

# 3

## Our world

### LEARNING SITUATION

How can we use art to celebrate nature?

**PROJECT** Create a display of nature art

**STEP 1** Choose a theme and make some art

**STEP 2** Write information cards about your art

**STEP 3** Make notes for the introduction to your display

### UNIT OBJECTIVES

#### VOCABULARY

- Art and creativity
- The environment

#### GRAMMAR

- Past continuous
- Past continuous and past simple

#### SPEAKING

- Narrating past events



VIDEO  
INSPO



Five reasons  
why I do  
nature art



- 1 🗣️ Describe the photo. Why do you think the artist made it?
- 2 🎥 VIDEO Watch the video. Which elements of nature (e.g. animals, plants, places) do you see?
- 3 🎧 VIDEO Watch the video again. Choose the correct option.
  - 1 It's easy / difficult for Cameron to find ideas for his art.
  - 2 He's interested in the science / appearance of plants.
  - 3 He does nature art because it's exciting / relaxing.
  - 4 He's interested in the use / details of natural objects.
  - 5 He wants people to care more about nature / art.
- 4 👤💡 THINK Which of the nature art did you like best? Why?

## VOCABULARY

### Art and creativity

**i** Vocabulary presentation

**5** Add the words in the box to the correct place.

close display piece sculpture shape

#### Presenting artwork

<sup>1</sup>(...) of art <sup>2</sup>(...) frame

#### Types of artwork

drawing <sup>3</sup>(...) <sup>4</sup>(...)-up scene  
 portrait arrangement

#### Parts of artwork

background <sup>5</sup>(...) pattern



**6** **5** Match sentences 1–4 to pieces of art a–d. Then choose the correct options to complete the sentences.

- This <sup>1</sup>arrangement / background of natural objects looks like a bunch of flowers! I like the <sup>2</sup>pieces of art / shapes of the leaves and petals. The <sup>3</sup>frame / scene is nice too!
- Look at this <sup>4</sup>sculpture / portrait of a dog. The <sup>5</sup>drawing / pattern of the dog is black and white, but there are colours in the <sup>6</sup>close-up / background.
- Is this close-up <sup>7</sup>photo / drawing of stones <sup>8</sup>a piece of art / shape? Yes, it is. The light in the water and the <sup>9</sup>patterns / displays on the stones are beautiful.
- The artist made this <sup>10</sup>sculpture / arrangement of an eagle from ice. It's a part of a <sup>11</sup>frame / display at a festival.

**i** Vocabulary practice

### LEARNING SITUATION INTRODUCTION

Create a display of nature art

- 1** **1** Read the *Learning situation* question on page 36. What things do you find beautiful or interesting in nature?

Autumn is my favourite season because I love the colours of the leaves.

- 2** **VIDEO** Watch *Your project inspo*. What's the theme of the display?



**PROJECT INSPO**

**YOUR PROJECT INSPO**  
 A display of nature art



**Lesson Objectives** • Read a blog post about nature art • Practise scanning for proper nouns • Use the past continuous

## READING

### VOCABULARY CHECK

- 1 Check the meaning of the words in the box.

grass leaves rocks shells the sky  
sticks stones

- 2 Read the blog quickly. Choose the best title.

- The world's best environmental artists
- A short history of nature art
- Awesome nature, awesome art!

### READING HACK!

**Scanning for proper nouns** Scanning means reading a text very quickly to find pieces of information. When scanning for proper nouns (names of people and places), look for capital letters.

Extra practice

- 3 20 Read the blog again and listen. Are the sentences true (T) or false (F)?

- Awe is a response to amazing things.
- Humans painted on rocks 45,000 years ago.
- Luna\_G made a piece of art in a forest.
- Namboodiri's sculptures are made from natural objects.
- Ved copied a famous artist's picture.

- 4 Answer the questions.

- What kind of art does Hogge make?
- What is 'land art'?
- What kind of natural objects does Namboodiri's art show?
- What do Mendez's close-up photos show?

Reading extra

- 5 **MEDIATION** Tell a friend about the artists in the article and then suggest you make some nature art together using one of their ideas.

- 6 **THINK** What are the benefits of making art from natural objects?

**Art** Home Science Sport News

I was looking up at the night sky yesterday evening. The stars were amazing and I had a feeling of awe – the feeling I get when I see an enormous mountain or a beautiful insect.

It's no surprise that humans make so much nature art, and that it's so diverse. Forty-five thousand years ago, people were painting animals on rocks. Today, nature art includes An Jung-hwan's realistic paintings of forest scenes, Mika Ninagawa's hyper-colourful photos of fish and flowers, Vanessa Hogge's unusual sculptures of natural forms, and much more.

[What nature art do you do? And which nature artists do you like? Share your thoughts here.](#)



**Luna\_G:** My friend and I were picking up nice leaves and petals at the park. We decided to use them to make a collage on the grass. Mum told me to search up Andy Goldsworthy. Wow! He makes big arrangements of natural objects in nature. It's called land art. I love it!



**Benno:** Swapna Namboodiri is an interesting environmental artist. She uses old plastic to create sculptures of flowers, coral and mushrooms.



**Gracie10:** I like to take close-up photos of stones, shells and sticks at the beach. Diego Mendez is my favourite close-up photographer. His photos of insects are amazing!



**Ved:** I did this drawing last week. I wasn't lying on the ground! I took a photo and then copied it at home.



# GRAMMAR

## Past continuous i Grammar animation

7 Read the sentences from the blog and choose the correct option (a or b) to complete the rule.

I **was looking up** at the night sky yesterday evening.

Forty-five thousand years ago, people **were painting** pictures of animals on rocks.

We use the past continuous to talk about (...) a time in the past.

- a events in progress in or around
- b short events that happened at

8 Copy and complete the table with the correct form of the verb *be*. Use the blog on page 38 to help you.

	Affirmative	Negative
I	I <sup>1</sup> (...) <b>looking up</b> at the night sky.	I <sup>2</sup> (...) <b>lying</b> on the ground.
he / she / it	He <b>was taking</b> a photo of an insect.	She <b>wasn't painting</b> on rocks.
we / you / they	We <sup>3</sup> (...) <b>picking up</b> leaves.	They weren't using plastic objects.
Questions	Short answers	
Were you <b>drawing</b> trees?	Yes, I was. / No, I wasn't.	
Was it <b>getting</b> dark?	Yes, it was. / No, it wasn't.	
Were you and Ana <b>making</b> nature art?	Yes, we were. / No, we weren't.	

### LANGUAGE NOTE

We often use the past continuous with a time expression.

What were you doing at half past six?

➡ EXTRA GRAMMAR PRACTICE p120

9 i Complete the sentences with the past continuous form of the verbs in brackets.

- 1 We (...) a sculpture of a tree. (make)
- 2 I (...) anything at four o'clock. (not do)
- 3 (...) the scene? (you / draw)
- 4 They (...) photos. (not take)
- 5 Why (...) the background grey? (he / paint)

10 i 21 Complete the comments on the blog. Use the past continuous form of the verbs in the box or a short answer. Then listen and check.

come fall get sing not think we / wear



It <sup>1</sup>(...) dark and leaves <sup>2</sup>(...) from the trees. It was lovely, but it was cold! <sup>3</sup>(...) warm clothes? No, we <sup>4</sup>(...), but it was fun!



It was about three o'clock in the afternoon. The birds <sup>5</sup>(...) and the light of the sun <sup>6</sup>(...) through the trees. I <sup>7</sup>(...) about anything except the nature all around me!

➡ PRONUNCIATION BANK p116

11 i 22 Ask questions with the verbs to find out what your partner was doing at the times below. Can you find a time when you were doing the same thing?

do	4.30 yesterday afternoon
eat	7.30 this morning
have	4.00 this morning
make	2.00 last Saturday afternoon
play	8.00 last Saturday evening
sleep	11.00 last Sunday morning
study	

Were you studying at half past four yesterday afternoon?

No, I wasn't. I was watching TV. What were you doing?

I was watching TV, too!

i Grammar practice

### LEARNING SITUATION STEP 1

Choose a theme and make some art

➡ WORKBOOK LEARNING JOURNAL p12

- 1 23 Think of a time you were in nature. Tell your project group about it. Answer the questions below.
  - 1 Where were you?
  - 2 What was happening around you?
- 2 24 Choose a theme for your display (e.g. trees, water) and discuss what pieces of art you'd like to have.
- 3 25 At home, create a piece of nature art based on your group's theme for the display. Your art can be simple (e.g. a photo) or more complex (e.g. a painting).



**Lesson Objectives** • Learn environment vocabulary • Listen to a podcast about musicians and the environment • Use the past continuous and the past simple

## VOCABULARY

*i* Vocabulary presentation

### The environment

**1** Complete the phrases with the words in the box.

pick up put recycle reduce save use write

- |   |                                     |
|---|-------------------------------------|
| reuse and <sup>1</sup> (...) things           | <sup>6</sup> (...) pollution        |
| build wind / solar farms                      | <sup>7</sup> (...) renewable energy |
| <sup>2</sup> (...) litter                     | don't cut down trees                |
| <sup>3</sup> (...) litter in the bin          | stop climate change                 |
| <sup>4</sup> (...) wildlife                   | reduce waste                        |
| <sup>5</sup> (...) about environmental issues |                                     |

VIDEO  
INSPO

**CONTENT CREATOR**

How to use it



**2** Match phrases from exercise 1 to sentences 1–5.

- 'Protect plants and animals.'
- 'Only buy what you need.'
- 'Don't make the planet any hotter.'
- 'Don't leave cans and bottles in the street.'
- 'Write about looking after our planet.'

**3** Which of the positive actions in exercise 1 are easy for individuals to do?

*It's easy to reuse and recycle things.*

*i* Vocabulary practice

## LISTENING

**4** Read the information about a podcast. Choose the correct option.

- 'Woodman, spare that tree!' is a(n) **modern** / **old** environmental protest song.
- The podcast is about **modern** / **old** environmental music.

### LISTENING HACK!

**Predicting content** Before you listen to an audio, prepare yourself by looking at any information you have about its contents and anticipating possible vocabulary.

*i* Extra practice

**5** Listen to the podcast. Is it about the lyrics, purpose or beauty of 'eco' songs?

**6** Listen again. Match questions 1–4 to photos a–d.

- Which two singers wrote songs about environmental issues?
- Who does 'no plastic' tours?
- Who wrote a song to protest about life below water?
- In whose music can you hear sounds of nature?

**7** Listen again. Complete each sentence with one word.

- Childish Gambino sang 'Feels Like (...)'.  
2 Billie Eilish wants people to be kinder to (...).  
3 Rosalía and Björk are against intensive (...) farms.  
4 'Eulogy for a Sparrow' is about (...) and trees.

**8** **MINI WRITING** Imagine you are a famous musician. What environmental issues would you like to sing about? Why? Write four sentences.

*I'd like to sing about ... because ...*

## Green Matters

### Episode 31 Music for the Planet

'Woodman, spare that tree!' (1837) was one of the world's first 'eco' protest songs. When G Morris and H Russell wrote it, people weren't discussing environmental issues much. Things are different these days, and this episode is about musicians who bring 'eco' themes into their work today.

58m

a Björk and Rosalía

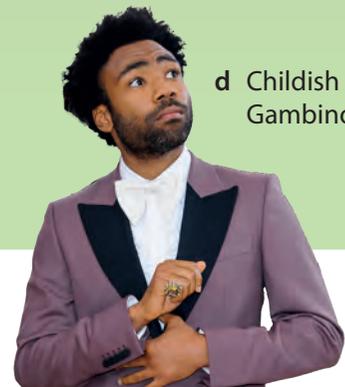
b Ditty



c Billie Eilish



d Childish Gambino



## GRAMMAR i Grammar animation

### Past continuous and past simple

- 9 🔊 23 Choose the correct option. Then listen and check.

People <sup>1</sup>didn't discuss / weren't discussing environmental issues much when they <sup>2</sup>wrote / were writing the song.

The song <sup>3</sup>came / was coming on the radio while my friend and I <sup>4</sup>chatted / were chatting in the car.

- 10 Complete the rules with the words *past simple* or *past continuous*.

We can use the past simple and the past continuous together for actions that happened at the same time. We use the <sup>1</sup>(...) for the longer action and the <sup>2</sup>(...) for the shorter action.

#### LANGUAGE NOTE

##### when and while

We use *when* and *while* to join the past simple and the past continuous. We use *when* + past simple, and *when* or *while* + past continuous.

We can also use past continuous + *while* + past continuous to talk about two long activities that happened at the same time.

*I was picking up litter while my friends were relaxing.*

➔ EXTRA GRAMMAR PRACTICE p120

- 11 Choose the correct options to complete the review. Sometimes both options are possible.

#### Review

### Coldplay's Music of the Spheres Tour

I went to a Coldplay concert a few years ago <sup>1</sup>when / while I was visiting family in Barcelona. It was fantastic! Everyone was singing <sup>2</sup>when / while they were performing. And <sup>3</sup>when / while they sang 'Fix You' at the end, I was crying! <sup>4</sup>When / While I was leaving the stadium, I remembered that it was a sustainable music tour. Amazing!



- 12 🔊 24 Complete the text with the past continuous or the past simple form of the verbs in brackets. Then listen and check.

## Ditty

I first <sup>1</sup>(...) (hear) Ditty's music while I <sup>2</sup>(...) (do) a project about deforestation in Asia. Ditty (Aditi Veena) was born in New Delhi, India. When she <sup>3</sup>(...) (grow up), there <sup>4</sup>(...) (be) a lot of trees in the city. Then, she noticed a difference. People <sup>5</sup>(...) (cut down) trees to build offices and houses, and it <sup>6</sup>(...) (make) Ditty sad and angry. She wanted to do something, so she started writing and singing environmental protest songs. She <sup>7</sup>(...) (write) her first album, *Poetry Ceylon*, while she <sup>8</sup>(...) (work) as a conservation architect in Sri Lanka. It's great!



- 13 🗣️ Complete the sentences with your own ideas. Use your imagination!

- While I was eating a (...), (...).
- While my friends and I were walking to (...), (...).
- I broke (...) when (...).
- I found a (...) while (...).
- I saw a (...) when (...).

*While I was eating a sandwich, I found an insect in it!*

- 14 👥 Compare your sentences. Are any of your sentences the same?

i Grammar practice

#### LEARNING SITUATION STEP 2

Write information cards about your art

➔ WORKBOOK LEARNING JOURNAL p13

- Show the piece of nature art you created at home. Discuss how the piece fits with the theme of the project.
- 🗣️ Talk about how each piece of art connects to an environmental issue.
- Think of a title for your piece of art and write a short information card about it.

#### Tree, by Emilia González

I took this photo on my phone when I was walking in the park. The sun was shining and it looked very beautiful. I'm sad when people cut down trees, because birds and insects live in them.



**Lesson Objectives** • Learn about four traditional celebrations of the seasons

## CULTURE i Warm-up

- THINK** What makes each season different?
- DISCUSS** Discuss the questions.
  - How do people enjoy different seasons in your country?
  - What outdoor activities do they do?
  - What's your favourite season?
  - What do you enjoy doing in that season?
- WATCH** Look at a scene from the video you are going to watch. Guess the answers to questions 1 and 2. Give reasons for your answers.
  - Which season is it?
  - Which country is it: Sweden, Canada, China or Japan?
- VIDEO** Watch the video. Check your answers to exercise 3. Then match festivals 1–3 to the countries in exercise 3 and say the season.
  - Cherry Blossom Festival
  - Midsummer
  - Moon Festival
- VIDEO** Watch the video again. Which festival(s) are sentences 1–6 about: Winter Carnival, Cherry Blossom, Midsummer or Moon Festival?
  - It only happens in one place in the country.
  - People tell stories.
  - People have parties in parks.
  - It's connected with farms and farmers.
  - People do sports and creative activities.
  - There's traditional music, dancing and food.
- VIDEO** Watch the video again. What do these numbers refer to?
  - 400,000
  - 1894
  - 100
  - 3,000

VIDEO  
INSPOCULTURE  
Celebrating the seasons

## ACROSS CULTURES

- THINK** Are there any festivals in your country similar to the festivals in the video? If so, describe the festival.
  - MEDIATION** A family member enjoys visiting traditional cultural celebrations. Decide which festival from the video they would like the most and tell them about it.
- EXPLORE IT!**

Find traditional seasonal celebrations in different regions of your country.
- MINI WRITING** Write at least six sentences about a traditional seasonal event, activity or festival in your country.  
*In spring, people often ...*

# 3.5

## Narrating past events

**Lesson Objectives** • Narrate past events • Practise preparing notes for telling an anecdote

### SPEAKING



VIDEO  
INSPO

**SPEAKING**  
Tell me a story



- VIDEO** Watch the video. Choose the correct option.

  - Riya's story happened in a park / at the beach.
  - She took / found a photo of an animal.
  - It's a sad / happy story.
- VIDEO** Watch the video again. Why is this story important to Riya?
- 25** Complete the *Key language* with the words in the box. Then listen and check.

anyway happened mean  
share shows so what

#### KEY LANGUAGE

##### Introducing the anecdote

I want to <sup>1</sup>(...) a story about (a funny thing that happened to me).

It <sup>2</sup>(...) last year.

##### Signalling the main events

<sup>3</sup>(...), one day (I was walking home from school).

<sup>4</sup>(...), (the day after that), (I had a message from my neighbour).

And you know <sup>5</sup>(...)?

##### Reflecting on the significance of your story

What does this story <sup>6</sup>(...) to me?

It <sup>7</sup>(...) that (some people are really kind).

- Read the *Speaking hack*. Then prepare to tell an anecdote about a time you were in nature. Make notes.



### SPEAKING HACK!

#### Preparing notes for telling an anecdote on video

Make notes for a short introduction, the beginning (background), middle and end (main events), and conclusion (why the story is important to you).

**i** Dialogue builder

- 5** Tell each other your anecdotes or record them on video. Use photos to support your stories if you can.

I want to share a story about a time I was at a farm.  
It happened ...



**Real Talk** ➔ **Active Learning Kit Unit 3**

#### LEARNING SITUATION STEP 3

Make notes for the introduction to your display

➔ **WORKBOOK LEARNING JOURNAL p14**

- 1** Make notes for the introduction to your display.

  - What theme did we choose? Why?
  - What kind of art did each group member make? What does it show? (e.g. *Lola painted a river.*)
  - How does our art connect to one or more environmental issues?

- 2** Think of possible titles for your display.

We could call our display 'The sky above us'.

- Lesson Objectives**
- Write a description of a piece of art
  - Use pronouns to avoid repetition

## WRITING

### A description of a piece of art

- 1 👤 Look at the photo. What can you see? Do you like it? Why? / Why not?
- 2 👤 Read an essay by an art student and answer the questions.
  - 1 Where is the Traffic Light Tree?
  - 2 Who is it by?
  - 3 What did the artist use to make it?



### Pierre Vivant's 'Traffic Light Tree'

by Huan Feng

I'm writing about the 'Traffic Light Tree' because **it's** a fascinating piece of art.

The 'Traffic Light Tree' is a very large sculpture of a tree in the centre of London. **It's** made of old traffic lights. The lights work, and **they** change colour because a computer controls **them**.

I first saw the 'Traffic Light Tree' when I was visiting my cousins in London, two years ago. **They** didn't like it, but I think it's great. It made me think about how people look at nature in cities and how **they** feel about **it**.

- 3 Read the *Writing hack*. Then read the essay again. What noun or nouns do the pronouns in **bold** (1–7) replace?

1 *the 'Traffic Light Tree'*

#### WRITING HACK!

**Using pronouns to avoid repetition** To make your text sound more natural, don't repeat the nouns too often. Instead, use subject pronouns, e.g. *it, she, they* and object pronouns, e.g. *me, him, them*.

*i* Writing extra

## WRITING PLANNER

Write a description of a piece of art

### PLAN

- 4 📡 Choose a piece of art that you like and find a picture of it. Make notes about it.
  - Title
  - What does it look like?
  - Why do you like it?
  - When and where did you first see it?
  - How do you feel when you see it?

### WRITE

- 5 🗨️ Write your description. Use this structure.

**Paragraph 1** Give the title of the piece of art and the name of the person / people who created it.

- *I'd like to tell you about ...*
- *It's a (painting / photo) by ...*

**Paragraph 2** Describe the art (what it shows, the colours, the shapes, the patterns, etc.)

- *It's got ...*
- *There is / are ...*
- *It looks like ...*
- *It's (very) (beautiful).*

**Paragraph 3** Describe your response to the piece of art.

- *It makes me think about / feel ...*

### CHECK

- 6 Read your work.
  - Check you wrote three paragraphs.
  - Check you describe the art clearly.
  - Check you include your response to it.
  - Check you use pronouns to avoid repetition.

# Language summary 3

## VOCABULARY

### Art and creativity

➡ STUDENT'S BOOK p37

#### Presenting artwork

display frame piece of art

#### Types of artwork

arrangement close-up drawing  
portrait scene sculpture

#### Parts of artwork

background pattern shape

### The environment

➡ STUDENT'S BOOK p40

build wind / solar farms  
don't cut down trees  
pick up litter  
put litter in the bin  
reduce pollution  
reduce waste  
reuse and recycle things  
save wildlife  
stop climate change  
use renewable energy  
write about environmental issues

## SPEAKING

### Narrating past events

➡ STUDENT'S BOOK p43

I want to share a story about (a funny thing that happened to me).

It happened last year.

So, one day (I was walking home from school).

Anyway, (the day after that), (I had a message from my neighbour).

And you know what?

What does this story mean to me?

It shows that (some people are really kind).

## GRAMMAR

### Past continuous

➡ STUDENT'S BOOK p39

#### Affirmative and negative

	Subject	was / were	-ing form	
+	I / He / She	was	painting	a bird.
	It	was	raining.	
	We / You / They	were	walking	slowly.
-	I / He / She	wasn't	making	a sculpture.
	We / You / They	weren't	picking up	litter.

#### Questions

was / were	Subject	-ing form	Short answers
Was	he / she	painting?	Yes, he / she was. No, he / she wasn't.
Was	it	raining?	Yes, it was. No, it wasn't.
Were	we / you / they	watching TV?	Yes, we / you / they were. No, we / you / they weren't.

#### wh- questions

Question word	was / were	Subject	-ing form	
What	was	he / she	drawing?	
Why	were	we / you / they	making	a sculpture?

### Past continuous and past simple

➡ STUDENT'S BOOK p41

- We use the past simple to talk about completed actions in the past.  
*I found an insect in my sandwich.*
- We use the past continuous to talk about an action in progress in the past.  
*I was eating a sandwich.*
- We can use the past simple and the past continuous together for actions that happened at the same time. We use the past continuous for the longer action and the past simple for the shorter action.  
*While I was eating a sandwich, I found an insect in it!*
- We use *when* and *while* to join the past simple and past continuous. We use *when* + past simple, and *when* or *while* + past continuous.  
*I was running in the park when I saw a phone on the ground.*
- We can also use past continuous + *while* + past continuous to talk about two long activities that happened at the same time.  
*I was picking up litter while my friends were relaxing.*

# PROJECT 3

Create a display of nature art

PROJECT  
INSPOYOUR PROJECT INSPO  
A nature art display

## REVIEW

1 **VIDEO** Watch *Your project inspo*. Answer the questions.

- 1 What's the title of the nature art exhibition?
- 2 How many pieces of art are there?
- 3 What type of art is each one?

2 Look back at your *Learning situation* steps and check you've got these things.

**STEP 1** Pieces of art for your display

**STEP 2** An information card about each piece of art

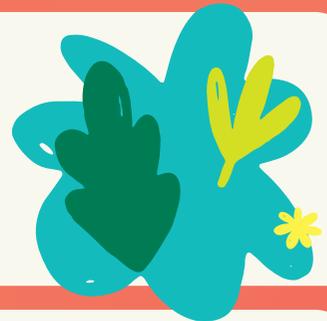
**STEP 3** Notes for an introduction to your display



## CHOOSE

3 **DISCUSS** Discuss the questions and make decisions about your display.

- Do you plan to present your nature art as a digital display of photos / videos or a physical display?
- How do you want to sequence / organize your display?
- Do you want to add any environmental music or sounds of nature to your display?



## PREPARE

4 **VIDEO** Watch the *Project skills* video. Complete the tips.

### PROJECT SKILLS

#### Creating a project planner

- 1 List your project <sup>1</sup>(...). Remember to write your list in the correct <sup>2</sup>(...)!
- 2 Plan your <sup>3</sup>(...). Work backwards – from the bottom to the top of your <sup>4</sup>(...).
- 3 Choose <sup>5</sup>(...) for the people in your group. Share the work <sup>6</sup>(...).

5 **CREATE** Create a group project planner for your display.

PROJECT TASKS	TIME	WHO?
	minutes	
	minutes	

VIDEO  
INSPOPROJECT SKILLS  
Creating a project planner

### KEY LANGUAGE

#### Discussing project tasks

What do we need to do (first / after that)?  
We need to ...  
How long do we need for this?  
We (probably) need about 45 minutes.  
Who wants to / can ... ?  
I'd like to / can ...  
We can (all) ... together.

## CREATE

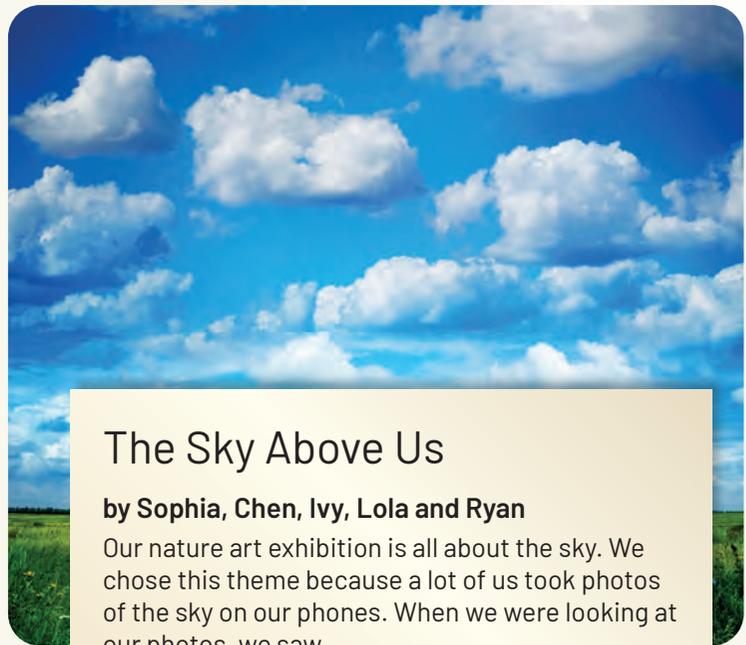
- 6  Write the introduction to your exhibition including the title and the names of each artist in your group. Use the title you chose in Step 2 and the notes you made in Step 3.

### PROJECT BOOSTER

#### Another idea for your nature art display

Do some research about the plants and animals in your display, and use it to write some extra information cards.

- 7  Create your display.
- Arrange / Sequence your pieces of art.
  - Add your title, your introduction and the information about each piece of art.



## SHARE

- 8  Look at all the displays by the other groups. Choose three favourite things from each one.
- 9 Write three sentences about the exhibitions.
- 1 My favourite exhibition is ... because ...
  - 2 My favourite piece of art is ... because ...
  - 3 The displays made me think about ...

### REAL WORLD

How can we share our display with more people?

We can put it in a public area of the school or in our local library.



## REFLECT

- 10  Think about the question: *How can we use art to celebrate nature?* What ideas are there in this unit?
- 11 Think about your project work in this unit. Read the statements and choose your reaction.

1 I can create a piece of nature art.



2 I can write information about a piece of nature art.



3 Our group can organize a display.



4 We can think of ways to link nature art to environmental issues.

