

# 1 Moving models!

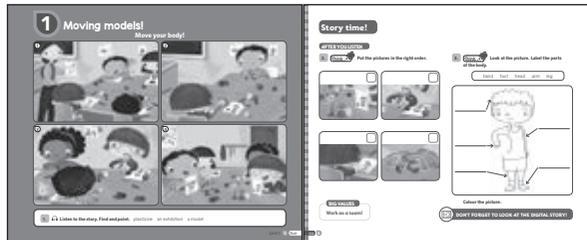
## UNIT MAP

### RESOURCES

- Track 2 
- Digital story 
- Story script 

## 1 Moving models!

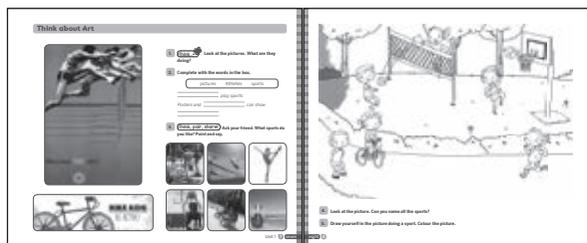
### 1. Move your body!



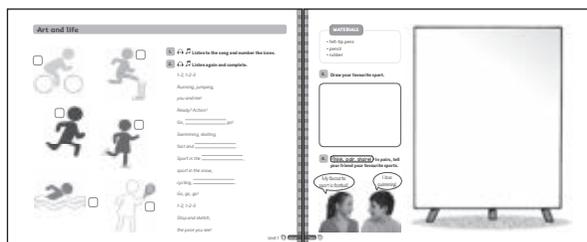
### General resources

- Digital flashcards
- Digital activities
- Let's surf
- Letters to parents
- Materials list
- Presentation
- Poster
- Talking book

### 2. Think about Art

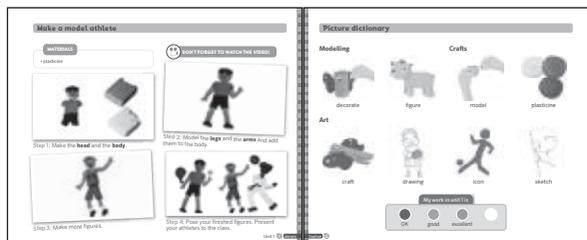


### 3. Art and life



- Track 3 
- Karaoke 
- Song script 

### 4. Express yourself



- Craft video 

# Move your body!

## Content objectives

- Distinguish parts of the body.
- Write some parts of the body.

## Communication

- Talk about sports: *My favourite athlete has short arms and legs.*
- Identify parts of the body: *This is a foot.*

## Vocabulary

- sports: basketball, dancing, football
- parts of the body: arm, foot, head, hand, leg

## Resources

- Track 2 

## Materials

- coloured pencils, pencil

## 1 Moving models!

Move your body!



1.  Listen to the story. Find and point. plasticine an exhibition a model

Unit 1 5 five

## HOW TO START

Ask the students what they remember about the previous lesson. Ask students to put their hands up if they can name a sport in English. Draw a quick picture to show each sport on the board as they call it out.

Point to one of the drawings on the board and say: *Where do we do this sport? In the gym? At the pool? In the sea? In the park?* Continue for all the sports on the board, accepting all reasonable suggestions: *Yes, we could do this in the park.*

## ACTIVITIES: STEP-BY-STEP GUIDE

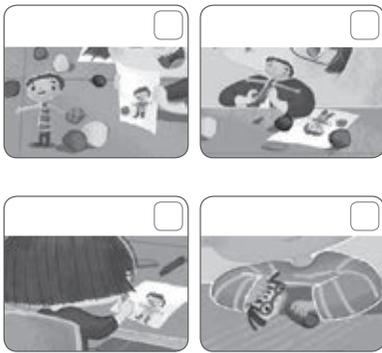
### ACTIVITY 1 Listen to the story. Find and point.

- Tell the students to read the title of the story. Ask: *Where are Ben and Amy? They are at school. What are they doing?* Encourage the students to answer your questions.
- Ask: *What materials are they using? What colours are they using?*
- Track 2  Students listen to the story. Say: *Listen to the story. Point to the plasticine, an exhibition and a model.*

**Story time!**

**AFTER YOU LISTEN**

2. **Think . . .** Put the pictures in the right order.

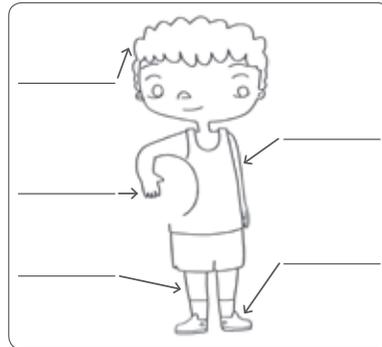


**BIG VALUES**

Work as a team!

3. **Think . . .** Look at the picture. Label the parts of the body.

hand foot head arm leg



Colour the picture.

**DON'T FORGET TO LOOK AT THE DIGITAL STORY!**

**1. Teacher:** Draw a picture of your favourite athlete.

**Amy:** My favourite athlete plays basketball.

**Ben:** My favourite athlete plays basketball, too!

**2. Teacher:** Use your picture to make a plasticine model.

**Amy:** My favourite athlete has a big head and a long body.

**Ben:** My favourite athlete has a big head and a long body, too!

**3. Amy:** My favourite athlete has short arms and legs.

**Ben:** My favourite athlete has short arms and legs, too!

**Teacher:** Now let's make an exhibition of your work!

**4. Amy:** You are my favourite athlete Ben!

**Ben:** You are my favourite athlete Amy! Ha ha ha.

**ACTIVITY 2 Put the pictures in the right order.**

- Tell the students to look at page 6 and not look back at page 5. Ask them to put the pictures in the correct order. Once they have finished it correctly, start to read the story and get the students to finish off the sentence so that the story is told by them.

**ACTIVITY 3 Look at the picture. Label the parts of the body. Colour the picture.**

- Play *Simon says*. Get them to play using parts of their body. For example, say: *Simon says touch your foot. Touch your head. Put two hands on your legs.* Now, ask the students to label the parts of the body and then they can colour the picture.

# Think about Art

## Content objectives

- Describe an Olympic poster.
- Identify sports in a picture.
- Draw people doing sport.

## Communication

- Describe artwork: *This is a poster.*
- Describe a picture: *The children are doing sport.*

## Vocabulary

- artwork: picture, poster
- sports: rollerblading, cycling, running, playing basketball, playing volleyball

## Materials

- coloured pencils, felt-tip pens, pencil, rubber

**Think about Art**




- 1. Think...** Look at the pictures. What are they doing?
- 2. Complete with the words in the box.**  

pictures   Athletes   sports

  
 \_\_\_\_\_ play sports.  
 Posters and \_\_\_\_\_ can show \_\_\_\_\_
- 3. Think, pair, share!** Ask your friend. What sports do you like? Point and say.








Unit 1 **7** seven

## HOW TO START

Show the students pictures of children doing different sports. Point at different children in the pictures. Say: *These children are playing football, and these children are playing basketball.*

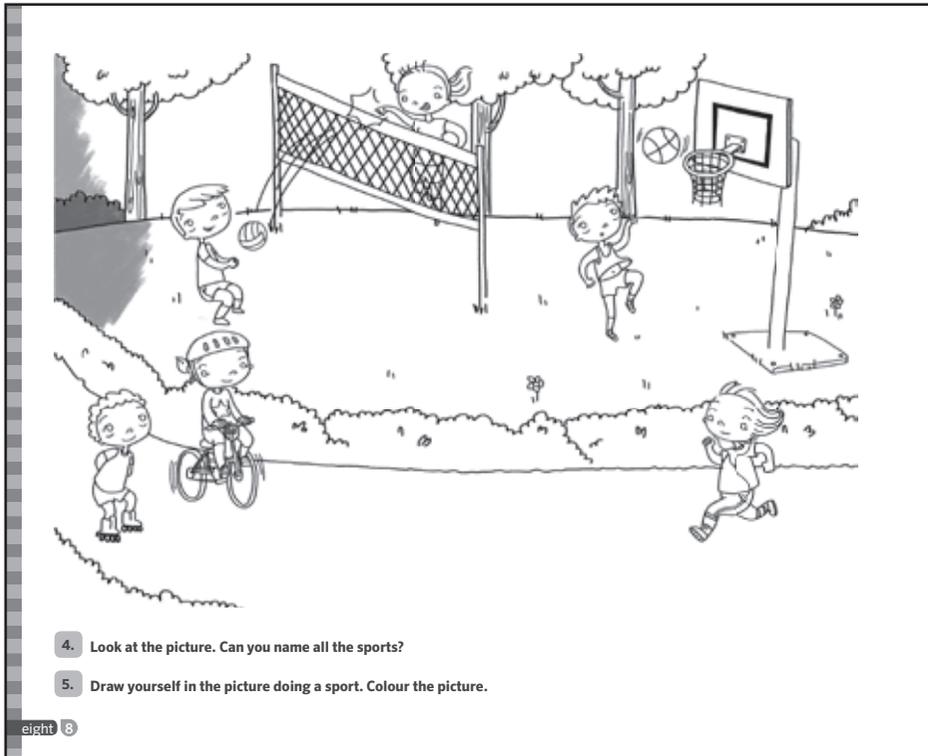
Elicit what other children are doing. Ask: *What are these children doing? Are they running? Are they playing tennis? Are they playing football?*

Display all the pictures and say: *All these children are doing sports.*

Personalise the topic by asking students about the sports they like. Ask: *Do you like sport? Do you watch sport on TV? Do you play any sports? What sports do you play?*

## ACTIVITY 1 Look at the pictures. What are they doing?

- If you have time, find posters for the Olympic Games on the Internet. Say: *Do you know what the Olympic Games are? They are an international sports competition. The last Olympic Games were in 2016 in Rio de Janeiro, Brazil, and athletes competed in 26 different sports.*
- Point to the Olympic Games poster on page 7. Say: *Look! This is a poster for the Olympic Games. What are these men doing? They're running and jumping. This race is called the hurdles.*
- Explain that the Olympic Games are held every four years and each time there is a different Olympic poster.
- Ask students to describe the poster. Say: *What colours can you see? Green, blue, purple and white. Ask: Do you like this poster?*
- Now look at the other poster. Ask: *What can you see? Can you ride a bike? Do you like cycling?*



### Key competence

#### Learning to learn

Using their previous knowledge about and their own experience of sports helps students to think of a context for their drawing.

### ACTIVITY 2 Complete with the words in the box.

- Begin to write the name of a sport on the board. The students have to guess what it is before you write the complete sport. The students can now complete the spaces with the words. Ask a student to read out the sentences.

### ACTIVITY 3 Ask your friend. What sports do you like? Point and say.

- Ask a student to come to the front of the class. Whisper a sport to them. They have to mime playing that sport. Then let that student choose someone else and they have to do the same. When they have mimed a few different sports, students talk with a friend about the photos in Activity 3.

### ACTIVITY 4 Look at the picture. Can you name all the sports?

- Ask a volunteer to come to the front of the class. Cover their eyes. Tell them that they are going to listen to a student say something that he or she can see in the picture and the blindfolded student has to guess who said the word. Take it in turns with other students until all the sports have been named.

### ACTIVITY 5 Draw yourself in the picture doing a sport. Colour the picture.

- Tell the students to draw themselves doing a sport, then colour the picture. Say: *Imagine there are more children doing sports in this park. Can you draw yourself? What sport are you doing? Do you need any equipment to do this sport?*
- When they have finished drawing, students colour the picture. Say: *You can trace the lines with felt-tip pens in different colours if you want to.*

# Art and life

## Content objectives

- Identify sports icons and colour silhouettes.
- Draw a picture of a favourite sport.
- Draw people in motion.

## Communication

- Identify an icon: *This icon represents swimming.*
- Describe a drawing about favourite sport: *Basketball is my favourite sport.*

## Vocabulary

- sports: baseball, hockey, ice skating, running, tennis, swimming.

## Resources

- Track 3 
- Song script 
- Karaoke 

## Materials

- felt-tip pens, pencil, rubber

**Art and life**









**1.**  **Listen to the song and number the icons.**

**2.**  **Listen again and complete.**

1-2, 1-2-3

Running, jumping,  
you and me!

Ready? Action!

Go, \_\_\_\_\_ go!

Swimming, skating,  
fast and \_\_\_\_\_.

Sport in the \_\_\_\_\_,  
sport in the snow,  
cycling, \_\_\_\_\_.

Go, go, go!

1-2, 1-2-3

Stop and sketch,  
the pose you see!

Unit 1  nine

## HOW TO START

Show the students the Olympic Games poster on page 7 again. Elicit from the students information about the poster. Ask: *What are the men doing? They are running and jumping. What is the poster for? The Olympic Games.*

Tell the students that for the celebration of each Olympic Games, special icons are designed to identify and describe each of the different sports.

Show them examples of sport icons on the IWB. Say: *Do you recognise this sport? What is it called?*

If you have time, you could tell students about some of the different sports normally included in the Olympic Games.

### ACTIVITY 1 Listen to the song and number the icons.

- Track 3  Students listen to the song. If you have time, use the Song script or the karaoke to help students learn the song and sing along. Say: *First, we are going to listen to the song. Put your hand up when you hear a sport.*
- Ask students to tell you the sports they heard. Ask them to number the icons in the order they hear them in the song (1: running. 2: jumping. 3: swimming. 4: skating. 5: cycling. 6: tennis.).

### ACTIVITY 2 Listen again and complete.

- Track 3  Ask a volunteer to mime something we need to play a sport. For example, a racket a ball, or skates. The other students have to guess what sport it is used for. The students should listen again and fill in the spaces with the correct words (go, slow, water, tennis).

1-2, 1, 2-3

Running, jumping,  
you and me!

Ready? Action!

Go, go, go!

Swimming, skating,  
fast and slow.

Sport in the water,  
sport in the snow,

cycling, tennis,

Go, go go!

1-2, 1, 2-3

Stop and sketch,  
the pose you see!

**MATERIALS**

- felt-tip pens
- pencil
- rubber

**3. Draw your favourite sport.**

**4. (Think, pair, share!) In pairs, tell your friend your favourite sports.**

My favourite sport is football.



I love swimming.





### ACTIVITY 3 Draw your favourite sport.

- Play sport *Bingo* with the students. Firstly, ask students to draw a picture of their favourite sport in the small box. Elicit all the sports they have drawn and write them on the board. Ask the students to copy six pictures of the sports in the large frame. Tell them that if you say a sport that they have written down, to draw a tick next to it. Say: *When you have ticked the six sports, shout Bingo! Now say the sports randomly.*

### ACTIVITY 4 In pairs, tell your friend your favourite sports.

- Get the students to mingle with the other students and talk about their favourite sports and the sports they like to play.

#### Key competence

##### Learning to learn

Personalised tasks encourage students to give close, detailed attention to the task because they care about what they are drawing.

##### Cultural awareness and expression

Seeing others draw their different favourite sports helps students to learn, accept and appreciate that each person is unique, and that each person's choice is valid.

# Express yourself

## Content objectives

- Model flat plasticine figures doing sport.
- Describe their own artwork.
- Make a collaborative 3D sports picture (optional).

## Communication

- Describe a model: *He's playing tennis. It's made of plasticine.*
- Expressing likes and dislikes: *I like hockey. I don't like football.*
- Describing a photograph: *This photo shows a girl playing tennis (optional).*
- Describing positioning: *The athletes are at the back (optional).*

## Vocabulary

- materials and tools: plasticine, toothpick
- sports: basketball, hockey, tennis
- photographs: *3D picture, black and white, color (optional)*
- position: *back, front, middle (optional)*

## Resources

- Track 3 

## Materials

- plasticine, toothpicks
- (optional activity) coloured pencils, felt-tip pens, glue or sticky tape, paper, pencil, card, rubber, scissors, sports photographs in black & white and colour.

## Key competence

### Social skills and civic competences

Sharing their work in pairs or small groups encourages the development of social skills. Students are proud of sharing their work and are happy to use English to describe their artwork.

## Make a model athlete

### MATERIALS

- plasticine



Step 1: Make the **head** and the **body**.



Step 3: Make more figures.



### DON'T FORGET TO WATCH THE VIDEO!



Step 2: Model the **legs** and the **arms** and add them to the body.



Step 4: Pose your finished figures. Present your athletes to the class.

Unit 1 **11** eleven

## HOW TO START

Remind students about what they have learned in previous lessons. Ask: *How many sports can you name? What equipment can you name?*

Mime different sports. Say: *What am I doing? I'm swimming.* Get students in pairs and let them play the guessing game together. Say: *Now it's your turn. Work with your friend. Mime and guess sports.*

Use the Digital flashcards to revise the vocabulary of modelling and crafts. Start miming art actions. Say: *What am I doing now? I am drawing. And now? I am modelling plasticine.*

## ACTIVITY 1

- Tell students that they are going to make flat figures out of plasticine. Say: *You are going to use plasticine to make figures of people doing sport.*
- Point to the picture of the plasticine figures. Say: *Who are they? They're athletes. They've won medals in a competition. This one has a gold medal, this one has a silver medal and this one has a bronze medal. Who came first in the competition? Who came second? And third?*
- Point to the picture of the boy made of plasticine in Step 2 on page 11. Say: *This is a flat plasticine figure. Look at the boy. What is he wearing? He's wearing shorts and a T-shirt.*
- Point to the model of the boy playing basketball in the picture in Step 4. Ask: *What sport is this boy playing? He's playing basketball. He likes basketball and he's playing basketball.*
- Ask students to describe the boy: *What does he look like? Can you describe the boy? He's got dark hair. Repeat for the boy playing tennis and the girl doing karate.*

## Picture dictionary

### Modelling



decorate



figure

### Crafts



model



plasticine

### Art



craft



drawing



icon



sketch

My work in unit 1 is



OK



good



excellent



twelve 12

## Key competence

### Social and civic competence

By coordinating a project as a group, students will develop their linguistic competence and their ability to listen to and respect others' opinions and to take turns in discussions.

## OPTIONAL EXTRA LESSON HOW TO START

Show photographs of different sports (both in colour and in black and white) to the class. Choose a photograph and analyse it with the students. Say: *Look at this photo. What can you see at the front? And in the middle? And at the back?*

## ACTIVITIES: STEP-BY-STEP GUIDE

### ACTIVITY 1

- Say: *Look at this drawing. I've copied some of the things that appear in this photograph.* Bring a previously prepared, simplified sketch of the photograph or draw it on the board as an example.
- Show how to draw the different elements separately. Say: *We have to separate the elements in the back, front or middle to place them in a 3D composition.*
- Divide the students into groups of three or four. Ask each group to choose a photograph. Say: *You are going to make a 3D picture of the photo and the sport you all like. First, decide the sport. Then design your picture.*
- Help the students plan out how to make the picture. Give a sheet of paper to every student. Show them how to make a main template together and use it to draw, complete, colour and cut out the individual elements on card.
- Ask students to observe the photograph again and to decide how to arrange the elements in their poster. Say: *Look at the photo again. Think about where each element is: at the front, in the middle or at the back.*
- Show the students how to make tabs with strips of card to keep the objects upright. Say: *Cut out small strips of card and fold them in an L-shape. Glue or tape the strips to the elements you have drawn.*
- Fold a sheet of card in half. Open it in an L-shape, with one half flat on the table and the other half (the background) vertical.
- Glue the elements on the flat half of the card, organising them at different distances to give a 3D effect. Say: *Place your elements on the base card. Then glue or tape them into position.*

