

THE FITZWILLIAM MUSEUM

EDUCATION DEPARTMENT

The Art of English

Elementary



I. Portraits: Descriptions (Gallery I)

Tip: a painting of a real person that the artist has seen is called a portrait.

Ia) Can you find these people:

A man with a moustache.....

A woman wearing a black hat.....

A painter.....

A woman in a white dress.....

Ib) Choose a portrait. Your partner can ask questions to work out which one it is.

Is it a man or a woman?

Does she have long hair?

Is she young or old?

Ic) Imagine you had to find jobs for these people.

'Thomas Hardy would be a good teacher because he looks intelligent.'

..... would be a good..... because he/she looks.....

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2. Still Life: Language of Quantity (Gallery 17)



Tip: pictures of objects, flowers and fruit are called still life paintings. Animals are sometimes included in these paintings too.

2a) Read these sentences and find out whether they are true or false.

Ambrosius Bosschaert's 'A vase of flowers with a monkey'

There is a lot of fruit here: some cherries, a large bunch of grapes and a pomegranate.

There are no animals in the painting.

There are a number of different flowers.

Arnoldus Bloemers' 'Pot of flowers and fruit'

The painting shows a couple of peaches.

There are two different nuts on the right of the painting.

There is a single bunch of grapes.

2b) Make sentences about things you see in the pictures using these words

some	a few	many	no	a lot of
several	plenty of	a couple of	hardly any	a number of

2c) There are many colours in this room. Work with your partner to find something in each colour of the rainbow.

I see *a red flower*, I see *some orange fruits...* etc.

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3. Pottery: Asking Questions (Gallery 27)

3a) Use these words to help you make up questions to ask about the objects in this gallery.

What...?

How...?

Where...?

Who...?

Why...?

When...?

Can you find the answers?

3b) Some objects might surprise you... Can you fill in the gaps?

It's in case number 10. It looks like a *tortoise*, but really it's a *dish*.

It's in case number 10. It looks like a *melon*, but really it's a _____

It's in case number 10. It looks like a _____, but really it's a flask.

It's in case number 10. It looks like a _____ but really it's a _____

Find the teapots in case 6. Some of them don't look like tea pots! What shapes can you find?

3c) Imagine you could give these objects as gifts to friends and family. What would you give to whom, and why?

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4. Armour: Simple Past Tense (Gallery 31)

4a) Fill in the gaps in this story using the objects in the gallery and verbs in the past tense.

One morning many years ago, a knight _____
(wake up) and _____ (get ready) to go into battle.

Firstly, to protect his legs he _____ (find) his
_____ (case 2).

Next his squire _____ (help) him to fix his _____ (case 2) over his jacket.

Then he _____ (choose) a good _____ (case 3) for fighting.

He _____ (pull) his _____ (case 4) onto his head and
_____ (go) outside to the stables.

Finally the brave knight _____ (put) a _____ (case 1) over his horse's
face and _____ (ride) off into battle.

4b) Can you finish the story in the past tense. What happened at the battle?

4c) Talk to your partner about the best suit of armour for protection on the battlefield. Explain why you have chosen these items.

Vocabulary

Armour – protective clothing, often made of metal

Knight – a gentleman-soldier

Squire – a knight's assistant

Stables – a place where horses are kept

Battle – a fight between armies

I think..., because...

I (dis)agree because...

I think so too, because...