



Look What I Made

6

How does art make you feel?

- Think about it.
- Talk to a partner.
- Share with the class.

UNIT 6 RESOURCES

Level 2 • Workbook, pages 68–77

Teacher Zone:

- Unit 6 Vocabulary Worksheet
- Unit 6 Grammar Worksheet
- Unit 6 Write About It Worksheet
- Unit 6 Assessment

OBJECTIVE

- Use the photo, Big Question, and Visual Thinking Routine to introduce the unit topic, activate prior knowledge, and spark interest in the unit language and theme.

MATERIALS

- Student's Book, page 79

TEACHING TIPS

- Ask students questions to uncover what they already know about art and making it. Ask *What kinds of art do you know?* (Prompt students to think beyond painting and drawing to, for example, sculpture, material art, food, pottery.) *What kinds of art have you done?* (Draw on students' school as well as out-of-school experiences.)
- Ask students to share their likes and dislikes in terms of looking at art as well as creating it. Ask students for reasons for their answers, encouraging the use of *because* (Unit 5 focus).

LESSON 1

OBJECTIVES

- to learn and practice vocabulary words about art and appearances
- to sing a song which explores different ways to enjoy making art

MATERIALS

- Student's Book, pages 80–81
- Audio Tracks 70 and 71
- Song video

SKILLS

- Recognize and say words about art and physical characteristics.
- Activate language by listening to an audio.
- Talk about art using the lesson vocabulary.
- Listen to, read, and sing a song about being creative.

TRACK 70 AUDIO SCRIPT

George: Hello, Mr. Pocassi. This is my Uncle Harold. He has some fossils for you.

Mr. Pocassi: Oh, thank you, Uncle Harold! What wonderful shapes! George, show your uncle what we're making.

George: OK. Uncle Harold, we make lots of different things in art class. We paint, draw and make sculptures. This is my friend, Anabelle. Do you like her drawing?

Harold: Yes, it's great! Hello, Anabelle. I love the color of those flowers!

Anabelle: Thank you.

George: Look, here Li Jun is working on his painting.

Harold: It looks like a fossil!

George: It is! Now come this way. Camila is making jewelry.

Harold: Oh yes. And who made this mask?

George: Which one?

Harold: It has red curly hair, a mustache, and a long beard.

George: Oh, that's mine! It's Mr. Pocassi!

Harold: I know. It looks just like him!

A  Listen. Dance when you hear an action.



sculpture 6

jewelry 9

drawing 2

mask 10

beard 4

painting 8

B  Listen and say. Listen again and number the words.



TEACHING TIPS

- Have students look at the scene. Ask *What can you see? What are they doing? Where are they?*
- Tell students they will listen to an audio about a boy called George who brings his uncle to art class. Ask students to find the teacher in the picture. Tell them that his name is Mr. Pocassi and they will hear his name in the audio.
- After listening, ask comprehension questions to check general understanding as well as attention to detail. For example, ask *What art does Uncle Harold see?* (a drawing of flowers, a painting of a fossil, some jewelry, a mask).

I like to make drawings of my family.

I like to make sculptures of animals.

C What kind of art do you like? What do you make?

D Watch. Then sing. Mime painting when you say an art word.

Get Creative

Get creative! Have some fun! Get creative, everyone!

Don't sit there and watch TV. Make a painting, play with me.

Do a drawing, bake a cake. There are a lot of things to make.

Don't sit there and wait all day. Make some jewelry, that's the way!

Make a sculpture with a box. Make a toy with old socks.

LESSON 2

OBJECTIVES

- to learn to use comparatives with short adjectives
- to learn the comparatives for good and bad

MATERIALS

- Student's Book, pages 82–83
- Audio Tracks 73 and 74

SKILLS

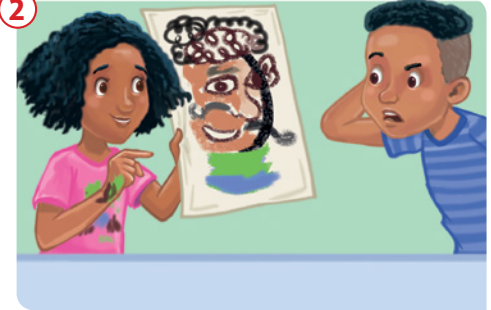
- Learn to add -er to short adjectives to make comparatives.
- Practice saying comparatives with -er.
- Complete sentences by forming comparatives.
- Complete an exam practice activity focused on reading comprehension.

A  Listen and read. Which adjectives are used to describe George and Lizzy's dad? *bigger, curlier*

1



2



George: Hey, Lizzy! Look at my drawing of Dad. I did it at Art Club.

Lizzy: Hmm. It doesn't look like him. The hands are *bigger* than Dad's. The hair is *curlier* than Dad's. My painting is better than yours. Look!

George: Let me see. Oh! It's ... great. What is it? A train? A lion?

Lizzy: No. I painted Dad, too!

George: Oh!

B Look at **A**. What two letters go at the end of the adjectives? *-er*
Complete the table. Then add one more example.

Comparatives: Short Adjectives

✓ The hair is *curlier* *than* Dad's.
The hands are *bigger* *than* Dad's.
My painting is *better* *than* yours.

✓ *Students' own answers*

Notice

We don't add -er to the adjectives *good* and *bad*.
good = better than
bad = worse than

C **Listen and say. Listen again and put your hands on your head when you hear a comparison.** *bigger than, bigger than, worse than, longer than*

D **Complete the sentences with the words in parentheses.**

- 1 Farah is funnier than (funny) Carlos.
- 2 Carlos is younger than (young) Omar.
- 3 Jannik's hair is longer than (long) Hannah's hair.
- 4 Omar's hair is curlier than (curly) Chen Min's.
- 5 Chen Min is happier than (happy) Farah.
- 6 Hannah is kinder than (kind) Jannik.



E **Play Guess Who! Compare two friends and guess.**
Students' own answers

kind funny smart old young long short curly straight

This person's hair is shorter
and curlier than Carlota's.

Is it Mai?

F **Exam Practice** **Look and read. Choose the correct words and write them on the lines.**

- 1 This animal is taller than a penguin and shorter than a giraffe. panda
- 2 This food is smaller than an eggplant but bigger than peas. tomato
- 3 This animal can swim better than an elephant. dolphin



dolphin



chameleon



pineapple



panda



tomato

TRACK 74 AUDIO SCRIPT

- 1 The hands are bigger than Dad's.
- 2 The sculpture is bigger than the mask.
- 3 His drawing is worse than my painting.
- 4 My uncle's mustache is longer than my teacher's.

TEACHING TIPS

- Introduce the lesson using the pictures in Activity A. Ask *Who is the boy?* (George from Lesson 1) *Who do you think drew the art in the pictures?*
- Tell students they will listen to George and his sister Lizzy talk about their art. While they listen, they should think about the question *Who did Lizzy paint?* After listening, ask further questions to confirm understanding and to introduce the use of comparatives. For example, *What does Lizzy say about George's drawing?*
- Review the common comparative adjective exceptions *good* and *bad*:
We don't add *-er*, we use: *good - better than; bad - worse than*.

LESSON 3

OBJECTIVES

- to learn and practice words to describe buildings
- to name and talk about making things

MATERIALS

- Student's Book, page 84
- Audio Tracks 75 and 76

SKILLS

- Recognize and say words that describe buildings.
- Read sentences and choose the correct adjective.
- Talk about how you feel when you make something.

TRACK 75 AUDIO SCRIPT

Sara: I got a great new video game for my birthday. I love making things, and in this game you can make a whole world! First, I put soft grass on the ground, so it's nice to walk on. Then, I built a house with brick walls, so it's safe inside. Then, I made a lot of different buildings, and it became a town. Dad wasn't happy because the game was noisy. He came into my room and said, "Be quiet, Sara!" So I showed him the game, and now he's helping me. We're making an interesting building for the center of the town. My favorite place in the world is the Cayan Tower in Dubai. I saw it with my cousins last year. It's very, very tall. I want our building to look the same. Dad is helping me, and the world is getting bigger. I like making things in the video game. I don't need paper, glue and paints, so my room isn't messy now; it's clean!



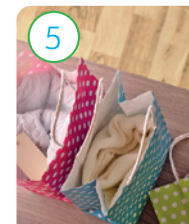
A Listen to Sara talk about how she likes making things. Point to the words she uses. Where's Sara's favorite place? *Cayan Tower in Dubai*



quiet



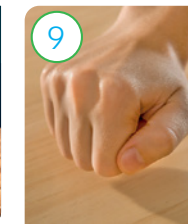
noisy



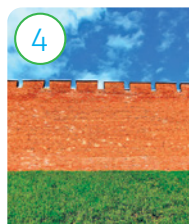
new



thick



hard



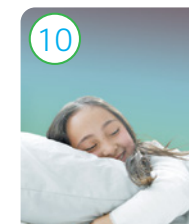
wall



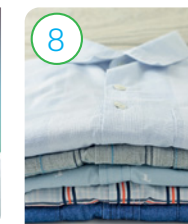
messy



building



soft



clean

B Listen and say. Listen again and number the pictures in A.

US	UK
clean	tidy

C Read and choose. Then read aloud with a partner.

A: I love your **1** noisy / hard / new sweater.

B: Thanks! It's really **2** messy / soft / quiet.

A: Please clean your room. It's **3** wall / thick / messy.

B: Finished! It's **4** hard / clean / building now.

D Look at A. How do you feel when you make something?
Students' own answers

I feel happy when
I make a painting.

I feel excited when
I make a sculpture.

A Listen to Thomas and Natasha. Who visited a museum? **Thomas**



Thomas, Belgium

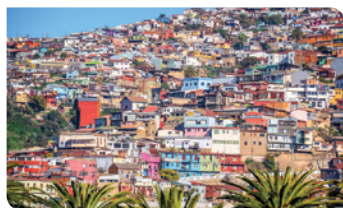


Natasha, Russia

B Listen again. Circle the correct answer.

- 1 Thomas loves **art** / **science**
- 2 Thomas made a **model** / **drawing** of the museum.
- 3 Kizhi Island is on **a big lake** / **the sea**.
- 4 It has a lot of different **animals** / **buildings**
- 5 Natasha made a **model** / **drawing** for her history project.

C What special places do you know? How do you feel there? Tell a partner. **Students' own answers**



I visited Valparaiso in Chile.
The buildings are different colors.
It makes me happy.

Play Break

Make a model city with your class.

LESSON 4

OBJECTIVES

- to listen for gist and details
- to understand and talk about interesting places

MATERIALS

- Student's Book, page 85
- Audio Tracks 77 and 78

SKILLS

- Practice close, active listening for specific information and general knowledge.
- Listen to an audio and do a comprehension activity, choosing the correct answer.
- Talk about a special place and how you feel there.

TRACK 77 AUDIO SCRIPT

- 1 **Thomas:** Hi! I'm Thomas. I love science and I love making things. We went to Belgium on a school trip and saw an awesome museum called the Atomium. The silver balls are rooms and the tubes are hallways. It's so amazing! It looks like an atom. It looked so amazing I made a model of it from paper and cardboard.
- 2 **Natasha:** My name is Natasha. Last year I visited Russia with my parents and we went to Kizhi Island. It's in the center of a big lake and it has a lot of interesting old buildings. They are called Karelian houses, and their walls are all made from wood from local trees. They are so beautiful I did a drawing for my history project.

TEACHING TIPS

- Tell students they will listen to two children talking about places they've visited in Belgium and Russia. Model the pronunciation of the country names and have students repeat after you.
- Play the audio and ask the gist question *Who visited a museum?* Follow up with further questions such as *Why do you say that? What do you remember about the museum?*
- For Activity C, before students talk in pairs about a special place, trigger their thinking with a class discussion about special places they know. Guide students to talk about local places they enjoy. In this way, students who have not traveled outside your area will have ideas to draw on. Make it clear that special places are not necessarily famous; they can be something as simple as a big tree in a field.

LESSON 5

3 GOOD HEALTH AND WELL-BEING



OBJECTIVES

- to read a nonfiction Arts and Music text about a trip to an art museum
- to explore how art can make you feel
- to raise awareness of SDG 3: Good Health and Well-being
- to watch a video about animals making art

MATERIALS

- Student's Book, pages 86–87
- Audio Tracks 79 and 80
- Video: *Making Art*

SKILLS

- Pronounce the sounds /g/ and /k/.
- Listen to, read, and understand what you can see on a school trip to an art museum.
- Appreciate how art can make you feel.
- Complete a table about details in the text.
- Use the vocabulary words to talk about a piece of art you like.
- Use a video to practice listening comprehension.



A Listen. Repeat the words in the box.

B Listen and read. What does Tala make?
A painting

Pronunciation

color	calm
green	grass

ART FOR CHILDREN

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A DAY AT THE ART MUSEUM

Last week, we went on a school trip to the Art Museum. The museum was huge! It had hundreds of paintings, drawings, and sculptures.

Art can make you have different feelings. Some paintings made me feel sad and some made me feel happy.

Here are my top three:

1 My favorite painting had lots of colors – blue, red, green, yellow, and purple. It was a **collage** but the artist used paint, too.

2 The next painting made me feel **calm**. I imagined standing outside, on the green grass. But I was **curious**, too. There was a big wall in front of a huge tree. I wanted to know what was behind the wall!

3 This work of art made me sad. It wasn't a painting; it was a **model** of a town. It showed how some people have to travel far away and build a new home.

After that, we had an art class. I made a painting with bright colors for my Grandpa. He's a little sad now, and I think my painting will make him feel better. How does my painting make you feel?



C Read the text again. Check (✓) the work of art. Compare with a partner.

Which art ...	1	2	3
a was a model?	☐	☐	☒
b was a collage?	☒	☐	☐
c was a painting?	☒	☒	☐
d had beautiful colors?	☒	☐	☐
e had buildings?	☐	☐	☒
f showed nature?	☐	☒	☐

D What can you see in an art museum? Tell a partner.

Students' own answers

E Find a painting or sculpture you like. How does it make you feel?

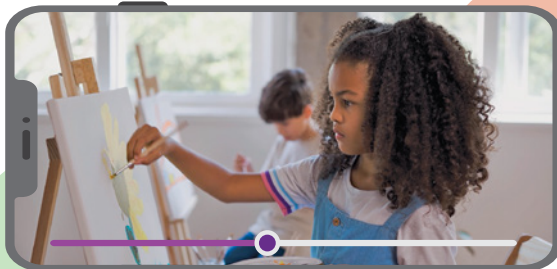
Discuss with a partner. Students' own answers

This painting is a face but it has lots of funny shapes. It makes me laugh!

I like pictures of the ocean. They make me feel calm.

F Watch and listen. Choose **True** or **False**.

- Art is only for children. True **False**
- The chimp makes sculptures with branches. True **False**
- The horse and the elephant paint using parts of their bodies. **True** False
- Artists make art to make money. True **False**
- People enjoy the paintings. **True** False



I can understand how art affects feelings. ☐

VIDEO SCRIPT

Making Art

Boy: Do you like drawing and painting? Many children enjoy making art. It's fun to use paint and crayons to create pictures. Some grown-ups enjoy painting or making sculptures, too. But art isn't only for people. Some animals draw and paint, too! This chimp loves drawing pictures with chalk. See how he looks up at the branches of the tree and then draws them on his canvas. Look at this horse! She paints with red, green and orange paint. And the elephant is having lots of fun painting with its trunk. Artists make art because they want to make other people happy. Sometimes they want to share an important message with the world. But what about animals? Why do animals paint? And does painting make these animals happy? We don't really know. But people love their art!

TEACHING TIPS

- Introduce the lesson with a fun discussion that helps students to name feelings. Have them shout out feelings such as *sad*, *happy*, and *cross*. List the words on the board, then have students pull a face to show the feeling. Draw a smiley face to reflect the feeling. Introduce the words *curious* and *calm*, adding them to the list. Tell students they will come across these words in the reading text.
- Help students understand the concept of a blog: A blog is like an online diary where people write about things they like or find interesting. Have students talk with a partner about the questions *If you write a blog, what will it be about? Who will like to read it?*
- Set up checkpoints after certain activities to check for student understanding and to provide effective formative feedback. For example, after Activity C, check on how successful students feel. Ask *Do you know what a model / a painting / a collage / a drawing / a sculpture is?* If necessary, review the text and its vocabulary before students continue with Activity D, as they will need these words to complete it. Use visual aids to demonstrate the different art forms.
- In Activity E, while students talk about art they like, move around the classroom, supporting individuals as needed. Prompt them to give reasons for their opinions. For example, *This picture makes me happy because it looks like my big sister.*

LESSON 6

OBJECTIVES

- to learn to use superlatives with short adjectives
- to practice using superlatives in sentences

MATERIALS

- Student's Book, pages 88–89
- Audio Tracks 82 and 83

SKILLS

- Recognize superlatives in an audio.
- Complete sentences by forming superlative adjectives.
- Construct sentences using cue words and superlatives.
- Complete a reading comprehension activity for exam practice.

A  Listen and read. Point to the words that come after *the*.



Joe: Look at all these amazing models, Nathan!

Nathan: Wow! Which do you like best, Joe?

Joe: I like those shops. They're the smallest buildings.

Nathan: And they're the cutest! This fair is the noisiest place.

Joe: Yeah, but it's the coolest!

Nathan: Look at Lizzy! That's the best model.

Joe: Wow! Her mountain is the tallest model here.

Nathan: And she has the biggest smile!

B Look at **A**. What three letters go at the end of the adjectives? *-est*
Complete the table. Then find one more example.

Superlatives: Short Adjectives

	It's <u>the coolest</u> .
✓	This fair is <u>the noisiest</u> place.
	That's <u>the best</u> model.
	They're <u>the smallest</u> buildings.
✓	<u>They're the cutest. / Her mountain is</u>
	<u>the tallest model here. / And she has</u>
	<u>the biggest smile.</u>

Remember

We use *bigger than* to compare two things. We use *the biggest* to compare more than two things!

- C** Listen and say. Listen again and jump when you hear a superlative adjective. *the smallest buildings, the coolest city, the thickest wall, the cleanest room*
- D** Look at the dialogue in A. Complete with superlative adjectives. Then read aloud with a partner.

tall good noisy cool small

- 1 The shops are the smallest buildings.
- 2 Nathan says the fair is the noisiest place.
- 3 Joe says the fair is the coolest place.
- 4 Nathan says Lizzie's model is the best model.
- 5 Joe says the mountain is the tallest model.

- E** Work with a partner. Look in your book and make sentences.

Students' own answers

- 1 cool / page
- 2 good / activity
- 3 cute / animal
- 4 happy / person

The coolest page is page 64!

- F** **Exam Practice** Look and read. Write Yes or No.



- 1 The pink castle is the biggest building. Yes
- 2 The car shop is the smallest building. Yes
- 3 The fire station has the most windows. No
- 4 The fire truck is the tallest vehicle. Yes

TRACK 83 AUDIO SCRIPT

- 1 They're the smallest buildings.
- 2 This model city is the coolest city.
- 3 This wall is the thickest wall in the house.
- 4 Our classroom is the cleanest room in the school.

TEACHING TIPS

- Use the pictures in Activity A to introduce the lesson. Have students work with a partner. They look at the pictures, then discuss these questions: *What models can you see? What do you think they are made of? What do you think happens in picture 2?*
- Play the audio while students follow in their books. Then ask *Why is Lizzy happy?* Continue with further questions to check comprehension while subtly inserting superlatives to introduce the grammar of the lesson.
- Be sure students notice that these superlatives all end in -est and always have *the* before them.
- Project or print the script for the audio in Activity C to support students who may need help with listening comprehension.

LESSON 7

OBJECTIVES

- to watch a video about how to make a collage
- to prepare, practice, and share a presentation about how to make a collage
- to recognize and reproduce the sounds /g/ and /k/

MATERIALS

- Student's Book, page 90
- Video: *How Do You Make It?*

SKILLS

- Say words with /g/ and /k/ sounds.
- Watch and listen for key phrases.
- Prepare a presentation using a flow chart to organize ideas.
- Practice and share a presentation using key phrases.

VIDEO SCRIPT

How Do You Make It?

Greta: Hello, my name's Greta. I'm going to show you how to make a collage. My collage is a portrait of me. I have short hair, two blue eyes, two ears, a small nose, and a big mouth. First, choose your materials. You can choose pencils, crayons, different colored paper, or stickers. You need scissors and glue. Next, use a pencil (or a crayon) and draw your face. Then, use the scissors and cut out your face shape. You can decorate it with the paper shapes or stickers. My collage has different colored paper for my face, hair, and neck. And stickers for my eyes. Finally, you can color your nose and mouth. Here's my portrait.

A Watch and listen. Write g or c. Say the words.



Watch

Who does she look at when giving her presentation?

She looks at the audience.

1 Greta

2 going

3 collage

4 crayons

5 glue

6 cut out

B Watch again. Choose the phrases you hear.

- Can I / I'm going to show you how to make a collage.
- First, choose / buy your materials.
- You need / have scissors and glue.
- Finally / Next use a pencil or a crayon and draw your face.
- You can paint / decorate it.
- Here's my portrait / sculpture.

C Prepare your presentation about a collage. Use phrases from **B** and your own ideas. *Students' own answers*

Introduce your presentation

What is your collage about?

What materials do you need?

What will you do first?

Finish your presentation

D Practice with a partner. Then present to the class.

Reflect

Did I organize my ideas clearly?

A Read the personal profile. Circle the comparative adjectives. Underline the superlative adjectives.

All About Me

Name: Madelia Age: 7

Description: I have brown curly hair. My hair is curlier than my brother's. His name is Modifi. He's older than me, but my bedroom is bigger than his. My favorite activity is dancing. I'm the shortest in my family, but I'm the best dancer.



B Look at A. Write the adjectives in the table.

noisy short big bad good old curly hot

	Comparatives	Superlatives
+ -er/ -est	<u>shorter</u> <u>older</u>	<u>shortest</u> <u>oldest</u>
+ consonant + -er/ -est	<u>bigger</u> <u>hotter</u>	<u>biggest</u> <u>hottest</u>
-y + -ier/ -est	<u>curlier</u> <u>noisier</u>	<u>curliest</u> <u>noisiest</u>
irregular adjectives	<u>better</u> <u>worse</u>	<u>best</u> <u>worst</u>

C Plan. Think about yourself. Complete.

Name: Students' own answers Adjective: _____

Age: _____ Activity: _____

Hair: _____

D Write your personal profile.

Students' own answers

Reflect

Did I check my spelling for comparative and superlative adjectives?

LESSON 8

OBJECTIVES

- to focus on comparative and superlative adjectives in a text
- to plan and write a personal profile

MATERIALS

- Student's Book, page 91
- Student's notebook for writing the personal profile

SKILLS

- Identify comparative and superlative adjectives in a personal profile.
- Complete a table of comparative and superlative adjectives.
- Plan a personal profile using the frame provided.
- Write a personal profile.

TEACHING TIPS

- Introduce the idea of a personal profile: A short description that you give of yourself. Ask *What information can we put in a personal profile?* (name, age, appearance, likes and dislikes, hobbies and sport, family members, etc.). List these suggestions on the board—students may refer to them in Activity D.
- After completing the table in Activity B, have students peer assess their answers. They must make sure the spelling is correct.
- Encourage students to use comparative and superlative adjectives in their personal profiles. After writing, they should check their spelling, especially of comparative and superlative adjectives.
- If there is time, let students illustrate their personal profiles as they choose, and invite volunteers to read them to the class. Show that you value every perspective you hear, thus normalizing differences, and making students feel comfortable sharing their perspective, even if it's different from someone else's.
- Use the **Reflect** question to establish the habit of self-assessment and creating personal checkpoints while completing this and other assignments or projects.

PROJECT



OBJECTIVES

- to create an art project
- to understand that art can express your feelings
- to raise awareness of SDG 3: Good Health and Well-being

MATERIALS

- Student's Book, page 92
- Drawing or poster paper, crayons, colored pencils, or craft materials as necessary

SKILLS

- Identify how you are feeling.
- Plan an art project that expresses how you feel.
- Create a way to present the information.
- Talk about how creating the art made you feel.

TEACHING TIPS

- Remember that the SDG for the unit is Health and Well-being. With this in mind, ask students if they liked expressing themselves through art. Encourage them to do this any time they are feeling happy, sad, or cross. Talk about how creating art can make you feel calmer or happier when you are sad or worried.
- Ask students what else makes them feel better when they are sad, worried, or cross. Elicit answers such as being with a friend, going for a walk, playing a sport, or talking to a family member or teacher.
- Ask students how else they express happy or excited feelings (I run / jump / sing / dance; I tell my mom; I play with my brother, etc.).
- Look on the internet for the well-known children's song *How Do You Feel Today?* It's a simple song that teaches children to identify and express feelings through singing and actions.



Project • An Art Project

1 Think

What feelings do you know?
How are you feeling today?

2 Plan

Plan an art project that shows how you feel.

- What kind of art will you make?
- What materials do you need?
- What message do you want to share?
- How will you show your feelings?

3 Choose and Create

Choose a way to present the information.

- Paint a picture
- Make a model or sculpture
- Make a collage
- Your own idea

4 Share

Share your art with your class.
Talk about how creating the project made you feel.

Explore

Make a class art gallery.
Look at the art and think about how it makes you feel.

