

# 1 Amazing art

## Structures and grammar

- subject questions: *Who painted / built / designed / drew / made / took ...?*
- *It makes me / They make me feel + adjective*
- *This picture shows ...*
- *in the foreground, in the background, at the top, at the bottom, in the (bottom / right / left) corner*
- *He / She / It looks + adjective / You / We / They look + adjective*
- Recycled: past simple (affirmative, negative and question forms), question words: *Who, When, Which, What, Where, Why, How much, How often, What time, There is / isn't / are / aren't ..., There was / wasn't / were / weren't ..., Do you want to ...?, Do you ever use ...?, always, often, sometimes, usually, never, You need to / don't need to ..., You must ..., What does he / she look like?*, present continuous, *on the left / right, in the middle, He / She was born / died in ...*, comparative and superlative adjectives

## Vocabulary

- Core: *paintbrush, watercolours, sketch pad, felt-tip pens, chalk, oil paints, canvas, card, string, tape, crayons, clay*
- Content / culture: *frame, character, caption, speech balloon, comic book, comic strip, cartoonist, episode, Manga, cartoon strip, film studio, charcoal, bright / light / dark / primary colours, violet, colourful, add, mix, display (v), hippo, rhino, everyday objects, work / piece of art, self-portrait, Pop Art, Africa, Mexico, earth, inspiration, complain, experiment (v), graffiti, art gallery*
- Other: *overall, sculpture, advertise, design (v), contact (v), art project, sophisticated, optimistic, mysterious, energetic, chimpanzee, moustache, waiter*
- Recycled: *glue, old shirt, arts and crafts, materials, free, natural, soft, strong, thin bowls, nylon, poster, skate zone, exciting, send / receive a message, recycled, creative, homework, lucky, scared, hungry, calm, ill, nervous, friendly, winner, doctor, calculator, instructor, newspaper, farmer, builder, thousand, fingerprints, footprints, handprints, brave, can, famous, magazines, television, American, European, Viking, belt, wings, striped, cave painting, old-fashioned, surprised, sleepy, suit, tights, flag, drink (n), football match / player*

## Main receptive language

- *You can learn how to ...*
- *They last for (one hour)*
- *This style of painting was called ...*
- *I have no idea about + noun*
- *The important thing is to + infinitive*

## Communicative competence

### Understanding

#### Listening:

- Can recognise the words for art materials
- Can understand the episode of the story and a song
- Can understand a variety of texts and extract general and specific information
- Can discriminate the schwa sound /ə/

#### Reading:

- Can recognise the words for art materials
- Can read and extract specific and global meaning from the

story, dialogue and cross-curricular texts

- Can extract relevant information from short texts and answer closed and open-ended questions
- Can read and identify the main features of a description of a picture
- Can work out the meaning of words from context

### Speaking

#### Spoken interaction:

- Can ask and respond to questions about the topics, and about the content of the texts
- Can act out a simple dialogue
- Can ask and respond to questions about who did different things and about past events
- Can ask and respond to questions about how things make you feel
- Can pronounce the schwa sound /ə/ correctly
- Can listen to a presentation and ask for clarification / further information

#### Spoken production:

- Can talk about the arts and crafts activities you do
- Can talk about the past
- Can sing a song
- Can give an oral presentation about a piece of art

### Writing

- Can write the main words of art materials correctly
- Can write answers to closed and open-ended questions about the texts
- Can spell words ending in *-er* and *-or* correctly
- Can write a description of a picture using prepositions
- Can write a short text about an artist from your country
- Can prepare prompts for an oral presentation

## Learning strategies and thinking skills

- Associating words with their visual form
- Understanding and using a simple grammar table
- Transferring information and completing a chart
- Comparing and contrasting information
- Making use of a dictionary to find out if nouns are countable or uncountable
- Using a graphic organiser to prepare an oral presentation
- Cross-checking and self-correcting to develop independence and knowledge
- Working independently of the teacher
- Assessing own learning

## Content links

- *Art*: mixing secondary colours, comic books and illustration

## Intercultural learning

- Interest in finding out about artists from other countries
- Awareness of famous artists in your country

## Pronunciation

- Discrimination and production of the schwa sound /ə/

## Values and attitudes

- Awareness of the importance of art as a medium to express feelings and ideas



# 1 Amazing art

## Lesson 1 Vocabulary presentation

### Aims:

- To recognise and say different art materials
- To read a note for general meaning and specific information
- To write the key words in isolation and as part of a sentence
- To write a set of questions about the information in the note

### Key language:

- *paintbrush, watercolours, sketch pad, felt-tip pens, chalk, oil paints, canvas, card, string, tape, crayons, clay*
- *creative, art studio, art project, overalls, sculpture*
- *How much? How often? What time? Why?*
- *arts and crafts, materials, an old shirt, free, sometimes, usually, never, always, often, mix, natural, soft, strong, long, thin*
- *cups, plates, bowls, cotton, nylon*

### Materials:

- Pupil's Book page 4
- Activity Book pages 4 and 13
- CD 1
- A bag or box containing different arts and crafts materials (optional)

## Starting out

### Greetings and warming up

- Greet the pupils and if you set the homework in the last lesson, invite a pupil to read out his / her five sentences. The rest of the class should listen to the information and try to identify which of the five sentences is false. Praise the class if they guess correctly. Then repeat the procedure with different individual pupils.
- If you wish to do so, organise the pupils into pairs or small groups and ask them to read / listen to each other's sentences and identify the false information.
- Write the following letters on the board: *rsat nad sfatcr*. Explain to the class that these letters make up the name of an activity in English and encourage them to unjumble the words (*arts and crafts*).
- When the pupils have worked out the word, ask **Which materials do you use when you do arts and crafts?** Listen to the pupils' ideas and write

the different materials on the board. Encourage the pupils to spell these words to you whenever possible.

**Option:** Put a selection of arts and crafts materials into a bag or box. Explain to the class that the box contains material for doing arts and crafts and ask the class to guess what is inside. When the pupils name an item, remove it from the bag and show it to the class. Give the word in English if the pupils are unfamiliar with it and ask the class to repeat it. Finally, when all the objects have been revealed, elicit the names once more and write them on the board.

### Setting objectives

- Explain to the pupils that in today's lesson they are going to learn and practise saying more arts and crafts materials.

## On the learning trail

### Match the words and pictures. Listen and check. (PB page 4, activity 1)

- Ask the pupils to open their Pupil's Books at page 4. Direct their attention to the poster on the noticeboard and invite a pupil to read out the opening statements. Check understanding and invite different individual pupils to say if they think that the club sounds interesting. The class then work on their own or in pairs to match all the pictures with the words in the box below. The pupils write the numbers and corresponding words in their notebooks.
- When the pupils have matched the words and pictures, say **Let's listen and check**. Play the CD (CD 1 track 6). The pupils listen and check their answers. Pause the CD if necessary to allow pupils to correct their answers.
- Play the CD a second time and encourage the pupils to repeat each word.

**Key:** See audioscript on page 43.

**Teacher's tip:** Focus the pupils' attention on the compound nouns in the lexical set. Then say each word and ask the class to identify where the main stress lies. You may want to clap the syllables as you do this to make it easier for the pupils, e.g. paintbrush (Oo), felt-tip pens (Ooo), oil paint (Oo), watercolours (Oooo), sketch pad (Oo). Ask the class to identify the pattern and confirm that the first syllable is always stressed in compound nouns.



## Match the words and pictures. Listen and check.

- 1 paintbrush
- 2 sketch pad
- 3 felt-tip pens
- 4 clay
- 5 chalk
- 6 canvas
- 7 oil paints
- 8 crayons
- 9 string
- 10 tape
- 11 watercolours
- 12 card

### Listen and match. (PB page 4, activity 2)

- Explain to the class that they are going to listen to definitions of the different words. Play the CD (CD 1 track 7). The pupils listen to each definition in turn and put up their hands when they can identify the word. Pause the CD at the end of each one and prompt different individual pupils to say the word.

**Optional activity:** Encourage the pupils to think about how they listen for information. Play the CD another time and ask them to write down / say the words which helped them work out the definition.



## Listen and match.

- a This is something which you use for drawing on the blackboard. It is usually white, but there are other colours too. (chalk)
- b Young children use these objects when they draw and colour. They are made of wax and there are lots of bright colours. (crayons)
- c You use this object to paint with. You use it with oil paints and watercolours. It's usually long and thin. (paintbrush)
- d This is a natural material which comes from the ground. You can use it to make a bowl, a plate or a vase. You need to heat it in the oven to make it hard. (clay)
- e This is a kind of book. You can draw lots of pictures in it. You usually draw these pictures quickly. (sketch pad)
- f You use these objects to draw and colour with. They are long and thin. They are made of plastic and they have got a piece of soft material at the end. (felt-tip pens)

**1 Amazing art**  
**Lesson 1 Vocabulary**

**Footprints Club News**

**1 Match the words and pictures. Listen and check.**

**Footprints Art Club**  
Do you want to create some exciting art with Tanya?

**3 Read and answer the questions.**

Hi everybody,  
Did you know that there are art classes at the Footprints Club every Thursday? You can learn about different art materials at the classes. You can try painting with oil paints and watercolours or you can learn how to draw with chalk and pencils. You can create a sculpture with clay, too. There are lots of fun and exciting art projects to do. You don't need to bring any materials, but you must bring an overall or an old shirt to protect your clothes. These free classes start at five o'clock and last for one hour.  
I hope to see you there!  
Tanya

**1** When can you go to the Footprints Art Club?  
**2** Which materials can you use there?  
**3** Why do you need to take an old shirt or an overall?  
**4** How much do the classes cost?  
**5** What time do the classes finish?

**4 Ask and answer.**  
Do you ever use watercolours in your art class?  
Yes, I sometimes use watercolours in my art class.

**2 Listen and match.**

**Art and crafts:**  
string sketch pad watercolours tape  
chalk pointbrush oil paints canvas  
card felt-tip pens crayons clay

**2** Come along to the Footprints Art Club!

**Lesson 1 Vocabulary presentation**

- g This is long and thin and you use it to tie things together. It's usually made of cotton or nylon. (string)
- h These are a type of paint. You need to mix them with water before you use them. You paint on paper with them. (watercolours)
- i This is a type of paper which is strong and thick. You usually use it when you put your work on the classroom wall. (card)
- j This is a long, thin piece of plastic. It's sticky and you use it to stick things together. You usually use it when you want to stick paper or card. (tape)
- k These are a type of paint. They're thick and they've got oil in them. You paint on canvas with them. (oil paints)
- l This is a strong piece of material which artists paint on. You usually paint on this when you use oil paints. (canvas)

### Read and answer the questions. (PB page 4, activity 3)

- Tell the class that they're going to read a note on the Footprints Club noticeboard. Explain that it is not important to know all the vocabulary in order to understand the general meaning of the text. Ask the pupils to read the text silently.
- Then ask the pupils **What can you do at the Footprints Club on Thursday?** (go to the Art Club).

- Prompt the pupils to tell you what activities you can do at the club (*learn to draw, create a sculpture, learn about art materials, paint*).
- Invite a pupil to read out the five comprehension questions and prompt him / her to answer question 1. The pupils then work on their own or in pairs to write the answers to the questions in their notebooks. Monitor the pupils as they do this, giving support where appropriate.
- Invite different individual pupils to read out their answers. Write the sentences on the board and encourage the pupils to correct their work.

**Key:** 1 You can go every Thursday. 2 You can use oil paints, watercolours, chalk, pencils and clay. 3 You need to take an old shirt or an overall to protect your clothes. 4 The classes are free. / The classes don't cost anything. 5 The classes finish at six o'clock.

### Ask and answer. (PB page 4, activity 4)

- Choose a pair of pupils and ask them to read out the question and answer exchange. Write the sentence *I sometimes use watercolours in my art class* on the board and focus the class's attention on the adverb of frequency. Elicit from the class that the adverb is between the subject and the verb. Then erase the word *sometimes* and elicit other adverbs of frequency that the class may know, e.g. *always, often, never, occasionally, rarely, hardly ever* and *usually*. Check meaning.
- Ask the same pair of pupils to repeat the activity. But this time, prompt them to ask and answer about different art materials. Repeat the procedure with different pairs of pupils around the class.
- Finally, if your class is used to working independently, organise the pupils into pairs and ask them to ask and answer the questions in their pairs. The pupils should ask a question for each of the 12 arts and crafts words.

### Order the letters and write the words. Match. (AB page 4, activity 1)

- Invite a pupil to read out the rubric for the activity and then read out answer number 1. The class should then order the letters to make the different arts and crafts words and write them next to the corresponding pictures. Encourage the class to complete as much as possible from memory. However, if they have difficulty, allow them to refer back to the Pupil's Book.
- Check answers with the whole class. Say e.g. **Number 1 is ...** and pupils say the words.

**Key:** 1 chalk (example) 2 card 3 oil paints 4 crayons 5 sketchpad 6 paintbrush

**1 Amazing art**

**Lesson 1 Vocabulary**

**1 Order the letters and write the words. Match.**

1 \_\_\_\_\_ chalk

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

**2 Read the definitions and write the words. There are two extra words.**

watercolours oil paints string canvas tape crayons clay felt-tip pens

1 This is a thin rope which is made of cotton or nylon. You use it to tie things together. string

2 These things have soft material at the end. You use them to colour pictures. \_\_\_\_\_

3 This is strong material which artists paint on. You usually point on it with oil paints. \_\_\_\_\_

4 These are a kind of paint. You mix them with water before you use them. \_\_\_\_\_

5 This is a natural material which you use to make cups, plates and bowls. \_\_\_\_\_

6 This is a long, sticky piece of plastic. You use it to stick things together. \_\_\_\_\_

**3 Read the information about the Footprints Art Club. Write the questions.**

1 When is the Footprints Art Club?  
It's on Thursday afternoons.

2 What \_\_\_\_\_?  
You can do an art project there.

3 What \_\_\_\_\_?  
You need to bring an overall or an old shirt.

4 How much \_\_\_\_\_?  
The classes are free.

5 What time \_\_\_\_\_?  
The classes start at five o'clock.

**Lesson 1 Vocabulary presentation**

### Read the definitions and write the words. There are two extra words. (AB page 4, activity 2)

- Invite a pupil to read out the words in the word box and the example (number 1). Remind the pupils that there are two extra words in the word box. The pupils then work on their own to read the definitions and write the words.
- The pupils check their answers in pairs and then with the whole class.

**Key:** 1 string (example) 2 felt-tip pens 3 canvas 4 watercolours 5 clay 6 tape

### Read the information about the Footprints Art Club. Write the questions. (AB page 4, activity 3)

- Invite a pupil to read out the rubric for the activity and then read out the question and answer for number 1. Then explain to the class that they need to read the other answers and write the corresponding questions. If the pupils need more support, go through the rest of the activity as a class, eliciting the question each time. The pupils then work on their own to write the questions.

**Key:** 1 When **is the Footprints Art Club?** (example) 2 What **can you do there?** 3 What **do you need to bring?** 4 How much **do the classes cost?** / How much **are the classes?** 5 What time **do the classes start?**

## Ending the lesson

### Lesson review

- Briefly ask the pupils what they have done in today's lesson. Encourage them to comment on the activities they found more / less enjoyable and those they found easier / more difficult. Praise the pupils for their efforts.
- Ask the pupils to complete the first section of the bilingual dictionary on page 13 of their Activity Books with the 12 art and craft words from the lesson.

**Vocabulary extension:** Activities to introduce and practise other vocabulary connected to arts and crafts can be found in the Tests and Photocopiable Resources pack.

**Optional activity:** Play a drawing game to practise the new vocabulary. Begin drawing one of the key items on the board, e.g. a paintbrush, and then stop after a few seconds and ask **What is it?** The pupils should raise their hands. Invite a pupil to make a guess, e.g. *Is it a felt-tip pen?* and praise the pupil if he / she guesses correctly. If the answer is incorrect, continue drawing for a few more seconds and then repeat the procedure. The activity continues until a pupil guesses the word correctly. Repeat the game with different items of vocabulary.

**Homework idea:** Ask the pupils to write six true sentences about the materials they use in their art class, e.g. *I sometimes use watercolours in my art class. I never use clay in my art class.*

## Lesson 2

## Language input and story

## Aims:

- To listen to and read a story for general understanding and specific information
- To listen and find out specific information about mixing colours

## Key language:

- bright colours, light / dark colours, violet, to add, to display*
- If you mix ... and ..., you make ...*
- primary colours*
- make a colour lighter / darker*
- paintbrush, watercolours, sketch pad, felt-tip pens, chalk, oil paints, canvas, card, string, tape, crayons, clay, overall, shirt, project, poster, skate zone, exciting, happy, send / receive a message*
- past simple affirmative, negative and question forms
- I / We need to ...*

## Materials:

- Pupil's Book page 5
- Activity Book pages 5 and 13
- CD 1

## Starting out

## Greetings and warming up

- Greet the pupils and if you set the homework in the last lesson, invite different pupils to read out their sentences. If you wish to do so, write a sentence that a pupil has given onto the board, but deliberately include a mistake or two. The class should then identify and correct the mistakes.
- Explain to the pupils that they are going to do an activity to remember the arts and crafts words from lesson 1. Write the first letter of each of the 12 key items on the board and explain that the class has just two minutes to complete the 12 words. Invite a pupil to come to the board and hand him / her a piece of chalk. The rest of the class should call out the different words and the pupil should write them on the board.
- If you see that the class has difficulty remembering a word, give them a clue by writing the second and third letters of the word on the board.
- At the end of two minutes stop the activity. Check the spelling of each word written and write in the words that the class didn't remember. You

**Lesson 2 Story**  
5 Listen and read. The art project

1 Ellie and Joe are at the Footprints Art Club.  
Welcome to the Art Club everybody. Have you all got an overall or an old shirt?

2 Yes, we have.  
Today we're going to make some posters to advertise the Footprints Club.  
Great! We can tell other children about the things we do here.

3 I'm going to design a poster on the computer. What about you, Ellie?

4 Here's some old string and card. I'm going to make a poster with recycled materials.

5 One hour later.  
It's time to finish everyone. Can you bring your posters over here, please?

6 Who designed this poster?  
I did. I want to tell people about the skate zone in the Footprints Park.

7 Who painted this poster?  
I painted it.

8 Good work, Ellie! Bright colours make people feel happy.  
It's very exciting. Well done!

9 Where can we display the posters, Tonya?  
I don't know. We need to put them in a place where there are lots of young people.  
I've got a good idea. But I need to contact my uncle first.

10 What did Ellie use to make her poster?  
I have you over made anything with recycled materials?

11 Where will the children display their posters? Find the 5 letters in the story and make the word.

Lesson 2 Language input and story

can also take the opportunity to ask the pupils to define different words and to drill them on the pronunciation.

## Setting objectives

- Say **Today we're going to listen to episode 1 of the story.**

## On the learning trail

## Listen and read. Episode 1: 'The art project' (PB page 5, activity 5)

## Before the story.

- Ask the class to open their Pupil's Books at page 5 and invite a pupil to read out the title of the story: *The art project*. Encourage the pupils to predict what the art project will be.
- Say **Now listen to the story and find out.** Play the CD (CD 1 track 8) and the pupils follow in their books.
- At the end of the story, ask the pupils if they guessed correctly. Confirm that the pupils made some posters in the Art Club.
- Check general understanding of the story by asking questions about it as follows. The final two questions require the pupils to infer / express an opinion.

**1) What do the pupils make in the Art Club?** (posters) **2) What are the posters about?** (the Footprints Club) **3) What does Joe use to design his poster?** (a computer) **4) What does Ellie use to make her poster?** (recycled materials / card, string and paint) **5) What does Tanya think of the posters?** (She thinks that they are very good.) **6) What do the pupils want to do with the posters?** (display them) **7) Why do the pupils want to display them?** (to advertise the Footprints Club) **8) Do you think the posters are a good way to do this (advertise)?** (the pupils' own opinions)

- **Note:** The story's dialogue is in the Pupil's Book. However, the listening text also contains additional information. This is marked with an asterisk in the full listening text below.



## Episode 1: The art project

### Picture 1

Narrator: *Ellie and Joe are at the Footprints Art Club.*

Tanya: *Welcome to the Art Club everybody. Have you all got an overall or an old shirt?*

Children: *Yes, we have.*

### Picture 2

Narrator: *Tanya tells the group about their first project.\**

Tanya: *Today we're going to make some posters to advertise the Footprints Club.*

Joe: *Great! We can tell other children about the things we do here.*

### Picture 3

Narrator: *The children think about the materials they want to use.\**

Joe: *I'm going to design a poster on the computer. What about you, Ellie?*

Ellie: *Here's some old string and card. I'm going to make a poster with recycled materials.*

### Picture 4

Narrator: *One hour later.*

Tanya: *It's time to finish everyone. Can you bring your posters over here, please?*

### Picture 5

Narrator: *Tanya looks at the children's work.\**

Tanya: *Who designed this poster?*

Joe: *I did. I want to tell people about the skate zone in the Footprints Park.*

Tanya: *It's very exciting. Well done!*

### Picture 6

Tanya: *Who painted this poster?*

Ellie: *I painted it.*

Tanya: *Good work, Ellie! Bright colours make people feel happy.*

### Picture 7

Narrator: *The children are very proud of their posters.\**

Joe: *Where can we display the posters, Tanya?*

Tanya: *I don't know. We need to put them in a place where there are lots of young people.*

Ellie: *I've got a good idea. But I need to contact my uncle first.*

### Picture 8

Narrator: *Ellie sends a text message to her uncle.\**

Ellie: *Uncle Bob,  
We've made some posters for the Footprints Club.  
Can we display them in your ...?  
See you soon!  
Ellie*

Narrator: *She soon receives an answer.*

Ellie: *Hi Ellie,  
No problem!  
Bring the posters at the weekend.  
Lots of people will see them then.  
Love  
Uncle Bob*

## Answer the questions. (PB page 5)

- Direct the pupils' attention to the questions below the story. Invite a pupil to read and answer the first question and confirm that Ellie used recycled materials (card and string).
- Then ask another pupil to read out the second question. Encourage the pupils to talk about the things they have made with recycled materials in school and at home.

## Solve the Footprints story clue. (PB page 5)

- Point to the Footprints story clue at the bottom of the page and invite a pupil to read out the question and instruction. Then encourage the pupils to look

for the six letters in the artwork. When the pupils have found the letters, they should unjumble them to make the word *cinema*.

### Listen and join in with the story.

- Explain to the class that they are going to listen to the story again. But this time they are going to join in saying the dialogue. Organise the class into three groups and tell each group that they are one of the characters in the story: Tanya, Ellie and Joe. Play the CD again and prompt each group to join in saying the dialogue (quietly) with their character.
- If you wish to do so, give a different character to each group and repeat the procedure.

### Read the story again. Answer the questions. (AB page 5, activity 4)

- Invite a pupil to read out the first question and answer. The class then work on their own to answer the other questions. If the pupils have difficulty remembering the answers, allow them to refer back to the story in the Pupil's Book.
- Check the work by asking different individual pupils to read out their answers.

**Key:** 1 They made posters. (example) 2 He used a computer. 3 She used recycled materials / card, string and paint. 4 He drew a skateboarder. 5 She used bright colours. 6 They are going to display them in the cinema.



### Complete the story summary. There are two extra words. (AB page 5, activity 5)

- Invite a pupil to read out the rubric and then read out the words in the word box. Check meaning if necessary.
- Insist that the pupils put their pens down and listen. Read out the summary, pausing slightly at each missing word, but don't allow the pupils to call out the answers. The class then work on their own to write the missing words in the text. Explain to the pupils that if they are unsure which word to use, they should look at the words before and after the gap to help them choose.
- The pupils check their answers in pairs and then with the whole class.

**Key:** 1 afternoon (example) 2 materials 3 design 4 skateboarder 5 exciting 6 string 7 bright 8 happy 9 display 10 cinema

### Lesson 2 Story

4 Read the story again. Answer the questions.

- 1 What did the children make at the Footprints Art Club? They made posters.
- 2 What did Joe use to design his poster? He
- 3 What did Ellie use to make her poster? She
- 4 What did Joe draw? He
- 5 What kind of colours did Ellie use on her poster? She
- 6 Where are they going to display their posters? They

5 Complete the story summary. There are two extra words.

materials skateboarder display afternoon draw bright cinema  
exciting design happy dark string

Joe and Ellie went to the Art Club on Thursday i afternoon and Tanya asked the children to make some posters about the Footprints Club. There were lots of 2 for the children to use. Joe decided to use the computer to 3 his poster. On his poster there was a 4 and it looked very 5. Ellie decided to use recycled materials to make her poster. She used some old card and 6 and she used very 7 colours. Tanya was very 8 with the children's work. At the end of the Art Club the children talked about where to 9 their posters. Ellie sent a text to her uncle who works in the 10. Her uncle said that the children could display the posters there.

6 Listen and complete.

#### Footprints Facts

##### Mixing colours

- 1 There are three primary colours.
- 2 When you mix blue and yellow you get
- 3 When you mix red and blue you get
- 4 When you mix red and yellow you get
- 5 You make a colour lighter when you add
- 6 You make a colour darker when you add

Lesson 2 Language input and story

### Listen and complete. (AB page 5, activity 6)

- Invite a pupil to read out the title of the fact-finding task: *Mixing colours*. Ask different individual pupils to read out each fact in turn. Prompt the rest of the class to guess what the missing word could be in each fact.
- Say **Let's listen for the information**. Play the CD (CD 1 track 9) without stopping and encourage the class to follow the information in their books.
- Play the CD a second time and ask the pupils to put up their hands when they hear the answer. Pause the CD and prompt the class to give the answer. Praise the class if they are correct, or play the section again if they are having difficulties. Repeat the procedure until all six facts are completed.

**Key:** 1 three (example) 2 green 3 violet 4 orange 5 white 6 black

**Teacher's note:** Before the pupils do this activity, reassure them that it's not necessary to understand every word in the text. They are just listening out for key pieces of information.





## Footprints facts: Mixing colours

- Ellie: *Hi, Joe. What are you doing?*
- Joe: *Hello, Ellie. I'm doing my homework. But I need a green felt-tip pen. Have you got one?*
- Ellie: *No, I haven't. Why don't you mix some colours?*
- Joe: *What do you mean?*
- Ellie: *Well ... there are three primary colours. These are red, blue and yellow. When you mix these colours, you get new colours. These new colours are called secondary colours.*
- Joe: *How many secondary colours are there?*
- Ellie: *There are three. When you mix blue and yellow you get green. When you mix red and blue you get violet. And when you mix red and yellow, you get orange.*
- Joe: *What happens when you mix the secondary colours?*
- Ellie: *You get even more colours. They are called tertiary colours.*
- Joe: *Is black a tertiary colour?*
- Ellie: *No, it isn't.*
- Joe: *I don't like the colour black very much. I like light colours more.*
- Ellie: *Well, you can make a colour lighter when you add white.*
- Joe: *Really. And how do you make a colour darker?*
- Ellie: *That's easy. You add some black of course.*
- Joe: *You know a lot about colours, Ellie.*
- Ellie: *Yes, that's because I love art.*

## Ending the lesson

### Lesson review

- Briefly ask the pupils what they have done in today's lesson. Encourage them to comment on the activities they found more / less enjoyable and those they found easier / more difficult. Praise the pupils for their efforts.
- Ask the pupils to write down new words from the lesson that they want to remember in the bilingual dictionary on page 13 of their Activity Books. Invite different individual pupils to read out the words they have chosen.

**Optional activity: Which frame is it?** Ask the pupils to look closely at the story in the Pupil's Book once again. After 20 seconds, the pupils should close their books. Read out or play a random five seconds of dialogue from the story. The pupils listen and say the number of the corresponding frame each time.

**Homework idea:** Ask the pupils to make a list of different colours in English and encourage them to use their dictionaries to find new words, e.g. silver, bronze, or scarlet. If you wish to do so, ask the pupils to draw a circle next to each word and colour it in the corresponding shade.

## Lesson 3

### Grammar and communication

#### Aims:

- To read and act out a short dialogue
- To understand and use a simple grammar table
- To understand and practise using subject questions in the past with *Who*
- To review open past simple questions

#### Key language:

- *Who painted the picture?*
- *Who designed / made / drew / used ...*
- *paintbrush, watercolours, sketch pad, felt-tip pens, chalk, oil paints, canvas, card, string, tape, crayons, clay, creative, sculpture, recycled, homework*
- past simple open questions and answers
- *when, where, which, what*

#### Materials:

- Pupil's Book page 6
- Activity Book pages 6 and 13
- CD 1

**Lessons 3 and 4 Grammar**

**6 Listen and read. Act out.**

Joe and Ellie are looking at some art in the Footprints Club.

Joe: Who painted this picture?  
 Ellie: I did. I used watercolours.  
 Joe: It's fantastic! You're very creative.  
 Ellie: Thanks, Joe. What did you do?  
 Joe: I made this sculpture.  
 Ellie: Which materials did you use?  
 Joe: I used string, card and recycled paper.  
 Ellie: Wait a minute! That paper is my homework!  
 Joe: Oh dear! Sorry, Ellie.

**7 Look and learn. Past simple questions.**

Who	painted	the picture?	I	painted	it.
	drew	the picture?	You	drew	it.
	designed	the car?	He / She	designed	it.
	made	the sculpture?	We	made	it.
	took	the photo?	You	took	it.
	made	the bowl?	They	made	it.

**8 Practise your grammar. Ask and answer.**

Who drew the lion? Joe drew it.  
 Which materials did he use? He used chalk and paper.

1 Tanya Oil paints on canvas. 2 Joe Chalk on paper. 3 Ellie Watercolours on card. 4 Joe Clay. 5 Tim Pencil on paper. 6 Ellie Felt-tip pens on paper.

Remember! What did you do? Which materials did you use?

Lesson 3 Grammar and communication See Language Guide, page 12.

### Starting out

#### Greetings and warming up

- Greet the pupils and if you set the homework in the last lesson, invite different pupils to read out their colours. Write any new colours on the board and praise the pupils for their work.
- Write the word *sketchpad* on the board and then write the word *desk*. Show the class how this word is made from the letters of the first word. Invite the class to tell you another word that they can make, e.g. *chat* or *skate*.
- Organise the class into pairs and tell the pupils that they have two minutes to continue looking for words.
- When two minutes have passed, stop the pupils and ask them to count the words they have made. Invite the pair with the most words to read out their list. Then ask the rest of the class to read out any other words they have made. Praise any longer or less common words.

#### Setting objectives

- Say **Today we're going to practise asking questions with *Who*.**

### On the learning trail

#### Listen and read. Act out. (PB page 6, activity 6)

- Point to the activity and invite a pupil to read out the introduction. Ask the class to say what art they can see (*a painting and a sculpture*). Then say **Let's listen to Joe and Ellie's conversation.** Play the CD (CD 1 track 10).
- Check general understanding of the dialogue by asking questions about it as follows: **1) What did Ellie do?** (*She painted the picture.*) **2) Which material did she use?** (*watercolours*) **3) What did Joe do?** (*He made a sculpture.*) **4) Which materials did he use?** (*paper, card, string*) **5) Why is Ellie angry / annoyed?** (*Her maths homework is on the paper.*)
- Say **Listen and join in with the dialogue.** Divide the class into two groups and assign roles: Joe and Ellie. Play the CD again. Prompt the pupils to join in saying the part (quietly) with their character.

**Optional activity:** Organise the class into pairs. The pupils practise reading the dialogue in their pairs. If you wish, invite different pairs of pupils to read their parts out for the rest of the class.



## Listen and read. Act out.

- Narrator: *Joe and Ellie are looking at some art in the Footprints Club.*
- Joe: *Who painted this picture?*
- Ellie: *I did. I used watercolours.*
- Joe: *It's fantastic! You're very creative.*
- Ellie: *Thanks, Joe. What did you do?*
- Joe: *I made this sculpture?*
- Ellie: *Which materials did you use?*
- Joe: *I used string, card and recycled paper.*
- Ellie: *Wait a minute! That paper is my homework!*
- Joe: *Oh dear! Sorry, Ellie.*

## Look and learn. Past simple questions. (PB page 6, activity 7)

- Focus the pupils' attention on the dialogue once more and ask **What question does Joe ask about the picture?** (*Who painted this picture?*) Write the sentence on the board and underline the verb (*painted*) and the question word (*Who*). Explain to the class that Joe wants to know the name of the person who did this action.
- Next, write the answer immediately below the question (*Ellie painted the picture.*) Once again, underline the verb (*painted*) and the subject of the sentence (*Ellie*). Highlight the fact that in the question *Who* is followed by the affirmative form and does not have the auxiliary verb *did*.
- Say **Let's look at the Footprints Grammar table.** Invite different individual pupils to read out the different questions and answers. Focus the pupils' attention on any unfamiliar irregular past tense forms, e.g. *drew*, *designed*.
- Finally, read out the sentences below the grammar table. Confirm that with other questions in the past, you need to use the auxiliary verb *did*.

### Grammar facts: *who*, *whose*, *which* and *what*

- When the question word *Who* is used as a subject, it is followed by an affirmative form and not the interrogative:  
*Who speaks English?* (present)  
*Who went to the cinema yesterday?* (past)
- Other question words that can be used as a subject are *whose*, *which* and *what*:  
*Whose mobile phone rang in the cinema?*  
*Which boy won the competition?*  
*What happened yesterday?*

## Listen and repeat. (PB page 6, Footprints Grammar table)

- Explain to the pupils that they are going to practise saying the different sentences in the grammar table. Read out the phrases from the grammar table in a rhythmic manner and prompt the class to repeat them with you.

## Practise your grammar. Ask and answer. (PB page 6, activity 8)

- Invite a pupil to read out the rubric and explain to the class that they are going to ask and answer some questions about the art in the activity. Then ask a pair of pupils to read the speech bubbles.
- Ask the class a question about another piece of art, e.g. **Who designed the car?** The pupils should find the information and answer the question (*Tim designed the car.*). Then ask the second question and invite a pupil to answer: **Which materials did he use?** (*He used a pencil and paper.*)
- Repeat the procedure another time with a different piece of art. Then ask the pupils to close their books and play the game from memory.
- If the class are accustomed to working independently, organise the pupils into pairs and ask them to play the game in their pairs. One pupil has his / her book open and asks the questions. The other has it closed and gives the answers. The pupils should swap roles after two or three minutes.

## Remember. Read and match. (AB page 6, activity 7)

- Ask a pupil to read out the rubric and the example. The pupils then work on their own to match the questions and answers.
- Pupils check their answers in pairs and then with the whole class.

**Key:** 1c (example) 2e 3d 4a 5f 6b

## Read and complete. (AB page 6, activity 8)

- Ask a pupil to read out the rubric, the words in the word box, and the first answer. The pupils work on their own to complete the questions.
- The pupils check their answers in pairs and then with the whole class.

**Key:** 1 Who (example) 2 Which 3 When  
4 Where 5 What 6 Who

## Look at the answers. Write the questions in your notebook. Use *Who* or *What*. (AB page 6, activity 9)

- Invite a pupil to read out the rubric and the two sample questions. Check understanding and ask

the class to write the other four questions in their notebooks.

- Encourage the pupils to check their work with a partner. Then check the activity as a whole class.

**Key:** 1 Who painted a picture of a dog? (example)  
2 What did Tanya paint? (example) 3 Who drew a picture of a tree? 4 What did Tim design? 5 What did Joe make? 6 Who painted a tree? 7 What did Joe draw?

### Order and write. Find out. (AB page 6, activity 10)

- Invite a pupil to read out the rubric and question 1. Explain to the class that the other questions in the activity also begin with the question word *Who*. The pupils work on their own to order and write the remaining three questions.
- Check the work as a class. Invite a pupil to read out the first question and then prompt those pupils who drew a picture yesterday to raise their hands. Repeat the procedure with the remaining questions in the activity.

**Key:** 1 Who drew a picture yesterday? (example)  
2 Who took a photo last week? 3 Who read a book last night? 4 Who watched a DVD yesterday?

**Option:** Ask the pupils to divide a page of their notebooks into four equal parts. The pupils then write the direct question at the top of each section: *Did you draw a picture yesterday? Did you take a photo last week? Did you read a book last night? Did you watch a DVD last night?* Ask half the class to stand up. These pupils should move around the class asking the questions to the pupils who are sitting down. If they receive an affirmative answer, they should write their classmate's name on the paper. After three or four minutes, the pupils should swap roles. Finally, encourage the class to feedback the information they've found out.

## Ending the lesson

### Lesson review

- Briefly ask the pupils what they have done in today's lesson and encourage them to comment on the activities they found more / less enjoyable and those they found easier / more difficult. Praise the pupils for their efforts.

**Lessons 3 and 4 Grammar**

**7 Remember. Read and match.**

1 Who painted the picture?	<input type="checkbox"/>	a He used paper, cord and string.
2 Which materials did Ellie use?	<input type="checkbox"/>	b He made a sculpture.
3 Who made the sculpture?	<input type="checkbox"/>	c Ellie painted it.
4 Which materials did Joe use?	<input type="checkbox"/>	d Joe made it.
5 Who used Ellie's homework?	<input type="checkbox"/>	e She used watercolours.
6 What did Joe do with the homework?	<input type="checkbox"/>	f Joe used it.

**8 Read and complete.**

Which? Where? *Who?*  
What? Why? When?

1 Who painted the picture?  
Ellie painted it.

2        colours did she use?  
She used blue and green.

3        did she finish the painting?  
She finished it last week.

4        did she put her painting?  
She put it on the wall.

5        did Joe make?  
He made a sculpture.

6        used cord?  
Joe used cord.

**9 Look at the answers. Write the questions in your notebook. Use *Who* or *What*.**

1 Tanya painted a picture of a dog.  
Who painted a picture of a dog?

2 Tanya painted a picture of a dog.  
What did Tanya paint?

3 Ellie drew a picture of a tree.  
4 Tim designed a car.  
5 Joe made a bowl.  
6 Ellie painted a tree.  
7 Joe drew a picture of a lion.

**10 Order and write. Find out.**

1 yesterday? / Who / picture / drew / a  
Who drew a picture yesterday?

2 last / Who / a / week? / photo / took  
Who took a photo last week?

3 a / last / read / Who / night? / book  
Who read a book last night?

4 yesterday? / Who / a / watched / DVD  
Who watched a DVD yesterday?

**Lesson 3 Grammar and communication**

- Ask the pupils to write down new words from the lesson that they want to remember in the bilingual dictionary on page 13 of their Activity Books. Invite different individual pupils to read out the words they have chosen.

**Optional activity:** Test the pupils' memory by asking questions about the story in Lesson 2 of the unit (on page 5 of the Pupil's Book). Allow the pupils 30 seconds to read the story once more. Then tell the pupils to close their books. Ask the class a selection of questions beginning with *Who*, e.g.

*Who said 'I've got a good idea'?* (Tanya)

*Who wore ...*

*Who used ...*

If you wish to make the activity competitive, divide the class into two groups and award the groups a point each time they answer correctly. The group with the most points at the end of the activity is the winner.

**Homework idea:** Ask the pupils to prepare their own questions with *Who* as the subject. These questions can be about yesterday, last week, last month or last year, e.g. *Who went to England last year? Who had an exam last month?*



# 1 Amazing art

## Lesson 4

### Grammar, pronunciation and communication

#### Aims:

- To give further practise of subject questions in the past with *Who*
- To understand and practise saying how things make you feel
- To practise the pronunciation and spelling of the schwa
- To do a communicative speaking activity

#### Key language:

- *It makes me (feel) + adjective*
- *They make me (feel) + adjective*
- *sophisticated, optimistic, mysterious, energetic*
- *clean, lucky, scared, sad, hungry, calm, angry, ill, nervous, friendly, actor, sailor, builder, creator, singer, writer, painter, inventor, sang, painted, discovered, created, wrote, acted, won, invented, doctor, calculator, scissors, instructor, letter, newspaper, farmer, builder*

#### Materials:

- Pupil's Book page 7
- Activity Book pages 7, 13, 95 and 96
- CD 1
- Small piece of paper for each pupil (for warmer)

### Starting out

#### Greetings and warming up

- Greet the pupils and if you set the homework in the last lesson, invite different pupils to read out their questions. The rest of the class should listen and raise their hands if they did the activity.
- Explain to the pupils that they are going to do an exercise to remember how to make questions using *Who*. Hand out a slip of paper to each pupil and ask them to write two things that they did last weekend. They should also write their name. When the pupils have written their sentences, collect in the slips of paper.
- Take one of the slips of paper at random and ask the question, e.g. **Who played football and did his homework at the weekend?** Encourage different pupils in the class to guess the name of the person. Give the answer and then repeat the procedure with another slip of paper.

9 **Quiz** Does Joe know a lot about colours? Listen and find out. Do the quiz.

**Footprints Quiz**

Everybody has a favourite colour. But do you know how colours make you feel? Do this quiz and find out.

- The colour blue makes you feel ...  
a) clean b) lucky c) scared.
- The colour red makes you feel ...  
a) calm b) sad c) hungry.
- The colour yellow makes you feel ...  
a) nervous b) optimistic c) sophisticated.
- The colour green makes you feel ...  
a) calm b) nervous c) sad.
- The colour brown makes you feel ...  
a) mysterious b) energetic c) friendly.

Talking about your feelings  
(It makes me (feel) + adjective)  
They make me (feel) + adjective

**Steps to speaking**

10 **Quiz** Say the words. Listen and say the rhyme.

actor sailor winner creator  
singer writer painter inventor

The singer sang  
The painter painted  
The sailor discovered  
The creator created.  
The writer wrote  
The actor acted  
The winner won  
The inventor invented.

11 Work with a partner. Play the game.  
Pupil A: AB p95. Pupil B: AB p96.

Who invented the telephone?  
Was it Alexander Bell or Samuel Morse?

It was Alexander Bell.

That's right. You've got one point. Now it's my turn.

See Language Guide, page 12. Lesson 4 Grammar, pronunciation and communication

### Setting objectives

- Say **Today we're going to learn to talk about how things make us feel. We are also going to say a rhyme and play a communication game.**

### On the learning trail

#### Does Joe know a lot about colours? Listen and find out. Do the quiz. (PB page 7, activity 9)

- Focus the pupils' attention on the quiz and invite a pupil to read out the introduction at the top. Ask the class **Does Joe know a lot about colours?** Encourage the class to predict the answer, then say **Let's listen and find out.** Play the CD (CD 1 track 11), pausing after each answer to check understanding.
- At the end of the listening, repeat the question **Does Joe know a lot about colours?** Confirm that Joe knows quite a lot. Ask **How many answers were correct?** (3)
- Organise the class into pairs and ask them to have a go at the quiz. One pupil asks the questions and notes their partner's answers in their notebook. The pupils then swap roles and work out their scores.



## Does Joe know a lot about colours? Listen and find out. Do the quiz.

- Joe: What are you doing, Ellie?
- Ellie: I'm reading a quiz about colours and how they make you feel. Do you want to do it with me?
- Joe: OK. What do I need to do?
- Ellie: You need to choose the correct answer. Here's number 1: The colour blue makes you feel ... a) clean, b) lucky, or c) scared.
- Joe: I'm not sure. Does it make you feel clean?
- Ellie: Yes, it does. People think that blue is a clean colour because it's the colour of the sky and the sea.
- Joe: What's number 2?
- Ellie: The colour red makes you feel a) calm, b) sad, or c) hungry.
- Joe: Red doesn't make you feel calm. So my answer is b. It makes you feel sad.
- Ellie: No. The colour red makes people feel hungry.
- Joe: I don't believe it!
- Ellie: It's true! That's why a lot of fast-food restaurants are painted red. People eat more and they eat faster, too.
- Joe: That's amazing. What about number 3?
- Ellie: The colour yellow makes you feel a) nervous, b) optimistic, or c) sophisticated.
- Joe: I think it makes you feel optimistic.
- Ellie: That's right. People usually feel optimistic when they see the colour yellow. It's the colour of the sun.
- Joe: That's two correct. What's the next one?
- Ellie: Number 4. The colour green makes you feel a) calm, b) nervous, or c) sad.
- Joe: I think people feel calm when they see the colour green.
- Ellie: That's right. That's why hospitals and schools are usually green.
- Joe: Great! What's the last one?
- Ellie: Number 5. The colour brown makes you feel a) mysterious, b) energetic, or c) friendly.
- Joe: I don't know. Does it make you feel energetic?

**11 Read and circle.**

1 That smell makes me feel hungry / tired / dangerous.

2 Exams make me feel happy / hungry / nervous.

3 Holidays make me feel worried / calm / excited.

4 Graffiti makes me feel silly / excited / angry.

5 My friends make me feel happy / angry / ill.

6 PE makes me feel tired / bored / angry.

**12 Complete the sentences. Choose words from the box.**

sad / happy / excited / calm / angry / ill / nervous / relaxed

1 The colour black makes me feel \_\_\_\_\_

2 The colour yellow makes \_\_\_\_\_

3 The colour blue \_\_\_\_\_

4 The colour red \_\_\_\_\_

5 The colour green \_\_\_\_\_

**13 Listen and write the words in the correct box.**

1 /a/ or /d/ doctor

2 /s/ or /z/

3 /s/ or /z/

4 /s/ or /z/

5 NEWS

6 /s/ or /z/

7 /s/ or /z/

8 /s/ or /z/

**14 Write questions. Use the past form of the verbs in the box.**

invent write sing win discover play paint create

1 Who \_\_\_\_\_?

2 Who \_\_\_\_\_?

3 Who \_\_\_\_\_?

4 Who \_\_\_\_\_?

Lesson 4 Grammar, pronunciation and communication

- Ellie: No, it doesn't. It makes you feel friendly. Never mind!
- Joe: I've got three correct. What does that mean?
- Ellie: Let me see ... two to three points: Not bad! You know quite a lot about colours.
- Joe: Yes, but you know more!

### Look and learn. (PB page 7)

- Invite a pupil to read out the information in the language box (*Talking about your feelings*). Check comprehension and ask the class to find examples of this form in the quiz.
- Tell the class that you are going to ask some questions about the colours in the quiz. Ask the pupils to close their books and then say **Which colour makes you feel hungry?** (red) Repeat the procedure with the other four colours.

**Teacher's note:** If you wish to focus the pupils' attention on the question form, turn to the Language Guide for Unit 1 on page 12 of the Pupil's Book.

### Read and circle. (AB page 7, activity 11)

- Invite a pupil to read out the rubric and the first answer. The class then work on their own to circle the most appropriate adjective in the remaining sentences. Check the work by asking different individual pupils to read out their answers.

**Key:** (suggested answers) 1 hungry (example)  
2 nervous 3 excited 4 angry 5 happy 6 tired

### Complete the sentences. Choose words from the box. (AB page 7, activity 12)

- Invite a pupil to read out the rubric and check the meaning of the adjectives in the word box. Ask the pupil to read out sentence 1 and prompt him / her to complete sentence 2. The class then work on their own to complete the remaining sentences. If the pupils have difficulty, get them to refer to the Language Guide for Unit 1 in the Pupil's Book (page 12). Check the work by asking different individual pupils to read out their answers.

**Key:** Pupils' own answers.

### Say the words. Listen and say the rhyme. (PB page 7, activity 10)

- Read out the first word in the activity, *actor*, and focus the pupils' attention on the final schwa sound. Prompt the class to say the sound and then the word with you. Repeat the procedure with the other words in the activity.
- Explain to the class that they are going to listen to a rhyme to practise the sound. Play the CD (CD 1 track 12); the pupils follow the rhyme in their books.
- Play the rhyme again, line by line, pausing for the pupils to repeat each line individually. Then organise the class into pairs and ask the pupils to practise saying the rhyme in their pairs. Invite different pairs of pupils to have a go at saying the rhyme to the rest of the class. Praise their efforts.
- Finally, play the CD again for the class to say the rhyme altogether.

**Option:** Make the schwa sound more memorable by explaining that it's a lazy sound. Drop your shoulders as if you were sitting down after a tiring day and make the sound /ə/. The pupils should copy the sound and action.



### Rhyme time: Listen and say the rhyme.

*The singer sang  
The painter painted  
The sailor discovered  
The creator created.  
The writer wrote  
The actor acted  
The winner won  
The inventor invented.*

### Listen and write the words in the correct box. (AB page 7, activity 13)

- Ask the pupils to open their Activity Books at page 7 and invite a pupil to read out the rubric for the activity. Explain to the class that they are going to hear eight sentences. Each sentence contains a word that finishes in the schwa sound. The pupils have to identify the word and then write the word in one of the two boxes. One box is for words that end in *-or* and the other box is for words that end in *-er*.
- Before the pupils listen, focus their attention on the pictures and ask them to predict the words they'll hear.
- Play the CD (CD 1 track 13) and listen to the example. Then play number 2 and ask the class to identify the word. The class should decide which box it belongs in. The pupils then write the word in the corresponding box. Repeat the procedure until all the words have been written.
- Finally, write the words on the board and ask the pupils to check their spelling. If you wish to do so, take the opportunity to focus the pupils' attention on the spelling patterns (see below).

**Key:** /ə/ *or*: doctor (example), calculator, scissors, instructor

/ə/ *er*: letter, newspaper, farmer, builder



### Listen and write the words in the correct box.

- 1 I'm not very well. I need to go to the doctor.
- 2 There's a letter for you.
- 3 I use a calculator when I do my maths homework.
- 4 She cut the string with some scissors.
- 5 My mum reads a newspaper every day.
- 6 The farmer grows delicious tomatoes.
- 7 The instructor taught me to swim.
- 8 A builder needs to be very strong.

### Common spelling patterns for words finishing in *-er* or *-or*

- There are 10 times more words ending in *-er* than *-or*.
- Base words ending in *-ate*, *-ct*, or *-it* are followed by *-or*.  
*instruct* – *instructor*, *calculate* – *calculator*,  
*visit* – *visitor*

### Work with a partner. Play the game. (PB page 7, Activity 11 and AB pages 95 and 96)

- Explain to the class that they are going to play a question and answer game. Invite two pupils to read out the speech bubbles in activity 11 of the Pupil's Book.
- Organise the class into pairs and ask one of the pupils in each pair (A) to open their Activity Books at page 95. The other pupils (B) should open their books at page 96.
- Invite a confident pair of pupils to demonstrate the game to the rest of the class. Pupil B should ask his / her partner the first question on the list and Pupil A should choose one of the two answers. Confirm that the answer in bold print is the correct answer and if pupil A has guessed correctly, he / she wins a point.
- The class then do the activity in their pairs. The pupils take it in turns to ask and answer the question. When the pupils have completed all the questions, they should add up their points. The pupil with the most points at the end of the game is the winner.

### Write questions. Use the past form of the verbs in the box. (AB page 7, activity 14)

- Ask a pupil to read out the rubric and the verbs in the word box. Then explain to the class that they are going to create their own questions. Brainstorm some possible questions and write them on the board.
- The class work on their own or in pairs to invent their questions. As the pupils are doing this, move around the class and provide support and encouragement.
- Finally, invite different individual pupils or pairs to read out their questions. The rest of the class should listen and answer if possible.

**Key:** Pupils' own answers.

**Option:** Organise the pupils into pairs. The pupils ask and answer their questions in their pairs.

## Ending the lesson

### Lesson review

- Briefly ask the pupils what they have done today and encourage them to comment on the activities they found more / less enjoyable and those they found easier / more difficult. Praise the pupils for their efforts.
- Ask the pupils to write down new words from the lesson that they want to remember in the bilingual dictionary on page 13 of their Activity Books. Invite different individual pupils to read out the words they have chosen.

**Optional activity:** Organise the class into teams of four or five and give each team a piece of paper. Then read out the following questions. The teams should write their answers on the paper as quickly as possible and raise their hands when they've finished. The fastest team with the correct answers wins a point. At the end of the game, the team with the most points is the winner.

**1) Name three types of fruit that are yellow.** (*banana, lemon, melon, ...*) **2) Name three animals that are green.** (*frog, iguana, lizard, snake, ...*) **3) Name three people who wear a white uniform.** (*doctor, dentist, scientist, ...*) **4) Name the three primary colours.** (*red, yellow, blue*) **5) Name the three secondary colours.** (*orange, green, violet*) **6) Name the colour of the taxis in New York.** (*yellow*)

**Homework idea:** Ask the pupils to copy the following headings into their notebooks:

*1 Things that make me happy:*

*2 Things that make me excited:*

*3 Things that make me hungry:*

The pupils should make a list of five things below each heading.



# 1 Amazing art

## Lesson 5 Content and personalisation

### Aim:

- To learn about Manga art

### Key language:

- frame, character, caption, speech balloon, episode, comic book*
- It makes me / you (happy).*
- What does (he) look like?*
- What happens?*
- What is (she) wearing / holding?*
- cheaper, larger, smaller, fewer, more expensive, American, European*

### Materials:

- Pupil's Book page 8
- Activity Book pages 8 and 13
- CD 1
- A picture of a Manga comic book / cartoon character (optional)

## Starting out

### Greetings and warming up

- Greet the pupils and if you set the homework activity from Lesson 4, ask **What makes you happy?** Encourage the pupils to say the different things on their lists that make them happy. Make a personal comment on their work, e.g. **That makes me happy, too.** Repeat the procedure with the other two adjectives: **What makes you excited / hungry?**
- Tell the class that they going to play a game to remember the information about colours from the last lesson. In this game you are going to say some sentences which are true and others that are false. Explain that if the sentence is true the pupils put their hands on their heads, and if it's false they put their hands on their knees.
- Say a sentence, e.g. **Green makes you (feel) nervous.** The pupils should put their hands on their knees. Then say **Green makes you (feel) calm.** This time the pupils should put their hands on their heads.
- Repeat the procedure, making different true and false statements based on the quiz in Lesson 4 of the unit (on page 7 of the Pupil's Book).

Lesson 5 Cross-curricular learning

Literature

Footprints Club Web Page

12 When did Manga art begin? Read the text and find out.

Manga is a style of art that comes from Japan. Japanese people use the word 'Manga' to describe the work of a famous artist called Hokusai Katsushika. The word 'man' means 'funny' in Japanese, and 'ga' means 'picture'. So together these words mean 'funny picture'. Nowadays millions of people around the world enjoy Manga art.

Manga drawings are easy to identify because the characters aren't realistic. They often have triangular heads with large eyes and mouths, and tiny noses. Manga comic books are also different from other comic books. Firstly, they are usually black and white. Secondly, they only explain an episode of a story so you need to buy more comic books to find out the rest of the story. Finally, you read them in a different way. You start at the back of the comic and you finish at the front. You also read the story frames from the right side of the page to the left.

However, there are some things that are the same as other comic books. Manga comics have speech balloons when the characters speak. They also use captions to explain what is happening in a frame.

There are many types of Manga, but the most popular is called 'shonen'. The stories are usually exciting and they have got a lot of action. A famous shonen comic book series is *Dragon Ball*. There is a character called Son Goku who travels the world looking for seven magical objects called the *Dragon Balls*. Other shonen Manga characters include *Pokemon*, *Naruto* and *Digimon*.

13 Read the text again and answer the questions.

- What does the word 'Manga' mean?
- What do Manga faces usually look like?
- Where is the beginning of a Manga comic book?
- Why do people like shonen comics?
- What does Son Goku do in *Dragon Ball*?

14 Ask and answer.

- Do you ever read Manga comic books?
- Which ones do you read?
- Who is the main character?
- What does he / she look like?
- What happens in the story?

I like reading a comic called 'Animal Academy'.

The main character is a girl called Neko.

She's got very big eyes and brown hair.

Lesson 5 Content and personalisation

### Setting objectives

- Say **Today we're going to learn about Manga.**

## On the learning trail

### When did Manga art begin? Read the text and find out. (PB page 8, activity 12)

- If you have a poster or drawing of a Manga character, show it to the class and elicit a description. Prompt the pupils by asking **What does he / she look like? What is he / she wearing? What is he / she holding? What is he / she doing?** If you haven't got a picture, ask the pupils **Do you read Manga comic books?** Encourage them to tell you about the different comics that they read. Finally, ask the class **When did Manga art begin?** Encourage the pupils to make guesses and then say **Let's read and find out.**
- Ask the pupils to read the text. Tell them that when they read a text, it is not necessary to know all the vocabulary in order to understand the general meaning. Repeat the question **When did Manga art begin?** and confirm that it began more than 100 years ago.
- Check general understanding of the text by reading it and pausing after each paragraph to

ask the following questions: (1st paragraph) **Where does Manga come from?** (*Japan*) (2nd paragraph) **What shape are the characters' heads in Manga drawings?** (*triangular*) (3rd paragraph) **What colours are Manga comics?** (*They are usually black and white*) **Why do you need to buy more than one comic book?** (*to find out the rest of the story*) (4th paragraph) **What kind of Manga is Pokemon?** (*shonen*).

### Read the text again and answer the questions. (PB page 8, Activity 13)

- Focus the pupils' attention on the activity and invite a pupil to read out the first question and then answer it. The class then work on their own to write the answers in their notebooks.
- Check the work by asking different individual pupils to read out their answers.

**Key:** 1 It means funny picture. 2 They have got triangular heads, large eyes and mouths, and tiny noses. 3 It is at the back of the comic. 4 Because the stories are exciting / have got a lot of action. 5 He travels around the world and looks for the magic balls.

### Ask and answer. (PB page 8, Activity 14)

- Explain to the class that they are going to talk about Manga comic books.
- Ask a confident pupil the first question and prompt him / her to answer. Repeat the procedure with the other questions and encourage the rest of the class to add further information
- If you wish to do so, organise the class into pairs and prompt the pupils to ask and answer the questions with their partner. Praise the pupils for their efforts and encourage them to tell you anything interesting or unusual that they have found out.

**Teaching tip:** If there are students who don't read Manga comic books, ask them to talk about a Manga television series.

### Match the words and definitions. (AB page 8, activity 15)

- Focus the pupils' attention on the activity and invite a pupil to read out the example (number 1). If you wish to do so, ask the pupils to scan the text in the Pupil's Book to find the word in context.
- The pupils then work on their own or in pairs to match the other word to their definitions. Show the pupils how to look at how the word is used in the text to help them work out its meaning.
- Check the answers with the whole class.

**Key:** 1b (example) 2d 3a 4e 5c

**Lesson 5 Cross-curricular learning**

**15 Match the words and definitions.**

1 frame	<input checked="" type="checkbox"/> b	a This is a person or creature who appears in the story.
2 caption	<input type="checkbox"/>	b This is one picture on a page of a comic.
3 character	<input type="checkbox"/>	c This is where you read what a character says.
4 episode	<input type="checkbox"/>	d This is where you read extra information about the story. It appears above or below a frame.
5 speech balloon	<input type="checkbox"/>	e This is one part of a long story.

**16 Listen and complete.**

fewer more colour artist black-and-white team  
more expensive smaller cheaper larger

Manga comic books	American comic books
<b>Drawings:</b> They are usually 1 <u>black and white</u> .	<b>Drawings:</b> They are usually in 2 <u>colour</u> .
<b>Size:</b> They are 3 <u>smaller</u> . There are 5 <u>more</u> pages.	<b>Size:</b> They are 4 <u>larger</u> . There are 6 <u>fewer</u> pages.
<b>Artists:</b> They are often created by one 7 <u>artist</u> .	<b>Artists:</b> They are usually created by a 8 <u>team</u> .
<b>Price:</b> They are 9 <u>more expensive</u> .	<b>Price:</b> They are 10 <u>cheaper</u> .

**17 Invent a Manga character. Draw and write.**

My Manga character is called \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Lesson 5 Content and personalisation

### Listen and complete. (AB page 8, activity 16)

- Explain to the class that they are going to complete a chart about the differences between Manga comic books and American comic books. Encourage the class to name different American comic books, e.g. *Batman*, *Spiderman*, *The X Men*. Then invite a pupil to read out the words in the word box and check comprehension.
- Point to the first box and say **Manga comic books are usually black and white**. Then point to the second box and say **American comic books are usually in ... (colour)**. Encourage the pupils to read through the rest of the chart on their own, predicting what the answer will be each time.
- Play the CD (CD 1 track 14) without stopping. Then play the CD a second time. Pause the recording after each piece of information so that the pupils can confirm their prediction or make any necessary correction.

**Key:** 1 black and white (example) 2 colour 3 smaller 4 larger 5 more 6 fewer 7 artist 8 team 9 more expensive 10 cheaper



## Listen and complete.

*There are many differences between Manga and American comic books.*

*Firstly, the drawings in Manga comics are usually black and white and the drawings in American comics are in colour.*

*Secondly, the size of the comic books is different. Manga comics are smaller than American comics. American comic books are usually two or three times larger than Manga comics.*

*Another difference is the number of pages. There are more pages in a Manga comic book. Many Manga comics have got more than one hundred pages. There are fewer pages in American comic books. Most of them have about 32 pages.*

*A fourth difference is the creation of the comic books. With Manga comics, there is usually only one artist. This artist invents the story, draws the pictures, and writes the dialogue. However, American comic books are usually created by a team of artists. A writer writes the story and different artists draw the pictures, write the dialogue and colour the pictures.*

*Finally, there is a difference in the price of the comic books. Manga comic books are more expensive than American comic books. American comic books are cheaper.*

## Invent a Manga character. Draw and write. (AB page 8, activity 17)

- Explain to the pupils that they are going to invent their own Manga character. They need to draw the character and then write about it. Remind the pupils that Manga characters usually have triangular heads with large eyes and mouths and tiny noses. The pupils then work on their own to complete the task.
- At the end of the activity, encourage the pupils to show their work to the person sitting next to them.

**Key:** Pupils' own answers.

## Ending the lesson

### Lesson review

- Briefly ask the pupils what they have done today and encourage them to comment on the activities they found more / less enjoyable and those they found easier / more difficult. Praise the pupils for their efforts.

- Ask the pupils to write down new words from the lesson that they want to remember in the bilingual dictionary on page 13 of their Activity Books. Invite different individual pupils to read out the words they have chosen.

**Optional activity:** Do a class survey to find out which is the most popular Manga character. Elicit the names of different Manga characters that the pupils know and write them on the left side of the board. Point to the first character and ask **Who likes reading / watching (Naruto)?** The pupils who read / watch this series should raise their hands. Ask a pupil to count the hands and write the number on the board. Repeat the procedure with the other characters. When all the numbers are on the board, elicit sentences from the class, e.g. *The most popular character is ...*, *The least popular character is ...*, *(Naruto) is more popular than ...*, *(Naruto) is less popular than ...*

**Homework idea:** Ask the pupils to find a picture of a Manga comic book / cartoon character and write a description.

## Lesson 6

## Content and skills development

## Aims:

- To learn more facts about comics
- To read and write a description of a picture
- To practise using the prepositions *in*, *on*, and *at* when describing a picture

## Key language:

- *in the foreground, in the background, at the top, at the bottom, in the (bottom, right) corner*
- *This picture shows ...*
- *He / She / It looks + adjective*
- *You / We / They look + adjective*
- *comic strip, cartoonist, wide open, moustache, waiter, tray*
- *on the left / right, in the middle, frame, Viking, small, thin, fair, belt, wings, striped, trousers, fat, tall, long, village, wood, stone, old-fashioned, scared, surprised, sleepy, suit, hat, tights, flag, a drink, bottles, smart*
- *He's wearing / smiling / giving / standing ...*

## Materials:

- Pupil's Book page 9
- Activity Book pages 9 and 13
- 15 pictures for the pupils to describe

## Starting out

## Greetings and warming up

- Greet the pupils and if you set the homework activity from Lesson 5, collect in the work.
- Quickly brainstorm the names of the cartoon / comic book characters that the pupils know and write them on the board. Then invite a confident pupil to describe one of these characters. If you wish, write some prompts on the board to help the pupil with his / her description, e.g. *This character wears ..., carries ..., is ..., has got ..., can ...*
- The rest of the class should listen to the description and raise their hands when they think they know who it is. When more than half of the class have got their hands raised, invite a pupil to say the character's name.
- Repeat the procedure with different pupils.

## Setting objectives

- Say **In this lesson we're going to learn more about comics. We're going to look at how we write a description of a picture, and we're going to write a description of a picture we like.**


**Lesson 6 Skills development**

**15 Read and answer.**

- Asterix first appeared in a short cartoon strip in a French magazine in 1959.
- The writer was René Goscinny and the cartoonist was Albert Uderzo.
- Now there are 33 comic books in *The Adventures of Asterix* series.
- You can read these books in more than 100 different languages.
- Film studios have also made more than ten films about Asterix and his friends.

Have you ever read an Asterix comic book? Did you like it? Why? Why not?

**16 Read. Are the sentences True (T) or False (F)?**



This picture shows a frame from the film 'Asterix and the Vikings'. In the foreground we can see Asterix and two friends. Asterix is in the middle. He is small and thin and he's got a long, fair moustache. He is wearing a big belt and he's got small wings on his head. On the right we can see his friend, Obelix. He's tall and fat. He's wearing striped trousers and a big belt, but he isn't wearing a shirt. The friend on the left is also tall and he's got long red hair. In front of the friends we can see a small, grey dog. All of the characters look scared or surprised. In the background we can see trees. Like this picture because the characters look very funny.

Joshua, aged 12.

- 1 There are some trees in the foreground.
- 2 There's a small dog in the foreground.
- 3 Asterix is in the middle of the picture.
- 4 Asterix's friends are standing next to him.
- 5 Obelix is wearing a shirt.
- 6 Joshua thinks that the characters look happy.

**17 Read and learn.**

**Writing plan** Describing a picture

- What does the picture show? This picture shows ...
- What can you see in the foreground? In the foreground we can see ...
- What can you see in the background? In the background we can see ...
- What's your opinion? I like the picture because ...

**Writing check** Parts of a picture

When we talk about a picture we use the prepositions *at*, *on* and *in*:

*At ... the top, the bottom*  
*On ... the left, the right*  
*In ... the middle, the top / left corner, the background, the foreground*

**Content words:** frame, character, comic book, comic strip, speech balloon, cartoonist, caption, Manga

**Save**

Lesson 6 Content and skills development

## On the learning trail

## Read and answer. (PB page 9, activity 15)

- Ask the class to look at the drawing of the comic book character and elicit his name (Asterix). Encourage the class to describe the character and share any information they know. Then say **Let's read and find out about Asterix.** The pupils read the text in their books.
- Quickly check comprehension by asking: **When did the character Asterix first appear? (1959)** **Did it appear in a comic book? (No, it appeared in a comic strip / magazine.)** **Which is longer, a comic book or a comic strip? (comic book)** **How many comic books are in the series now? (33)** **How many languages can you read Asterix in? (more than 100)** **How many films can you see? (more than 10)**
- Ask the class **Have you ever read an Asterix comic book?** Encourage the pupils to tell you if they have and if they enjoyed it.

Read. Are the sentences **True (T)** or **False (F)**? (PB page 9, activity 16)

- Direct the pupils' attention to the picture and invite different pupils to tell you what they can see. Then explain to the class that they are going to read a description of the picture. The pupils

read the text silently. If necessary, explain the meaning of any unknown vocabulary.

- Invite a pupil to read out statement 1 below the text and prompt him / her to decide if it's true or false. The pupils then work on their own or in pairs to write the answers in their notebooks. Monitor the pupils as they do this, giving support where appropriate. Invite different individual pupils to read out their answers.

**Key:** 1F (In the foreground we can see Asterix and two friends.) 2T 3T 4T 5F (Obelix is wearing striped trousers and a big belt, but he isn't wearing a shirt.) 6F (They look scared or surprised.)

### Read and learn. (PB page 9, activity 17)

- Draw the pupils' attention to the *Writing plan* and invite a pupil to read out the information on how to describe a picture. Encourage the class to look back at the description and find examples in the text.
- Next, ask the pupils to look at the *Writing check* box and invite a different pupil to read out the information about the parts of a picture. Once again, the class should look back and find examples in the text.

### Complete the description. There are two extra words. (AB page 9, activity 18)

- Invite a pupil to read out the rubric. Then ask the class to look at the photo and tell you what they can see. Draw their attention to the words in the word box and remind the pupils of their meaning.
- Next, focus the pupils' attention on the text. Invite a pupil to read the first sentence and predict what the first missing word is.
- The pupils work on their own to write the correct words from the box in the gaps. They compare answers in pairs and then check answers as a class.

**Key:** 1 café (example) 2 hat 3 right 4 suit 5 next to 6 drink 7 background 8 past

### Write. (AB page 9, activity 19)


- Ask a pupil to read out the phrases in the word box. Then explain that they need to label the different parts of the picture in the activity. The pupils work on their own to do this.
- Prompt the class to check their work with the person sitting next to them, and then ask different individual pupils to read out their answers.

**Key:** 1 in the top left corner (example) 2 in the background 3 on the right 4 on the left 5 in the foreground 6 in the bottom right corner

**Lesson 6 Skills development**

**18 Complete the description. There are two extra words.**


right drink background café sandwich hat past suit next to trousers



This photograph shows a street 1 café in the foreground we can see a man and a woman sitting at a table. The woman is on the left and she is wearing a 2 hat. The man is on the 3 right. He's wearing a 4 suit and he's smiling at the woman. A waiter is standing 5 next to the table. He's giving the woman a 6 drink. In the 7 background we can see the window of the café. I like this picture because it shows us how people lived in the 8 past.

**19 Write.**

in the background on the left in the top left corner in the foreground in the bottom right corner on the right



1 in the top left corner  
2  
3  
4  
5  
6

**20 Write a description of the picture in Activity 19.**

This picture shows \_\_\_\_\_

Why don't you draw a picture and write a description? Then have a class art exhibition.

Lesson 6 Content and skills development

### Write a description of the picture in Activity 19. (AB page 9, activity 20)

- Explain to the class that they are going to write their own description of a picture. Organise the class into pairs and give each pair a picture to describe. The pupils should work together to plan what they want to write and then write individual descriptions in the space provided. Move around the class supporting and encouraging the pupils as they work.

**Key:** Pupils' own answers.

**Option:** If you haven't got access to a supply of pictures, ask the pupils to look out of the classroom window and imagine that the scene they see is a photograph. The pupils should describe the scene / photograph.

## Ending the lesson

### Lesson review

- Briefly ask the pupils what they have done today and encourage them to comment on the activities they found more / less enjoyable and those they found easier / more difficult. Praise the pupils for their efforts.
- Ask the pupils to complete the topic vocabulary list in the bilingual dictionary on page 13 of their Activity Books.
- **IMPORTANT:** Ask the pupils to bring into class a picture of some art that they like. It could be a painting, a sculpture, a drawing or a photo. The picture will be used for the oral presentation in Lesson 8.

**Optional activity:** Do a drawing dictation with the class. Explain to the pupils that the blackboard is an empty picture frame. Then ask a pupil to come to the board and give him / her a piece of chalk. Describe one part of a scene, e.g. **In the background there are some mountains.** The pupil should listen and draw the items on the board. Once the pupil has drawn the items correctly, he / she should pass the chalk to another pupil. The pupils take it in turns to draw what you dictate until the scene is finished.

**Homework idea:** Invite a pupil to read the suggestion at the bottom of page 9 of the Activity Book. *Why don't you draw a picture and write a description? Then have a class art exhibition.* Elicit ideas from the class about what they could draw. The pupils then draw the picture and write the text at home. As a follow up, display the pictures and texts on the classroom wall and encourage the pupils to move around the room looking at the different pictures and reading the accompanying texts.



# 1 Amazing art

## Lesson 7 Intercultural learning and personalisation

### Aims:

- To listen to a set of facts about cave paintings
- To read texts about famous artists from around the world
- To write a description of a famous artist from your country

### Key language:

- *cave painting, charcoal, hippo, rhino, giraffe, everyday objects, work of art, self-portrait, Earth*
- *He was born in ... / died in ...*
- *bright / strong colours, colourful, can, soup, famous, magazines, television, thousand, finger / feet / handprints, brave*

### Materials:

- Pupil's Book page 10
- Activity Book pages 10 and 13
- CD 1

**Lesson 7 Culture Famous artists**

Almost everybody is creative. We use art to express our feelings and our ideas. The first artists drew pictures of animals on cave walls thousands of years ago. Nowadays, artists use many different materials. You can see their work in museums, art galleries, towns and parks all around the world.

**18 Read and listen. Choose.**

**Cave paintings:**

- 1 The oldest European cave paintings are about 20 / 30 / 40 thousand years old.
- 2 Two people found the first cave paintings in 1879 in France / Spain / Poland.
- 3 Many cave artists used earth and chalk / stone / charcoal to draw on the walls.
- 4 Cave paintings show us that rhinos / hippos / giraffes lived in Europe.
- 5 Some cave paintings show human fingerprints / footprints / handprints, too.

**19 Read and match the pictures.**

1 One of the most famous artists in my country is Andy Warhol. He was born in 1928. When he was a child he went to art classes and later he studied art at college. After college, he decided to draw everyday objects like cans of soup. This new style of painting was called Pop Art, and he became very famous. Warhol died in 1987, but you can still see Pop Art on television and in magazines around the world. *Pop Art, USA*

2 One of the most famous painters from my country is Paul Klee. He was born in 1879 and he studied art and music when he was a child. His first pictures were black and white, but after a visit to North Africa he started using very strong, bright colours. Klee loved cats and he painted lots of pictures of them. He died in 1940, but he left almost 9 thousand works of art. *Art, Switzerland*

3 My favourite artist from Mexico is Frida Kahlo. She was born in 1906 near Mexico City. When Frida was 18, she had a terrible accident and stayed in bed for many months. During that time she started to paint and produced some amazing self-portraits. Frida was very brave and learnt to walk again. In her life Frida produced more than 140 paintings. She died in 1954. *Mexico*

**20 Read and answer.**

- 1 Which artist didn't use any colour at first?
- 2 Which artist painted pictures of his / her face?
- 3 Which artist didn't study art when he / she was a child?
- 4 Which artist liked animals?
- 5 Which artist painted familiar objects?
- 6 Which artist created a new style of art?

**21 Ask and answer.**

Who are the famous artists from the past in your country?

What do you know about them?

**10 Lesson 7 Intercultural learning and personalisation**

## Starting out

### Greetings and warming up

- Greet the pupils and if you set the homework activity from Lesson 6, collect in the work.
- Tell the class that they are going to play a describing game. Chose a picture at random in the Pupil's Book and describe what you can see, e.g. **There's a picture of a vase with yellow flowers in it.** Prompt the pupils to listen to the description and then quickly scan the pages of their Pupil's Books until they find the corresponding image (Pupil's Book page 77). Invite a pupil to say the page number. Repeat the procedure with different images in the book.
- If you wish to do so, organise the class into pairs and prompt the pupils to play the same game. One pupil should describe a picture and the other should listen and then try to find it in their book. The pupils swap roles after a few minutes.

### Setting objectives

- Say **In this lesson we're going to find out about art around the world and you're going to write about a famous artist from your country.**

## On the learning trail

### Introduction (PB page 10)

- Invite a pupil to read the introductory text and then describe what he / she can see in the photo (a cave painting). Explain to the class that they are going to listen and find out some information about cave art.
- Invite a pupil to read out sentence 1 and ask the class to guess what the correct answer is. However, don't tell the pupils if they have guessed correctly or not at this stage. Repeat the procedure with the other pieces of information.

### Read and listen. Choose. (PB page 10, activity 18)

- Ask the pupils to take out their notebooks and write the numbers 1 to 5 on the page. Play the CD (CD 1 track 15) without pausing. The pupils listen and write the correct answers in their notebooks. At the end of the listening, the pupils check their answers with the person sitting next to them.
- Play the CD another time, pausing when the key information is given. Invite a pupil to give the answer and allow time for pupils to correct their work if necessary.

**Key:** 1 30 2 Spain 3 charcoal 4 rhinos 5 handprints



## Read and listen. Choose.

- Dave: *Welcome to Art Radio. On today's programme we're going to talk to Emma Stuart. She's an expert on cave paintings. Hello, Emma.*
- Emma: *Hello, Dave.*
- Dave: *Now, how old are cave paintings?*
- Emma: *Good question. Cave paintings are prehistoric and it's difficult to know exactly how old they are. But scientists think that the oldest cave paintings in Europe are about 30 thousand years old.*
- Dave: *Really! Who found the first cave painting?*
- Emma: *It was a nine-year-old girl who lived in the north of Spain. She found the caves in 1879 and showed them to her father, who was an archaeologist. The caves are called 'Altamira' which means 'high view' in English.*
- Dave: *What did the cave artists use to paint their pictures?*
- Emma: *They used natural materials. Most of them used earth to paint with and many cave artists burnt wood to make charcoal, too.*
- Dave: *What did the artists paint on the cave walls?*
- Emma: *Most of the drawings are of animals. It's very interesting because you can see paintings of animals that are extinct now, like mammoths.*
- Dave: *What other animals can you see?*
- Emma: *You can see animals that lived in Europe before, but now live in different parts of the world. Cave paintings show us that there were rhinos in Europe in the past.*
- Dave: *Rhinos! I don't believe it!*
- Emma: *It's true.*
- Dave: *Did the artists write their names on the walls?*
- Emma: *No, they didn't. Prehistoric people couldn't write. But some artists left their handprints on the walls next to their drawings.*
- Dave: *That's amazing. Thank you very much for coming on the show, Emma.*
- Emma: *You're welcome. Goodbye.*

## Read and match the pictures. (PB page 10, activity 19)

- Ask the pupils to look at the three photos and describe what they can see.
- Explain to the pupils that they're going to read three texts and that they should match them to the pictures. The pupils read the texts silently and do the activity.

**Key:** 1c 2a 3b

## Read and answer. (PB page 10, activity 20)

- Invite a pupil to read out the six sentences and prompt him / her to decide which artist number 1 is written about. The pupils then scan the texts for the remaining information and write the answers in their notebooks. Monitor the pupils as they do this, giving support where appropriate.
- Invite different individual pupils to read out their answers and encourage them to tell you where they found the information in the texts.

**Key:** 1 Klee 2 Kahlo 3 Kahlo 4 Klee 5 Warhol 6 Warhol

## Ask and answer. (PB page 10, activity 21)

- Invite a pupil to read out the first question and prompt him / her to give you an answer. Encourage the class to give as much information about the artist as possible.

## Listen and complete the notes. (AB page 10, activity 21)

- Explain to the class that they're going to listen to two pupils talking about an artistic animal. Invite a pupil to read out the information in the activity and check comprehension. Confirm that the class should listen and complete the missing information.
- Say **Let's listen**. Play the CD (CD 1 track 16) without stopping. Then play the CD a second time and encourage the class to put up their hands when they hear each answer. Pause the CD and prompt the class to give the information each time. Praise the class if they are correct, or play the section again if they are having difficulties. Repeat the procedure until all six pieces of information have been identified.

**Key:** 1 paint (example) 2 Asuka 3 sketch pad 4 canvas 5 black 6 100





Julie: *I'm reading a magazine about animals. On this page, there's an article about a chimpanzee in Tokyo which can paint very well.*

Boy: *A chimpanzee that can paint! I don't believe it.*

Julie: *It's true. Her name's Asuka.*

Boy: *Pardon. What's her name?*

Julie: *It's Asuka. A-S-U-K-A.*

Boy: *When did Asuka learn to paint?*

Julie: *Well, when she was two and a half, her trainer gave her a pencil and a sketch pad and she drew a picture on the sketch pad.*

Boy: *Does she still draw with pencils and paper?*

Julie: *No, she doesn't. Now she uses oil paints and she paints on canvas.*

Boy: *What are her paintings like?*

Julie: *They are very colourful. Asuka doesn't like the colour black.*

Boy: *That's funny. How many paintings has she painted?*

Julie: *She's painted more than 100.*

Boy: *I don't believe it!*

Julie: *It's true. She's painted more than 100 paintings and each one is different.*

Boy: *That's amazing.*

**Prepare for writing. Read and make notes.**  
(AB page 10, activity 22)

- Explain to the class that they are going to write about a famous artist from their country. Read through the questions as a class. The pupils then work either on their own or in pairs to brainstorm the content of their text.

**Key:** Pupils' own answers.

**Write about a famous artist from your country. (AB page 10, activity 23)**

- The pupils work on their own to write their final text. Monitor the pupils as they do this, providing support and encouragement.

**Key:** Pupils' own answers.

## Ending the lesson

## Lesson review

- Briefly ask the pupils what they have done today and encourage them to comment on the activities they found more / less enjoyable and those they found easier / more difficult. Praise the pupils for their efforts.
- Ask the pupils to write down new words from the lesson that they want to remember in the bilingual dictionary on page 13 of their Activity Books. Invite different individual pupils to read out the words they have chosen.
- **IMPORTANT:** Remind the pupils to bring pictures of art to the class. These will be used for the oral presentation in Lesson 8.

**Optional activity:** Brainstorm onto the board all the vocabulary connected to art that the pupils have seen in the unit. Praise the pupils for their ideas and highlight the amount of new words that they've learnt.

**Homework idea:** Ask the pupils to study the words that they have written in the bilingual dictionary on page 13 of their Activity Books.

# 1 Amazing art

## Lesson 8 Fluency and project work

### Aims:

- To listen to and sing a song for pleasure
- To listen to an oral presentation and complete notes
- To prepare an oral presentation

### Key language:

- *inspiration, complain, experiment (v), it doesn't matter*
- art materials and vocabulary from the unit
- *This painting / photograph / sculpture is called ...*
- *... painted / made / drew it in ...*
- *He / She was born in ...*
- *He / She died in ...*
- *He / She is famous for ...*
- *This painting / photograph / sculpture shows ...*
- *In the foreground / background / middle / corner*
- *At the top / bottom*
- *On the left / right*
- *I like this painting / photograph / sculpture because ...*
- *It makes me feel ...*

### Materials:

- Pupil's Book page 11
- Activity Book pages 11 and 13
- CD 1
- Pupils' pictures of their favourite paintings
- Large piece of card for each pupil
- Glue or sellotape

## Starting out

### Greetings and warming up

- Greet the pupils and tell them that they are going to review the new vocabulary that they've seen in Unit 1.
- Explain that you're going to spell out one of the words. The pupils have to listen and say what the word is. Spell *V-I-O-L-E-T*. The pupils raise their hands if they know the word. Ask a pupil to give the answer.
- Select another word from the unit, and repeat the procedure. As the pupils become more confident, spell the words at a faster and faster speed.

### Optional activity:

Turn the activity into a chant as below:

Teacher: **Give me a C.**

Pupils: *C*

Teacher: **Give me an H.**

**Lesson 8 Fluency**

22 Guess the missing words. Listen and check your answers. Sing.

Tune into Footprints radio!

Let's paint  
(chorus)  
Let's paint  
Get some inspiration  
Get some inspiration  
Don't let that  
There's nothing to do  
Get some paper  
And some glue, too.

pencils create experiment fun  
chalk complain design card

You can use some  
And felt-tip pens.  
Or watercolours.  
Just  
(chorus)  
You can draw some Manga.  
Or a model.  
You can make a model.  
With string and a bit.

It doesn't matter  
If it isn't good.  
The important thing is  
To have some  
(chorus)

Do you like doing arts and crafts in your free time?

**Footprints Project**

23 Talk about your favourite piece of art. (AB p11)

**Preparation**

- Decide which piece of art you want to talk about.
- Find out some information about the artist.
- Find a picture of the piece of art in a book or on the internet.
- Think about what you want to say and make notes.

**Presentation**

- Show the picture to your class.
- Talk about the piece of art.
- Talk about the artist.
- Talk about why you like it.

**Extension**

- Listen to your friends' questions.
- Answer their questions.

Today I'm going to talk about my favourite painting. It's called 'Just out of the Sea'.

Oral Presentation

Lesson 8 Fluency and project work

Pupils: *H*

Teacher: **Give me an A.**

Pupils: *A*

Teacher: **Give me an L.**

Pupils: *L*

Teacher: **Give me a K.**

Pupils: *K*

Teacher: **What does it spell?**

Pupils: **CHALK!**

### Setting objectives

- Say **Today we're going to sing a song. We're also going to prepare an oral presentation.**

## On the learning trail

### Guess the missing words. Listen and check your answers. Sing. (PB page 11, activity 22)

- Say **Today we're going to listen to a song about arts and crafts.** Ask a pupil to read out the words in the box. The pupils then read the song and complete the gaps, using the words in the box. They write the answers in their notebooks.
- Play the song without stopping (CD 1 track 17). The pupils listen and check their answers. Play the song a second time and pause before each gap to elicit the missing word.

- Ask a pupil to read the question below the song and invite different members of the class to give their answer. Finally, play the song a third time and encourage the class to sing along with the recording.

**Key:** 1 create 2 complain 3 pencils 4 chalk  
5 experiment 6 design 7 card 8 fun



## Let's paint!

(Chorus)

*Let's paint*

*Create*

*Get some inspiration*

*Get some inspiration!*

*Don't complain that*

*There's nothing to do*

*Get some paper*

*And some pencils, too*

*You can use some chalk*

*And felt-tip pens*

*Or watercolours*

*Just experiment*

(Chorus)

*You can draw some Manga*

*Or design a car*

*You can make a model*

*With string and card*

*It doesn't matter*

*If it isn't good*

*The important thing is*

*To have some fun*

(Chorus)

## Footprints Project: Talk about your favourite piece of art. (PB page 11, activity 23)

- Direct the pupils' attention to the picture in the Pupil's Book and invite a pupil to read out the speech bubble: *Today I'm going to talk about my favourite painting. It's called 'Just out of the sea'.*
- Read out the information about the process the pupils are going to follow to prepare the presentation and check understanding.

### Lesson 8 Fluency

24 Listen and complete the notes. Write one word in each space.

**My favourite painting**

**Painting title:** Just out of the 1 sea

**Artist:** Joaquin Sorolla (1863 – 1923)

**Description:** The painting shows a 2 mother who is holding a small child. The child has got a big white 3 towel around him. The mother is wearing a white 4 blouse and a long skirt. In the background there's a small 5 boat.

**Why I like it:** I like the 6 bright colours, and the sea.

25 Prepare your presentation. Think about the main points.

1 Title and artist

2 Information about the artist

3 Description of the piece of art

4 Why I like it

What do you want to find out about your friends' favourite paintings? Write the questions.

1 \_\_\_\_\_

2 \_\_\_\_\_

**Useful language**

This painting / photograph / sculpture is called ...  
(Artist's name) painted / made / drew it in ... (date).  
(Artist's name) was born in ... (place) in ... (date).  
(Artist's name) died in ... (date).  
He / She is famous for ...  
This painting / photograph / sculpture shows ...  
in the foreground / background / middle / corner.  
At the top / bottom On the left / right.  
I like this painting / photograph / sculpture because ...  
It makes me feel ...

- Tell the pupils that first they are going to listen to the girl talking about her favourite painting.



## Listen and complete the notes. Write one word in each space. (AB page 11, activity 24)

- Explain to the class that they're going to listen to the girl from the Pupil's Book giving a presentation about the painting. The pupils should listen and complete the notes. Invite a pupil to read out the information in the activity and check comprehension. Confirm that the class should write just one word each time.
- Say **Let's listen**. Play the CD (CD 1 track 18) without stopping. Then play the CD a second time and encourage the class to put up their hands when they hear each answer. Pause the CD and prompt the class to give the answer each time. Praise the class if they are correct, or play the section again if they are having difficulties. Repeat the procedure until all seven pieces of information have been identified.

**Key:** 1 sea (example) 2 mother 3 towel 4 blouse  
5 boat 6 bright



## Listen and complete the notes. Write one word in each space.

Girl:

*Today, I'm going to talk about my favourite painting. It's called 'Just*

out of the sea' and the artist was Joaquín Sorolla. Sorolla was born near Valencia in Spain in 1863 and he died in 1923. He painted lots of different things, but I like his paintings of the beaches by the Mediterranean Sea best. This painting shows a mother and a small child on the beach. The mother is holding the child in her arms. The child has got a big white towel around him. The mother is wearing clothes from long ago. She's wearing a white blouse and a long blue-grey skirt. In the background there's a small boat in the sea. Nobody is in the boat. I like this picture a lot because there are lots of bright colours and the sea looks warm.

### Prepare your presentation. Think about the main points. (AB page 11, activity 25)

- Explain to the class that when you give an oral presentation you need to think carefully about what you want to say. Ask a pupil to read out the different points for discussion and check comprehension.
- The pupils should then take out their pictures and make their notes. Draw their attention to the *Useful language* box and read out the phrases.
- As the pupils are working, walk around the class encouraging and prompting them.

### Prepare your questions (AB page 11, activity 25 continued)

- When the pupils have finished preparing their presentations, explain that they will have the opportunity to ask the other pupils questions about their presentations. Elicit some questions from the class, e.g. *Where can you see this (painting)?*
- Ask each pupil to write down one or two questions in their Activity Books.



#### Oral presentation

- Set aside time for pupils to give their presentations in class. You may want to dedicate one whole lesson to this or invite one or two pupils to give their presentations at the beginning of each lesson. If the class is accustomed to working in pairs, the pupils can give their presentations to a partner.
- Write the main headings from the Activity Book on the board to help the pupils keep on track as they give their presentations.

- Allow the pupils to have their notes in front of them, but discourage the class from reading the notes out loud. Encourage them to hold up the picture of their favourite painting during the presentation.
- After the presentation, encourage the rest of the class to ask the speaker one or two additional questions.
- Finally, encourage the pupils listening to the presentation to comment on the speaker's performance.

**Option:** If you have access to a camcorder, record the pupils' presentations. The pupils will be delighted to see themselves doing the presentation and it is an excellent way of seeing and recording progress over the academic year.



### Footprints project

- Tell the pupils they are going to make a poster about their favourite paintings.
- Ask them to take out the pictures of their favourite paintings they have brought to the class and stick them on a piece of card.
- Tell the pupils to write a short sentence (or more if they like) below each picture. They then write a title for their poster and decorate it.

## Ending the lesson

### Lesson review

- Briefly ask the pupils what they have done today and praise them for their efforts.
- If you have time, ask the class to work in pairs and test each other on the vocabulary for this unit in the bilingual dictionary on page 13 of their Activity Books.

**Optional activity:** Focus the pupils' attention on the dictionary skills box in the bilingual dictionary for this unit on page 13 of the Activity Book. Invite a pupil to read out the information and check that the pupils understand the concept of countable and uncountable nouns. Ask the pupils to find the six words in their dictionaries and write whether they are countable or uncountable.

**Key:** 1U (example) 2U 3C 4U 5U 6U

**Homework idea:** Ask the pupils to write a short paragraph describing their favourite painting.



# 1 Language Guide

## Language review / *The World Around Me* Portfolio Booklet

### Aim:

- To review the language from Unit 1

### Key language:

- Language structures and vocabulary from Unit 1

### Materials:

- Pupil's Book pages 11–13
- Activity Book page 12
- CD 1
- The World Around Me* Portfolio Booklet pages 6 and 7

## Starting out

### Greetings and warming up

- Greet the pupils and tell them that they are going to sing the song from the previous lesson another time. Ask the class to open their Pupil's Books at page 11. Divide the class into two groups and explain that you want each group to sing an alternate verse. Play the CD (CD 1 track 17) and prompt the different groups to sing along with their verse. Finally, swap the verses that the groups sing and repeat the activity.

### Setting objectives

- Say **Today we're going to review what we've learnt in Unit 1.**

## Grammar

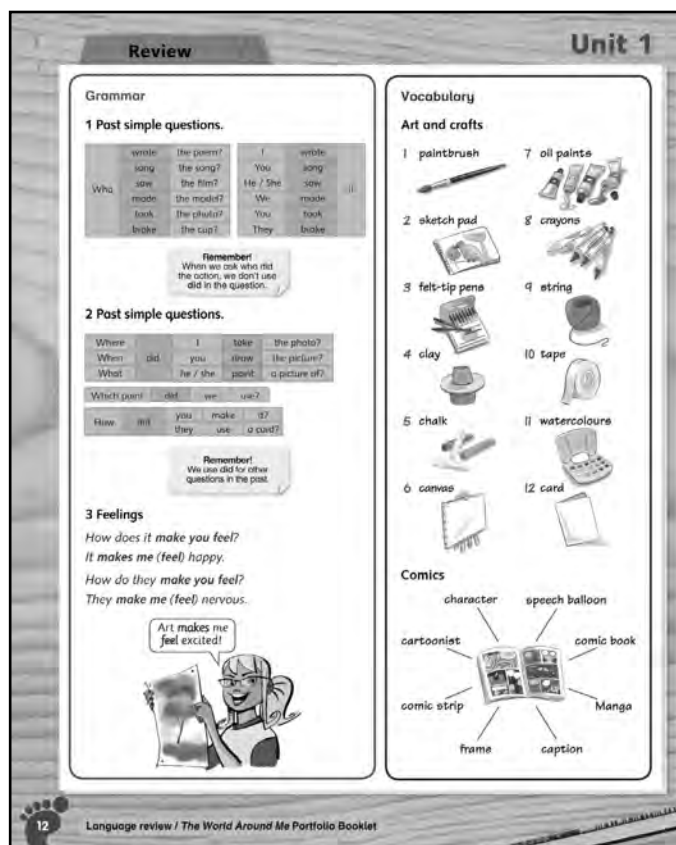
### Review: Past simple questions (PB page 12, activity 1)

- Direct the pupils' attention to the grammar summary in activity 1 (*past simple questions*). Invite a pupil to read out the explanation and the *Remember!* note and check comprehension.

### Practice: Order and write the questions.

### Find the information in the unit and write the answers. (PB page 13, activity 1)

- Direct the pupils' attention to practice activity 1 and invite a pupil to read out the first question. Then ask the class to look back through Unit 1 and find the answer (*Miró painted Blue Star.*) The pupils should order and write the other questions in their notebooks and then find the answers in



the unit.

**Key:** 1 Who painted *Blue Star*? (example) / Miró painted it. 2 Who liked painting cats? / Klee liked painting them. 3 Who created Pop Art? / Warhol created it. 4 Who created Asterix? / René Goscinny and Albert Uderzo created Asterix. 5 Who found some cave paintings? / A Spanish girl found some cave paintings. 6 Who painted many self-portraits? / Frida Kahlo painted many self-portraits.

### Review: Past simple questions (PB page 12, activity 2)

- Direct the pupils' attention to the grammar summary in activity 2 (*past simple questions*). Invite a pupil to read out the explanation and the *Remember!* note and check comprehension.

### Practice: Read the answers and write the questions. Use the question words.

### (PB page 13, activity 2)

- Ask a pupil to read out the rubric and the question words in the word box. Then ask the pupil to read the example and focus the pupils' attention on the words in bold. The class should then read the other sentences and make the questions. They can do this orally or in their notebooks. Check answers as a class.

**Key:** 1 When did Van Gogh paint *Sunflowers*?

(example) 2 Which paints did he use? 3 Where did he paint them? 4 Why did he paint them? 5 How many sunflower paintings did he paint?

**Practice: Choose and write. Act out.**  
(PB page 13, activity 3)

- Direct the pupils' attention to activity 3. Read out the first sentence in the dialogue and invite the pupils to tell you what the correct question word is.
- The pupils then work on their own or with a partner to choose the correct word in the other questions. The pupils can do this orally or write the sentences in their notebooks.
- Check answers as a class. The pupils can then act out the dialogue in their pairs or as a whole class activity.

**Key:** 1 What 2 Who 3 Who

**Review: Feelings (PB page 12, activity 3)**

- Direct the pupils' attention to the grammar summary in activity 3 (*expressing feelings*). Invite a pupil to read out the explanation and check comprehension.

**Practice: Answer the questions.**  
(PB page 13, activity 4)

- Direct the pupils' attention to activity 4 and invite a pupil to give an answer to the first question so that it's true for him / her. The pupils then work on their own or with a partner to answer the other questions. The pupils can do this orally or write the sentences in their notebooks.

**Key:** Pupils' own answers.

## Vocabulary

**Review: Arts and crafts (PB page 12)**

- Direct the pupils' attention to the vocabulary list for arts and crafts. Invite a pupil to read out the different words.

**Practice: Order the letters. Write the answers.** (PB page 12, activity 5)

- Direct the pupils' attention to practice activity 5. Read out the first question and invite the pupils to tell you what the jumbled word is.
- The pupils then work on their own or with a partner to unjumble the word in each question. The pupils can do this orally or write the questions in their notebooks.

**Language Guide**

Grammar practice

1 Order and write the questions. Find the information in the unit and write the answers.

- 1 painted / Blue Star? / Who painted Blue Star?
- 2 liked / Who / cats? / painting
- 3 Pop Art? / created / Who
- 4 created / Who / Asterix?
- 5 found / paintings? / some / Who / cave
- 6 self-portraits? / painted / many / Who

2 Read the answers and write the questions. Use the question words.

Where Which materials When How many Why

- 1 Van Gogh painted Sunflowers in 1888. When did Van Gogh paint Sunflowers?
- 2 He used oil paints.
- 3 He painted them at Arles, in the South of France.
- 4 Because he wanted to decorate a friend's bedroom.
- 5 He painted four sunflower paintings in 1888.

3 Choose and write. Act out.

Ellie: 1) What / Where did you do yesterday, Tim?

Tim: I went to a football match.

Ellie: 2) Who / What won the match?

Tim: My team won. They scored three goals. It was great!

Ellie: 3) Which / Who scored the goals?

Tim: Ronaldo. He's the best football player in the whole world.

**Practice**

Grammar practice

4 Answer the questions.

- 1 What makes you feel angry?
- 2 What makes you feel happy?
- 3 What makes you feel tired?
- 4 What makes you feel hungry?

cartoons graffiti chocolate

homework

sausages my sister / brother

Graffiti makes me feel angry.

Vocabulary practice

5 Order the letters. Write the answers.

- 1 Have you got a ketbokacs?
- 2 Do you ever use ikach?
- 3 Did you use left-pitneps yesterday?
- 4 Do you want to paint on a vacans?
- 5 Is there any sringit in the classroom?
- 6 Have you got any yascron?

6 Complete the sentences.

- 1 The individual pictures in a comic book are called frames.
- 2 The people or creatures in a comic are the characters.
- 3 The things people say in a comic appear in speech ballons.
- 4 Some extra information in a comic appears in the captions.

Now do the test for Unit 1.

Language review / The World Around Me Portfolio Booklet 13

- Check answers as a class. The pupils then write their answers.

**Key:** 1 sketchbook 2 chalk 3 felt-tip pens  
4 canvas 5 string 6 crayons  
Pupils' own answers.

**Review: Comics (PB page 12)**

- Direct the pupils' attention to the vocabulary for comics. Invite a pupil to read out the different words and check comprehension.

**Practice: Complete the sentences.**  
(PB page 13, activity 6)

- Direct the pupils' attention to practice activity 6. Read out the first question and invite the pupils to tell you what the word is.
- The pupils then work on their own or with a partner to complete each question and give an answer. The pupils can do this orally or write the sentences in their notebooks.
- Check answers as a class.

**Key:** 1 frames 2 characters 3 speech balloons  
4 captions

**Which materials do you need? Write the materials next to each piece of art. (AB page 12, activity 1)**

- Ask a pupil to read out the rubric. Next ask the pupil to read out the list of materials you need to create an oil painting in question 1.
- The pupils then work on their own to list the materials you need to produce the other pieces of art. Ask the pupils to check their answers with the person sitting next to them. Then check the answers with the whole class.

**Key:** 1 a paintbrush, a canvas, oil paints (example), an overall 2 a sketch pad, pencils, a rubber, crayons, felt-tip pens 3 an overall, clay 4 scissors, card, felt-tip pens

**Do the dictation. Listen and write the sentences. (AB page 12, activity 2)**

- Tell the class that they are going to do a short dictation. There are five sentences and they will hear each sentence being read three times.
- Explain to the class that the first time they hear a sentence they should just listen and concentrate on understanding its meaning. Then, when they hear the sentence a second time, they should write it in their Activity Books. Finally, the pupils can check what they've written when they hear the sentence a third time.
- Play the CD (CD 1 track 19) and follow the above procedure for each of the sentences.
- At the end of the activity, ask the pupils to check their answers with a partner. If there are any doubts, write the sentences on the board and ask the pupils to correct their work.

**Key:** See audioscript below.



**Do the dictation. Listen and write the sentences.**

- 1 Who drew the picture? (x3)
- 2 What did she design? (x3)
- 3 It makes me feel angry. (x3)
- 4 How does it make you feel? (x3)
- 5 There's a mirror in the background. (x3)



**Read and complete. (AB page 12, activity 3)**

- Read out the rubric. Then read out the text to the class, pausing where the missing words are to be written.

**Unit 1 Language Guide**

1 Which materials do you need? Write the materials next to each piece of art.

1 An oil painting: a paintbrush, a canvas, oil paints  
 2 A drawing: \_\_\_\_\_  
 3 A vase: \_\_\_\_\_  
 4 A birthday card: \_\_\_\_\_

2 **Listen** Do the dictation. Listen and write the sentences.

1 Who drew the picture?  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_

3 **Read and complete.**

Last weekend, I went to an art gallery with my family. We saw lots of interesting paintings, but I liked the photographs the most. My favourite photograph was 2 'Rain'. It was a photo 3 rain on a window. It 4 a very interesting and beautiful photograph. I like taking photographs and for my birthday 5 year I got a new camera. I want to 6 a photographer when I am older.

Unit 1 Language guide

- The pupils work on their own to write in the missing words. Ask the pupils to check their answers with the person sitting next to them. Then ask different individual pupils to read out the completed text.

**Key:** 1 went (example) 2 called 3 of 4 was 5 last 6 be

**The World Around Me Portfolio Booklet**

- The pupils complete Unit 1 of their Portfolio Booklets *The World Around Me*.

**Ending the lesson**

**Lesson review**

- Briefly ask the pupils what they have done today and encourage them to comment on the activities they found more / less enjoyable and those they found easier / more difficult. Praise the pupils for their efforts.

**Homework:** Ask the pupils to study the unit in preparation for the unit test. They can do the test in the next lesson (see Tests and Photocopiable Resources pack).