to form correct sentences in the present perfect.

	Sentence	Reorder
1.	exhibited / artists / have / their work / many times	
2.	_____ / already	
3.	_____ / of painters	
4.	on feminism _____ / has / an exhibition	
5.	_____ / the collection	

### Task 4

Read each sentence carefully. Choose the correct option by highlighting or underlining it.

1.	The role of photography (has changed / changed) in the last fifty years.
2.	She ( [redacted] )
3.	Have you (ever visited [redacted] ) ?
4.	The [redacted] mural in New York.
5.	Critics ( [redacted] ) art.

### Task 5

Read the paragraph. Underline all verbs in the present perfect.

[redacted] have explored new materials and digital tools. At the same time, the Tate Modern has organised [redacted] whether these works have changed the definition of art. For this reason, many students have visited these [redacted]

### Task 6

Use the notes to make a connected paragraph using the present perfect tense. Write full sentences and link them together so the paragraph flows smoothly.

- Ai Weiwei / create / installations / challenge authority
- [redacted]
- his art / influence / global debate on human rights
- [redacted]
- [redacted]

Write your paragraph here...

### Task 7

Use the information in the table to write a short comparative paragraph using the present perfect tense. Write full sentences and link them together so the paragraph flows smoothly.

Street Art	Digital Art
[redacted]	Changed rapidly
Gained recognition	[redacted]
[redacted]	Opened new creative possibilities

Write your paragraph here...

### Task 8

This paragraph has **FIVE** errors with present perfect verbs. Rewrite it correctly and improve the flow by adding appropriate linking words.

\_\_\_\_\_ last ten years. She did not present her work in Europe yet. Critics has frequently describe her \_\_\_\_\_. \_\_\_\_\_ have influenced young designers across the world.

Rewrite the paragraph here...

### Task 9

Write a short paragraph about an artist or movement that has influenced the art world. Use at least five present perfect verbs and link the ideas together so the paragraph flows smoothly.

Write your paragraph here...

### Task 10

Use the following checklist to give some feedback to your partner.

	Check for the following:	Yes	No
1.	<b>Grammar</b>		
	Are verbs correctly formed with has/have + past participle?		
	Are irregular _____ (not <i>writed</i> )?		
2.	<b>Content &amp; Vocabulary</b>		
	Does the paragraph _____ verbs?		
	Are art-related words (e.g. influence, exhibit, inspire) used effectively?		
3.	<b>Clarity &amp; Organisation</b>		
	Do the sentences connect clearly to describe influence and legacy?		
	Does _____ (not too informal)?		
4.	<b>Overall impression</b>		
	One _____		
	One suggestion for improvement:		



## English for Art: Future Forms

### EXAMPLE

### Vocabulary Preview

This activity introduces words that connect to both art and future forms. You will use them to describe [REDACTED], make predictions about [REDACTED] and talk about future collaborations or projects.

### Exercise

Match the **TEN** words from this unit with the correct definition. Compare with a partner when you have finished.

	Vocabulary		Definition
1.	Interactive	a.	A special event celebrating art, culture, or performance.
2.	[REDACTED]	b.	[REDACTED]
3.	Collective	c.	A skilled worker who sets up or maintains equipment.
4.	[REDACTED]	d.	[REDACTED]
5.	Contemporary	e.	Art created in public spaces, often on walls.
6.	Technician	f.	[REDACTED]
7.	[REDACTED]	g.	To make a work available to the public.
8.	Graphic design	h.	[REDACTED]
9.	[REDACTED]	i.	Using resources in a way that protects the future.
10.	Festival	j.	[REDACTED]

1.		2.		3.		4.		5.		6.		7.		8.		9.		10.	
----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	-----	--

### Grammar Focus

In art writing, future forms help us describe [REDACTED] projects, and changes in the art world. We use [REDACTED] predictions, state intentions and describe scheduled events.

Future Forms		
	Used for...	Examples
1.	Predictions (will)	<ul style="list-style-type: none"> <li>Street art <b>will continue</b> to influence graphic design.</li> <li>[REDACTED]</li> <li>This exhibition <b>will not attract</b> many visitors without better promotion.</li> </ul>
2.	[REDACTED]	<ul style="list-style-type: none"> <li>[REDACTED]</li> <li>Are they <b>going to exhibit</b> their work in Tokyo?</li> <li>[REDACTED]</li> </ul>
3.	Scheduled [REDACTED]	<ul style="list-style-type: none"> <li>The gallery <b>is opening</b> a new exhibition next month.</li> <li>[REDACTED]</li> <li>The museum <b>is not holding</b> a lecture on [REDACTED]</li> </ul>

### Task 1

Each sentence below has a missing verb form. Complete the sentences by using the correct future form of the verb in brackets. *If more than one answer is possible, write them both.*

	Sentence	Rewrite
1.	The museum _____ (open) a new gallery in 2026.	
2.	She _____ _____ year because she has another project.	
3.	Critics _____ _____ (be) successful.	
4.	The artist _____ (launch) a digital _____	
5.	We _____ _____.	

### Task 2

Each sentence below contains a mistake. Rewrite them correctly using the target grammar.

	Sentence	Rewrite
1.	The gallery going to open an exhibition in Rome.	
2.	Critics _____ newspapers.	
3.	She _____ Saturday.	
4.	They _____ photographs.	
5.	Will the _____ year?	

### Task 3

The words in each sentence are in the wrong order. Rearrange them to form correct sentences using future tenses.

	Sentence	Reorder
1.	going to / a new mural / is / the artist / paint	
2.	in the _____ / its influence	
3.	the _____ / in June	
4.	present / _____ / the students / going to	
5.	tomorrow / _____ sustainability in art	

### Task 4

Read each sentence carefully. Choose the correct option by highlighting or underlining it.

*If both options are possible, then highlight/underline them both.*

1.	I am sure the exhibition (will / is going to) attract international visitors.
2.	
3.	She
4.	The critic
5.	The gallery

### Task 5

Read the paragraph. Underline all the verbs in the future.

	exhibition on contemporary African art. The director says it will attract many visitors. Several artists
	international press, and students are presenting research

### Task 6

Use the notes to make a connected paragraph using future tenses. Write full sentences and link them together so the paragraph flows smoothly.

• artist / paint / new mural / next year
• gallery
• students / present / projects / at seminar
•
• audience

Write your paragraph here...

### Task 7

Use the information in the table to write a short comparative paragraph using future tenses. Write full sentences and link them together so the paragraph flows smoothly.

Artist A	Artist B
	will exhibit sculptures internationally
is meeting curators in Berlin	
	is opening a studio in New York

Write your paragraph here...

### Task 8

This paragraph has **FIVE** errors with future verbs. Rewrite it correctly and improve the flow by adding appropriate linking words.

The [redacted] month. The curator going to meet the artists on Friday to finalise the programme. The technicians will [redacted], students [redacted]. The event will attracts wide attention and is likely to [redacted] contemporary art.

**Rewrite the paragraph here...**

### Task 9

Choose an [redacted] event. Write a short paragraph using at least five future verb forms and link the ideas together so the paragraph flows smoothly.

**Write your paragraph here...**

### Task 10

Use the following checklist to give some feedback to your partner.

	Check for the following:	Yes	No
1.	<b>Grammar</b>		
	Are future forms used [redacted]		
	Is there a clear mix of at least five future forms?		
2.	<b>Content &amp; Vocabulary</b>		
	Are art-related terms (e.g. [redacted]) included?		
	Do the sentences describe [redacted] projects or events?		
3.	<b>Clarity &amp; Organisation</b>		
	Do the [redacted] ?		
	Is the writing academic and clear?		
4.	<b>Overall impression</b>		
	One [redacted] paragraph:		
	One suggestion for improvement:		

## English for Art: Passives

### EXAMPLE

### Vocabulary Preview

This activity introduces words that connect to both art and the passive voice. You will use them to describe how artworks [REDACTED], exhibited and [REDACTED] more on the process than the person.

### Exercise

Match the **TEN** words from this unit with the correct definition. Compare with a partner when you have finished.

	Vocabulary		Definition
1.	[REDACTED]	a.	Describes something that is not permanent.
2.	Curatorial	b.	[REDACTED]
3.	[REDACTED]	c.	The act of showing something in a public place.
4.	Displayed	d.	[REDACTED]
5.	[REDACTED]	e.	An artwork created for a specific space, often large-scale.
6.	Praised	f.	[REDACTED]
7.	Temporary	g.	Repairing something and returning it to its original state.
8.	[REDACTED]	h.	[REDACTED]
9.	Interpreted	i.	The presence of harmful substances in the environment.
10.	[REDACTED]	j.	[REDACTED] something.

1.		2.		3.		4.		5.		6.		7.		8.		9.		10.	
----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	-----	--

### Grammar Focus

The passive voice is very common in academic art writing because the focus is often on the [REDACTED], not the person who [REDACTED]. We use it to describe how art was produced, displayed or interpreted.

Passive Voice			
	Used for...	Examples	Tense
1.	To emphasise the artwork, not the artist	Several installations <b>are exhibited</b> in the biennale.	Present simple
		<b>Was</b> [REDACTED] the 1930s?	Past simple
2.	When the agent [REDACTED] or unimportant	This [REDACTED] an Italian village.	Present perfect
		Several artworks <b>are going to be displayed</b> in [REDACTED]	Future with going to
3.	[REDACTED] formal style	The exhibition <b>is not being curated</b> by Tate Modern now.	Present continuous
		[REDACTED] <b>published</b> in the museum's annual report.	Future with will

### Task 1

Each sentence below has a missing verb form. Complete the sentences by using the correct passive form of the verb in brackets.

	Sentence	Rewrite
1.	The <i>Mona Lisa</i> _____ (paint) by Leonardo da Vinci in the early 1500s.	
2.	_____ in the main hall every year.	
3.	_____ languages.	
4.	A new _____ curatorial team at the moment.	
5.	The _____ at the conference next month.	

### Task 2

Each sentence below contains a mistake. Rewrite them correctly using the target grammar.

	Sentence	Rewrite
1.	The exhibition curate by the museum.	
2.	The _____	
3.	The _____ the mayor.	
4.	The _____ journal.	
5.	_____ gallery next week.	

### Task 3

The words in each sentence are in the wrong order. Rearrange them to form correct sentences in the passive voice.

	Sentence	Reorder
1.	praised / by critics / was / the painting	
2.	_____	
3.	being / _____ carefully	
4.	_____ the artwork	
5.	_____ / in London	

### Task 4

Read each sentence carefully. Choose the correct option by highlighting or underlining it.

1.	The building (was designed / designed) by Frank Gehry in 1997.
2.	The exhibition [redacted].
3.	The [redacted] this week.
4.	A new book [redacted] art.
5.	The [redacted] biennale next year.

### Task 5

Read the paragraph. Underline all the verbs in the passive voice.

[redacted] collection in 1990. Since then, it has been exhibited in several major galleries. It is described as [redacted] being displayed at the National Museum. Next year, it will be loaned to the Louvre in Paris.

### Task 6

Use the notes to make a connected paragraph in the passive voice. Write full sentences and link them together so the paragraph flows smoothly.

- mural / paint / city centre / 1985
- [redacted]
- restoration / complete / 2005
- [redacted]
- work / admire / by visitors today
- [redacted]

Write your paragraph here...

### Task 7

Use the prompts in the table to compare two pieces of artwork. Write full sentences and link them together so the paragraph flows smoothly.

Artwork A	Artwork B
[redacted]	is displayed in Greece today
was exhibited in London	[redacted]
[redacted]	will be presented at the biennale next year

Write your paragraph here...

### Task 8

This paragraph has **FIVE** errors with passive verbs. Rewrite it correctly and improve the flow by adding appropriate linking words.

\_\_\_\_\_ gallery. Several installations was show in the main hall. The artworks were describe as innovative. \_\_\_\_\_. \_\_\_\_\_ displays.

**Rewrite the paragraph here...**

### Task 9

Choose a painting, sculpture, or exhibition. Write a short paragraph using at least five passive verbs in different tenses and link the ideas together so the paragraph flows smoothly.

**Write your paragraph here...**

### Task 10

Use the following checklist to give some feedback to your partner.

	Check for the following:	Yes	No
1.	<b>Grammar</b>		
	Are verbs correctly _____		
	Is subject–verb agreement correct ( <i>The paintings were restored</i> )?		
2.	<b>Content &amp; Vocabulary</b>		
	Does the paragraph include at least five passive verbs?		
	Are art-_____ , restoration) used effectively?		
3.	<b>Clarity &amp; Organisation</b>		
	Do the sentences flow logically as a paragraph?		
	Is _____		
4.	<b>Overall impression</b>		
	One _____		
	One suggestion for improvement:		



## English for Art: Relative Clauses

### EXAMPLE

### Vocabulary Preview

This activity introduces words that connect to both art and relative clauses. You will use them to add detail about artists, artworks and galleries, making your sentences more precise and informative.

### Exercise

Match the **TEN** words from this unit with the correct definition. Compare with a partner when you have finished.

	Vocabulary		Definition
1.	Bauhaus	a.	Widely recognised and symbolically representative.
		b.	
3.	Landmark	c.	An art and design style from early 20th-century Germany.
4.		d.	
5.	Transformed	e.	Changed completely in form or appearance.
6.		f.	
7.	Emotion	g.	The experience of dealing with difficulties or challenges.
8.	Volumes	h.	
9.		i.	A person's emotional and psychological well-being.
10.	Mental health	j.	

1.		2.		3.		4.		5.		6.		7.		8.		9.		10.	
----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	-----	--

### Grammar Focus

In academic art writing, relative clauses help us add precise information about artists, artworks and exhibitions. They allow us to describe details clearly and link ideas smoothly, which is essential for formal academic style.

Relative Clauses			
	Type	Function	Example
1.	Defining relative clauses	give essential information	The painting <b>that hangs in the Uffizi Gallery</b> was created by Botticelli. <i>['which' is possible here too].</i> The <b>year 1864</b> was significant. <i>['that' is possible here too].</i>
2.	Non-defining relative clauses	<b>essential</b> information. <b>of</b> the sentence.	Van Gogh, <b>who was Dutch</b> , created over 2,000 artworks. <i>['that' is NOT possible here].</i> The <b>most visited museums in the world</b> . <i>['that' is NOT possible here].</i>
3.	Relative <b>clauses</b> (people, things, places, time)	Show relationships to <b>people, things, places, or times</b>	The curator <b>whose research influenced the exhibition</b> is giving a lecture. <b>The year when the Biennale</b>

### Task 1

Each sentence below has a missing word. Complete the sentences by using the correct relative pronoun.

	Sentence	Rewrite
1.	The artist ____ painted <i>The Starry Night</i> was Vincent van Gogh.	
2.	The _____ millions of visitors.	
3.	The _____ praised the exhibition.	
4.	This is _____ installation art.	
5.	1874 _____ held their first exhibition.	

### Task 2

Each sentence below contains a mistake. Rewrite them correctly using the target grammar.

**Note:** *one of the sentences needs the passive voice.*

	Sentence	Rewrite
1.	The exhibition, that was organised by the Louvre, attracted thousands.	
2.	The _____ in Brazil.	
3.	This _____ public opinion.	
4.	The _____ very famous.	
5.	The _____ last week.	

### Task 3

Join the two sentences together by using an appropriate defining or non-defining relative clause.

	Sentence 1	Sentence 1	Relative Clause
1.	Frida Kahlo was a _____	She created many self-portraits.	
2.	The sculpture is very old.	It _____ Greece.	
3.	The gallery _____ York.	It displays _____	
4.	Banksy is a famous _____	His works have appeared _____	
5.	The Impressionists first _____	They changed modern art.	

### Task 4

Read each sentence carefully. Choose the correct option by highlighting or underlining it.

1.	The critic (whose / who's) essay was published is very influential.
2.	
3.	The museum (which / where)
4.	
5.	The

### Task 5

Read the paragraph and underline all the relative clauses.

The Tate Modern,	important modern art
. It houses works by artists who	Visitors
can also see	issues. The building, which was ,
is an iconic landmark in London.	

### Task 6

Use the notes to make a connected paragraph using relative clauses. Write full sentences and link them together so the paragraph flows smoothly.

• Diego Rivera / create / murals / Mexico City
•
• Rivera / influence / artists / Latin America
•

Write your paragraph here...

### Task 7

Use the prompts in the table to compare two artists. Write full sentences using both defining and non-defining relative clauses and link the ideas together so the paragraph flows smoothly.

Artist A	Artist B
	painted landscapes
was born in Spain	
	influenced the Impressionists
Artist A & B	
Different styles	
	diversity of artistic development

Write your paragraph here...

### Task 8

This paragraph has **FIVE** errors with relative clauses. Rewrite it correctly and improve the flow by adding appropriate linking words.

Malevich, that was a Russian painter, created works whose [redacted] The [redacted] *Black Square* was held in St. Petersburg. His writings, that are collected in many volumes, reveal his [redacted] [redacted], is one of his most iconic works. 1915 was the year where he first exhibited the painting.

**Rewrite the paragraph here...**

### Task 9

Choose a painting, artist, or exhibition. Write a paragraph using at least four relative clauses, using both defining and non-defining types. Link the ideas together so the paragraph flows smoothly.

**Write your paragraph here...**

### Task 10

Use the following checklist to give some feedback to your partner.

	Check for the following:	Yes	No
1.	<b>Grammar</b>		
	Are the relative clauses formed correctly [redacted]		
	Is there a clear mix of defining and non-defining clauses?		
2.	<b>Content &amp; Vocabulary</b>		
	Does the paragraph [redacted]		
	Are art-related words (e.g. artist, painting, critic, exhibition) used effectively?		
3.	<b>Clarity &amp; Organisation</b>		
	Do the [redacted]		
	Is the writing academic and clear?		
4.	<b>Overall impression</b>		
	One thing I liked about this paragraph:		
	One [redacted]		

## English for Art: Modals

### EXAMPLE

### Vocabulary Preview

This activity introduces words that connect to both art and modal verbs. You will use them to [ ] about meaning, suggest [ ] and give critical opinions about artworks and styles.

### Exercise

Match the **TEN** words from this unit with the correct definition. Compare with a partner when you have finished.

	Vocabulary		Definition
1.	Contextual	a.	The act of making guesses without firm evidence.
2.	[ ]	b.	[ ]
3.	Retrospective	c.	The way something can be understood or explained.
4.	[ ]	d.	[ ]
5.	Speculation	e.	Related to the surrounding circumstances or background.
6.	[ ]	f.	[ ]
7.	Provoke	g.	Negative comments or analysis of a work.
8.	[ ]	h.	[ ]
9.	Conflict	i.	A state of disorder and confusion.
10.	[ ]	j.	[ ]

1.		2.		3.		4.		5.		6.		7.		8.		9.		10.	
----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	-----	--

### Grammar Focus

In academic art writing, modal verbs are used to express speculation, interpretation and degrees of certainty. They help us analyse artworks more [ ], allowing us to suggest [ ] rather than stating them as facts.

Modal Verbs		
	Used for...	Examples
1.	Speculation and [ ] (possibility / certainty)	The figure <b>might represent</b> the artist's mother. ( <i>possibility</i> ) [ ] ( <i>certainty</i> )
2.	[ ] (should / ought to)	<b>Should</b> the exhibition <b>include</b> more contextual information? Curators [ ] more clearly.
3.	[ ] (can / could)	This installation <b>can provoke</b> strong emotional reactions. Photography [ ] century.
4.	Future possibility (may / might)	Digital art <b>might become</b> the most [ ] of the century. Some planned [ ] problems.

### Task 1

Each sentence below has a missing word. Complete the sentences with the correct modal verb using the prompt in brackets.

	Sentence	Rewrite
1.	The dark colours ____ (possibility) suggest sadness.	
2.	The _____ be interpreted in many ways.	
3.	This _____ information about the context.	
4.	The _____ strong certainty) symbolise hope.	
5.	The _____ be controversial when it opens.	

### Task 2

Each sentence below contains a mistake. Rewrite them correctly using the target grammar.

	Sentence	Rewrite
1.	The critic said the painting musts represent political power.	
2.	This _____	
3.	The _____ debates.	
4.	Visitors _____ collection.	
5.	The mural _____ of workers.	

### Task 3

The words in each sentence are in the wrong order. Rearrange them to form correct modal sentences.

	Sentence	Reorder
1.	symbolise / must / the dove / peace	
2.	show / _____ / life	
3.	_____ the installation	
4.	_____ / the review	
5.	_____ values / modern art	

**Task 4**

Read each sentence carefully. Choose the correct option by highlighting or underlining it.

*If both options are possible, then highlight/underline them both.*

1.	The figure (may / must) represent the artist's self-portrait; we cannot be sure.
2.	The colours [redacted] and death.
3.	The exhibition [redacted] catalogue.
4.	The artwork [redacted] strong.
5.	Street [redacted]

**Task 5**

Read the paragraph and underline all the modal verbs.

The [redacted] protest, but it [redacted] struggles.  
The dark colours must represent conflict, since similar tones appear in his other works. The exhibition [redacted] information to help visitors understand this context. Such a powerful image can provoke intense debate [redacted] piece [redacted] art to highlight its continuing relevance.

**Task 6**

Use the following notes to write a short analysis of an abstract painting. Use 5-6 modal verbs and link the ideas together so the paragraph flows smoothly.

- painting / might / express / inner emotions
- [redacted]
- colours / can / affect / mood of viewers
- [redacted]
- gallery [redacted]

Write your paragraph here...

### **Task 7**

Interpret the same painting in two different ways using modals.



**Write your paragraph here...**

### **Task 8**

This paragraph has **FIVE** errors with modal verbs. Rewrite it correctly and improve the flow by adding appropriate linking words.

The [redacted] of modern life. The colours can to also suggest hope for the future. Critics argue that the commentary [redacted] more historical [redacted] interpretation. The exhibition might reveal new evidence about the artist's influences. This must [redacted] the piece.

**Rewrite the paragraph here...**



### Task 9

Choose a painting or sculpture. Write a short paragraph that *interprets the work, comments on how it is* [redacted]. Use at least five different modal verbs and link the ideas together so the paragraph flows smoothly.

**Write your paragraph here...**

### Task 10

Use the following checklist to give some feedback to your partner.

	Check for the following:	Yes	No
1.	<b>Grammar</b>		
	Are at least five different modal verbs [redacted]?		
	Are the modal verbs formed correctly ( <i>must symbolise, can provoke, should include</i> )?		
2.	<b>Content &amp; Vocabulary</b>		
	Does the [redacted] (e.g. colours, figures, exhibition, interpretation)?		
	Do the [redacted] (speculation, certainty, advice, potential, future possibility)?		
3.	<b>Clarity &amp; Organisation</b>		
	Does the text read as a single flowing paragraph, not just separate sentences?		
	Are ideas linked with [redacted] <i>same time, in the future, while</i> ?		
4.	<b>Overall impression</b>		
	One thing I liked about this paragraph:		
	One [redacted] :		

## English for Art: Conditionals

### EXAMPLE

### Vocabulary Preview

This activity introduces words that connect to both art and conditional sentences. You will use them to [ ] histories, [ ] about artists and [ ] possible outcomes in the art world.

### Exercise

Match the **TEN** words from this unit with the correct definition. Compare with a partner when you have finished.

	Vocabulary		Definition
1.	Pigments	a.	The care and protection of artworks over time.
2.	[ ]	b.	[ ]
3.	New media	c.	To say what will probably happen in the future.
4.	Fade	d.	[ ]
5.	[ ]	e.	To become less bright or lose colour.
6.	Predict	f.	[ ]
7.	[ ]	g.	Made visible or left unprotected.
8.	Conservation	h.	[ ]
9.	[ ]	i.	Art involving digital or emerging technologies.
10.	Groundbreaking	j.	[ ]

1.		2.		3.		4.		5.		6.		7.		8.		9.		10.	
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### Grammar Focus

In academic art writing, conditionals allow us to consider what [ ] in art history, what [ ] about an interpretation and what could happen in the future.

Conditionals		
	Used for...	Examples
1.	Zero Conditional (facts / general truths)	<ul style="list-style-type: none"> <li><b>If</b> viewers <b>look</b> closely at the painting, [ ] details.</li> <li><b>Do</b> pigments <b>fade</b> over time <b>if</b> they <b>are exposed</b> to light?</li> </ul>
2.	First Conditional (real future possibility)	<ul style="list-style-type: none"> <li>[ ]</li> <li><b>If</b> the gallery <b>does not promote</b> the show, fewer people <b>will visit</b>.</li> </ul>
3.	Second Conditional (hypothetical / unreal present or future)	<ul style="list-style-type: none"> <li><b>If</b> Van [ ] with digital media.</li> <li><b>If</b> the gallery <b>were</b> larger, it <b>could display</b> more installations.</li> </ul>
4.	Third Conditional (imaginary past / alternative history)	<ul style="list-style-type: none"> <li><b>If</b> [ ] <b>would have lost</b> a powerful symbol.</li> <li><b>If</b> [ ] <b>would have been forgotten</b>.</li> </ul>

### Task 1

Each sentence below has missing verbs. Complete the sentences with the correct conditionals using the prompts in brackets. **Note: one of the sentences needs the passive voice.**

	Sentence	Rewrite
1.	If visitors ____ (study) the catalogue, they ____ (understand) the exhibition better. (zero)	
2.	If the artist ____ (experiment) with new _____ audiences. (first)	
3.	If _____ (host) an international show. (second)	
4.	If _____ more deeply, they ____ (offer) richer interpretations. (third)	
5.	_____ composition _____. (zero)	

### Task 2

Each sentence below contains mistakes. Rewrite them correctly using the target grammar.

	Sentence	Rewrite
1.	If the mural would be preserved, future generations will see it.	
2.	If _____, it would reaches a wider audience.	
3.	If _____ will explore themes of gender and identity in new _____	
4.	If the gallery _____, it _____ display.	
5.	If pigments is _____ would _____.	

### Task 3

The words in each sentence are in the wrong order. Rearrange them to form correct conditional sentences.

	Sentence	Reorder
1.	will / be / if / the exhibition / successful / critics / attend	
2.	had _____ visitors / understood / would	
3.	uses/ _____ shadows / creates	
4.	could / _____ / works of art / larger	
5.	will _____ / _____ / it / audience/wider	

### Task 4

Read each sentence carefully. Choose the correct option by highlighting or underlining it.

1.	If the painting (is / were) destroyed, art history would be different.
2.	If the museum _____ will visit.
3.	If the _____ have written a deeper review.
4.	If viewers _____ hidden details.
5.	If _____ attend.

### Task 5

Read the paragraph and highlight all the conditionals in the following colours: **zero**, **first**, **second** and **third**.

If visitors \_\_\_\_\_ understand the symbolism more clearly, which makes their experience richer. Conservation re \_\_\_\_\_ if \_\_\_\_\_ a few years. Space is also an issue: if the museum were larger, it could host international retrospectives \_\_\_\_\_ history \_\_\_\_\_ be; if critics had supported abstract art earlier, it would \_\_\_\_\_ sooner.

### Task 6

Use the following notes to write about an art exhibition. Use 5-6 conditional sentences and link the ideas together so the paragraph flows smoothly.

- Visitors / read / catalogue → understand influence of British culture / explained in detail
- Curators / add / \_\_\_\_\_ more deeply / his sketches + letters
- \_\_\_\_\_ / larger → display / more landscapes + self-portraits \_\_\_\_\_
- \_\_\_\_\_ Gogh / \_\_\_\_\_ / reinterpret colour + movement
- Critics / support / lifetime → exhibition / celebrated \_\_\_\_\_ in \_\_\_\_\_

**Write your paragraph here...**

### Task 7

Use the prompts in the table to write two short paragraphs (one for each scenario). In each paragraph, use at least two different conditional forms to imagine what might have happened.

Scenario A	Scenario B
What if the [redacted] during World War II?	What if [redacted] today?

Write your paragraphs here...	

### Task 8

This paragraph has **FIVE** errors with conditionals. Rewrite it correctly and improve the flow by adding appropriate linking words and phrases.

If the artist will explore new materials, the [redacted] [redacted] interactive elements, audiences would engage more actively with the artwork. If the show is supported [redacted] [redacted] and more carefully planned, the exhibition could showcase a wider range of works. If the organisers had [redacted], it would [redacted] now be remembered as a turning point in contemporary art.

Rewrite the paragraph here...

### Task 9

Write a short paragraph about an artwork, exhibition or art movement. Your paragraph should include all four types of conditionals.

Write your paragraph here...

### Task 10

Use the following checklist to give some feedback to your partner.

	Check for the following:	Yes	No
1.	<b>Grammar</b>		
	Does the paragraph (zero, first, second, third)?		
	Are verb forms accurate (e.g. → <i>will + verb</i> ; <i>If + past simple</i> → ; <i>If + had + past participle</i> → <i>would have + past participle</i> )?		
2.	<b>Content &amp; Vocabulary</b>		
	Does the , exhibition, critics, gallery, movement)?		
	Do the examples feel realistic, imaginative, or insightful in an art-related context?		
3.	<b>Clarity &amp; Organisation</b>		
	Does the separate sentences)?		
	Are ideas linked with connectors ( , finally)?		
4.	<b>Overall impression</b>		
	One thing I liked about this paragraph:		
	One :		

## English for Art: Mixed Grammar Review

### EXAMPLE

### Vocabulary Review

This activity revises some of the words that you studied in the previous units. They all connect to both art and the grammar structures you have studied.

### Exercise

You will see 15 definitions from the vocabulary studied in the previous units. For each definition, write the correct word in the space provided.

	Definition		Word
1.	A large wall painting, often created in public spaces.	a.	
2.	A booklet [ ] exhibition.	b.	
3.	A three-[ ] for a particular space.	c.	
4.	A place where [ ].	d.	
5.	A three-dimensional artwork made [ ] such as stone, metal, or wood.	e.	
6.	An [ ] artworks.	f.	
7.	People who judge, analyse, and interpret works of art.	g.	
8.	An artist or [ ] 19th and 20th centuries.	h.	
9.	Public acknowledgement or appreciation of achievement.	i.	
10.	The [ ] ideas or concepts.	j.	
11.	Electronic or [ ] to create or share art.	k.	
12.	A group [ ] often by a gallery or museum.	l.	
13.	An artistic style or trend shared by a group of artists.	m.	
14.	To show [ ] audience.	n.	
15.	An art [ ] dreamlike or illogical imagery.	o.	

### Grammar Focus

This review brings together key grammar areas you have studied: verb tenses, passive voice, relative clauses, modal verbs and conditionals. Each exercise focuses on art and exhibitions, helping you practise grammar in an academic context.

### Task 1

Each sentence below has missing words. Complete the sentences with the correct grammatical form using the prompts in brackets.

	Sentence	Rewrite
1.	The mural ____ (paint) in 1934 by an artist ____ (who/which) later ____ (inspire) many others.	
2.	The sculpture ____ (admire) today by ____ (not / recognise) when it was first shown.	
3.	____ protest, although some critics suggest it ____	
4.	If critics ____ (analyse) the exhibition carefully, ____ modern art.	
5.	If ____ , it ____ (attract) younger audiences.	

### Task 2

Each sentence below contains **TWO** mistakes. Rewrite them correctly using the most appropriate grammar.

	Sentence	Rewrite
1.	The exhibition, that opened last year, ____ in abstract art.	
2.	If contemporary art would engage with ____ diverse audience.	
3.	____ should provides more space for ____	
4.	Critics have supporting the movement, and ____	
5.	The ____ the 1920s, are still displaying in the collection.	



### Task 3

The words in each sentence are in the wrong order. Rearrange them to form correct sentences.

	Sentence	Reorder
1.	displayed / earlier / quickly / recognition / gained/ mural / the / was / and	
2.	reactions / visitors / from	
3.	who / modernist / influential / movement /	
4.	restored / not / sculpture / the / had / critics / have	
5.	includes / the / be / more / accessible / the	

### Task 4

Read each sentence carefully. Choose the correct option by highlighting or underlining it.

1.	If pigments quickly.
2.	The artists across Latin America.
3.	If the museum (would have gained / will
4.	The installation (can / must) despair.
5.	This is the latest photography exhibition.

### Task 5

Read the paragraph. Illustrate examples of the following: **different tenses**, **passive voice**, **relative clauses**, *modal verbs*, and conditionals in the manner suggested,

The sculpture was created in 1920 by an artist who of visitors every year. Some critics argue that the figure might symbolise rebirth, although it could also more will understand the work more clearly. If critics had recognised the piece earlier, it would have been .

### Task 6

Use the notes to write a short critical reflection. Include at least one example of each grammar type (tense, passive, relative, modal, conditional).

- painting / create / 1911 / artist / who / influential / Cubism
- work / [redacted] Modernism
- critics / argue / composition / symbolise / urban life / reflect / [redacted]
- [redacted] shapes / [redacted] / modern city painting
- [redacted] / artists / respond / challenges / [redacted]

**Write your paragraph here...**

### Task 7

Use the prompts in the table to write two short paragraphs (one for each scenario). In each paragraph, use different grammatical structures and linking words to connect the ideas.

Scenario A	Scenario B
What [redacted] destroyed?	Consider [redacted] had started two centuries earlier.
<b>Write your paragraphs here...</b>	

### Task 8

This paragraph has **TEN** errors with grammar. Rewrite it correctly and improve the flow by adding appropriate linking words.

The [redacted] the horrors of war. It display currently in Madrid, but many people has already seen it in [redacted] suggest it represent hope. If the work exhibit earlier, it will influence international opinion sooner. [redacted]

**Write your paragraph here...**

### Task 9

Write a short paragraph about a piece of art, exhibition or art movement. Your paragraph should include all the grammatical structures you have studied: tenses, passives, relative clauses, modals and conditionals.

### Task 10

Use the following checklist to give some feedback to your partner.

	Check for the following:	Yes	No
1.	<b>Grammar</b>		
	Does the [redacted] (tenses, passives, relative clauses, modals, conditionals)?		
	Are verb forms accurate (e.g. <i>He was created</i> X → <i>It was created</i> ✓; <i>may symbolises</i> X → <i>may symbolise</i> ✓)?		
2.	<b>Content &amp; Vocabulary</b>		
	Does [redacted], sculpture, gallery, movement)?		
	Are key art-related terms (e.g. <i>exhibition, mural, symbolism</i> ) used correctly and naturally?		
3.	<b>Clarity &amp; Organisation</b>		
	Does the [redacted] )?		
	Are ideas linked with connectors ( <i>because, as a result, however, finally</i> )?		
4.	<b>Overall impression</b>		
	[redacted]		
	One suggestion for improvement:		

## English for Art: Present Simple **(ANSWERS)**

### EXAMPLE

#### Vocabulary Preview

This activity introduces words that connect to both art and the present simple tense. You will use them to describe artworks and explain their features.

#### Exercise

Match the **TEN** words from this unit with the correct definition. Compare with a partner when you have finished.

	Vocabulary		Definition
1.	Gallery	a.	A show of artworks presented to the public, usually for a limited time.
2.	Exhibition	b.	A person who reviews or analyses works of art.
3.	Symbolise	c.	A large three-dimensional artwork made of stone or metal.
4.	Critic	d.	The arrangement of shapes, colours, or objects within an artwork.
5.	Sculpture	e.	A book or digital list that describes the artworks in an exhibition.
6.	Composition	f.	A professional who organises exhibitions.
7.	Catalogue	g.	An experience that makes the audience feel deeply involved.
8.	Curator	h.	Artwork created for a particular space.
9.	Installation	i.	A place where art is displayed to the public.
10.	Immersive	j.	To represent an idea or feeling through an image, object, or action.

1.	<i>i</i>	2.	<i>a</i>	3.	<i>j</i>	4.	<i>b</i>	5.	<i>c</i>	6.	<i>d</i>	7.	<i>e</i>	8.	<i>f</i>	9.	<i>h</i>	10.	<i>g</i>
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#### **Task 6**

Use the notes to write a paragraph in the present simple. Write full sentences and link them together so the paragraph flows smoothly.

- Pop Art / emphasise / consumer culture / advertising / branding
- Andy Warhol / use / repetition / soup cans / Coca-Cola bottles
- His art / transform / everyday products → cultural icons
- His work / reflect / influence / mass media
- It / question / originality / authenticity/artistic value
- Critics argue / challenge / traditional values / invite reflection / consumer society

#### **Write your paragraph here...**

*Pop Art emphasises consumer culture, highlighting the growing importance of advertising, branding, and mass production in modern life. Andy Warhol illustrates this through his repeated images of everyday objects, such as soup cans and soft drink bottles, which transform ordinary products into icons. His art reflects the influence of mass media, while also questioning ideas of originality, authenticity, and artistic value. Many critics argue that it not only challenges traditional values in art but also invites viewers to reflect on their own relationship with consumer society.*

**ALL ANSWERS / SAMPLE WRITINGS INCLUDED IN PAID VERSION...**