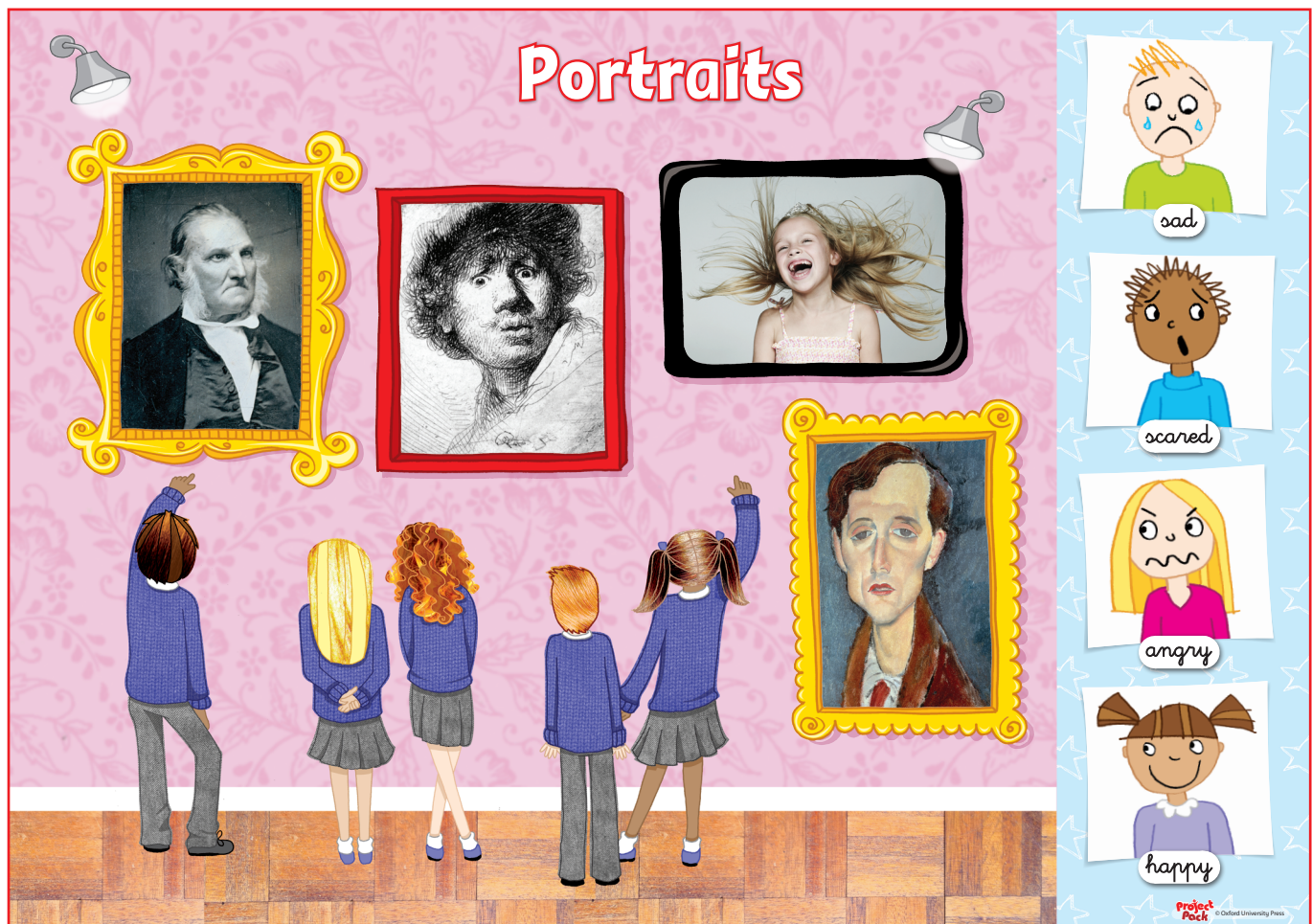


Project notes



It's recommended that this project is taught over 2–3 lessons, depending on your timetable. The project stages are listed in order, and can be split up to suit your teaching situation. You may wish to introduce each session with a simple warmer activity based around the project poster, and – should you want to extend the project further – you will find ideas for additional activities and games at the end of these notes.

Learning outcomes

- To present and review vocabulary for parts of the body and the face
- To present and review vocabulary for emotions
- To listen to and sing the *Feelings* song
- To recognise different types of portrait
- To create a portrait of a partner

Key language

eyes, ears, mouth, nose, hair, arms, hands, legs, feet, body, head; portrait; sad, scared, angry, happy, I've got (blue eyes) and (brown hair).

Key Competences

- Linguistic competence
- Social and civic competence
- Learning to learn
- Digital competence
- Cultural awareness and expression
- Mathematical competence and basic competences in science and technology

Materials

- Portraits poster
- Portraits Worksheet 1
- Portraits Worksheet 2
- Audio CD
- Digital camera, smart phone or tablet
- Beanbag or ball
- Emotions flashcards from your course: happy, sad, angry, scared
- Craft materials, including large sheets of paper, scissors, glue, paint, pens, crayons and charcoals

1 Presentation – Parts of the body

Introduce the topic

- Point to parts of your face (e.g. eyes, ears, mouth, nose, hair) and body (e.g. arms, hands, legs, feet, body, head) and encourage students to repeat the word for each body part in English after you.

TEACHING TIP: Provide any language that the students don't know or have forgotten, and encourage them to repeat the vocabulary several times to help them remember it.

- When students are confident producing the language for the different parts of the body and face, say the body parts one at a time so that the students can point to the corresponding parts of their bodies / faces.

Play a game of *Simon says*

- Say, e.g. *Simon says touch your nose*. Students do the action. If you give an instruction which isn't preceded with *Simon says* then students mustn't do the action – any students who do are out. Continue playing the game until you have a winner.

Discuss eye colour and hair colour

- Discuss different eye colours with the class. Write each eye colour that students suggest on the board, then invite them to all come and stand next to the word for their eye colour.
- Have students look at each eye colour group. Can they estimate which is the most common eye colour in the class from the size of the respective groups? As a class, count how many people there are in each group to see if they were correct. Repeat the exercise with hair colour.
- Stand in a circle with your students. Say a sentence to describe yourself, e.g. *I've got blue eyes and brown hair*. Toss a beanbag or soft ball to a student. He or she should now make a sentence to describe him or herself, and then throw the beanbag / ball to another student. Continue until everyone has had a turn.

TEACHING TIP: You could begin by just talking about one feature. When students are confident doing this, increase the length of the sentence to include the other feature.

Look at the poster

- Display the Portraits poster and ask students what they can see. Encourage them to name the parts of the body.
- Point to each of the children looking at the portraits. Ask *What colour hair has he / she got?*

2 Practice

Complete Portraits Worksheet 1

- Ask individual students questions about their hair and eye colour e.g. *Have you got green eyes and blond hair?* Encourage them to answer *Yes, I have* or *No, I haven't*.

1 Listen and colour. 🎧 5

- Give out Portraits Worksheet 1. Play track 5. The students listen and colour. Pause the track to give them time to colour. Play it again for them to check their answers.

TEACHING TIP: Make sure the students have blue, green, brown, black, yellow and red / orange crayons ready. You could tell the children to put a dot of colour in the hair and eyes on each picture as they listen and then colour them in properly afterwards.

- Have you got black hair?
Yes, I've got black hair and green eyes.
- Have you got brown eyes?
No, I've got blue eyes and blond hair.
- Have you got red hair?
No, I've got brown hair and green eyes.
- Have you got green eyes?
No, I've got brown eyes and red hair.
- Have you got blue eyes?
Yes, I've got blue eyes and red hair.
- Have you got blond hair?
No, I've got black hair and brown eyes.

ANSWERS

See transcript above.

2 Read and colour.

- Students read the text in the speech bubbles and colour the relevant pictures.

ANSWERS

Girl: brown hair, green eyes

Boy: black hair, blue eyes

3 Presentation – Portraits

Look at the poster

- Display the Portraits poster. Ask *What can you see?* to elicit language the students know. Point to the framed pictures and teach the word *portrait*. Ask the class if they think each picture is modern or old.
- Ask students if they have ever drawn a portrait of themselves. Assuming they have, ask different students if they drew their self-portrait with pencils or pens, or did it using paints. Establish that portraits can either be drawn in pencil / pen (a drawing) or painted (a painting).
- Ask the class if they can think of any other ways of making a portrait of someone.
- Tell students that now, people normally use cameras to make a picture of someone (a photograph or photo), but before cameras were invented, the only way to make a picture of someone was to draw or paint them.
- Point to each of the portraits on the poster and elicit from the class whether it is a painting, drawing or photo.

Introduce emotions

- Point to the pictures illustrating different emotions on the right-hand side of the poster, and elicit the words for each one.
- Point to each of the portraits in the main poster image and discuss how the students think each of the people in the portraits feel. Ask what makes the students think they are feeling that way.

Sing the *Feelings* song 🎧 6–7

- Ask students *How do you feel today?* Have a show of hands for each of the four emotions. Take any other suggestions in L1 and reformulate them into English, e.g. *hungry, thirsty, worried*.
- Play the *Feelings* song several times, encouraging students to join in as much as they can, and demonstrate the actions.

I'm sad, sad, sad today. [Mime a sad face]

Look at my face. I'm sad today. [Point to your face, still miming a sad face.]

I'm sad today. Can I talk to you? [Point to yourself, then to the class]

Because I'm sad, sad, sad today. [Mime a sad face.]

I'm scared, scared, scared today. [Mime a scared face]
 Look at my face. I'm scared today.
 I'm scared today. Can I talk to you?
 Because I'm scared, scared, scared today.

I'm angry, angry, angry today. [Mime and angry face]
 Look at my face. I'm angry today.
 I'm angry today. Can I talk to you?
 Because I'm angry, angry, angry today.

I'm happy, happy, happy today. [Mime a happy face]
 Look at my face. I'm happy today.
 I'm happy today. Can I play with you?
 Because I'm happy, happy, happy today.

- With the help of the class, make up a new verse for the song. Take the students' suggestions of other emotions / feelings you can sing about e.g. *hungry*. Make up a mime for hungry with the class. Write *I'm hungry today* on the board. Play the karaoke version of the song (track 7) and encourage students to sing the new verse and do the actions.

4 Practice

Complete Portraits Worksheet 2

1 Listen and draw. 8

- Say *Show me happy*, and encourage students to make happy faces. Repeat with *sad*, *angry* and *scared*. Discuss in L1 what our mouths, eyes and other facial features look like when we are feeling the different emotions.
- Give each student Portraits Worksheet 2. Play track 8. Students listen and draw the facial features to show the emotions they hear. Play the audio again for them to check.

- | | |
|---------------|--------------|
| 1 I'm sad. | 3 I'm happy. |
| 2 I'm scared. | 4 I'm angry. |

ANSWERS

See transcript above.

2 Draw yourself. Write. Draw and write about a friend.

- Point to the empty frame at the bottom of the worksheet. Students should draw themselves, showing how they feel today, and complete the sentence below. Then they can draw a friend and write about how he or she is feeling.

5 Collaboration and consolidation

Project: Create a mixed media self-portrait.

- Explain to the class that they're going to work in pairs to create self-portraits. Although they will each create a portrait of themselves, they'll need to help each other and share materials in order to complete the project.
- Using a digital camera, smart phone or tablet, let the students take turns taking photos of each other. They should take a photo of their partner's face looking directly at the camera. Encourage them to experiment with different expressions, showing one of the four emotions shown on the poster.
- Upload all of the photos onto a computer. Ask each student if they want their photo in colour or black and white, and print the photos out A4 (folio) size.
- Give the children their photo. Help them to draw a line directly down the middle of their face with a pencil and ruler, and to cut straight down the line. They then stick half of their photo onto another sheet of paper.

TEACHING TIP: If you don't have access to equipment for the students to take photos of each other, you could skip straight to the next step and allow them to draw or paint the whole portrait. Encourage students to experiment using several different types of media.

- Now let the students choose what they want to use to draw the missing half of their portrait. Allow them to choose from as many different types of media as possible; paints, pens, crayons, charcoals etc.

TEACHING TIP: Set up different tables around the classroom with various drawing equipment and materials. Let the students choose which table to work at. Encourage them to take turns and share the materials.

- The students complete their portrait in their chosen media. When they have finished, they can write their name on it. If your students are able to write longer sentences, they can write a short description underneath as well, e.g. *I've got (brown) eyes and (black) hair*. Write a model sentence on the board for them to copy.
- Make a 'portrait gallery' display of the self-portraits, and invite other classes to view them.

Assess the project

- Ask students what they think about the finished display and what aspects of the project they have enjoyed. Encourage them to think about things they did well.
- Discuss the different emotions that they can see in the self-portraits. Then, in L1, talk about what they can do when a friend is feeling various emotions. Encourage them to empathise with other's feelings and behave appropriately.
- Ask the students to complete their Project review worksheet (p.42).

TEACHING TIP: You can now complete the Key Competences assessment grid (p.45) for each student. See p.40 for notes about the evaluation process.

Extension

Play a spinner game

- Cut out an octagon from strong card and divide it into eight sections. In each one, draw or write a body part: head, body, arms, legs, eyes, nose, hair and mouth. Then make a small hole in the centre and push a pencil through it, to create an eight-sided spinner.
- Divide the class into two teams. Members of each team take turns to come up and spin the spinner. They draw on the board the body part that the spinner has landed on. The first team to get all the body parts they need and complete their drawing wins.

TEACHING TIP: Make more spinners so that the students can play in small groups, in teams of two or three.

Create a book corner

- Create a book corner in your classroom stocked with picture story books in English. Read picture books in English which feature human characters and talk about the people in the books with your students.

TEACHING TIP: Let the students use the book corner to share and enjoy the books, both individually and in small groups. It doesn't matter if the children can't read every word, they will still enjoy the stories.

Portraits

Worksheet 1

① Listen and colour.  5



② Read and colour.

I've got brown hair and green eyes.

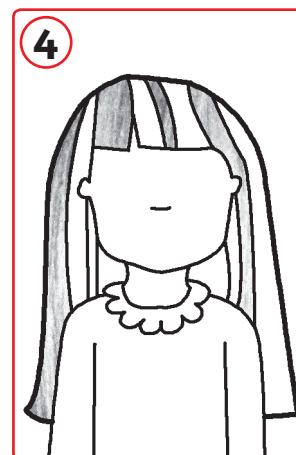
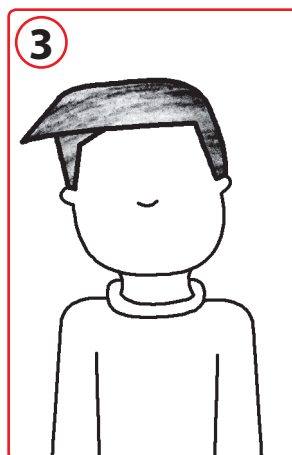
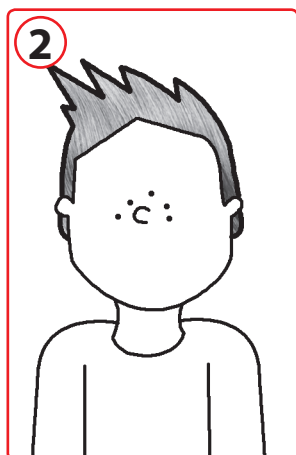
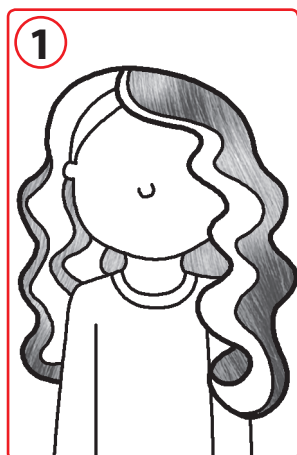


I've got blue eyes and black hair.

Portraits

Worksheet 2

① Listen and draw.  8



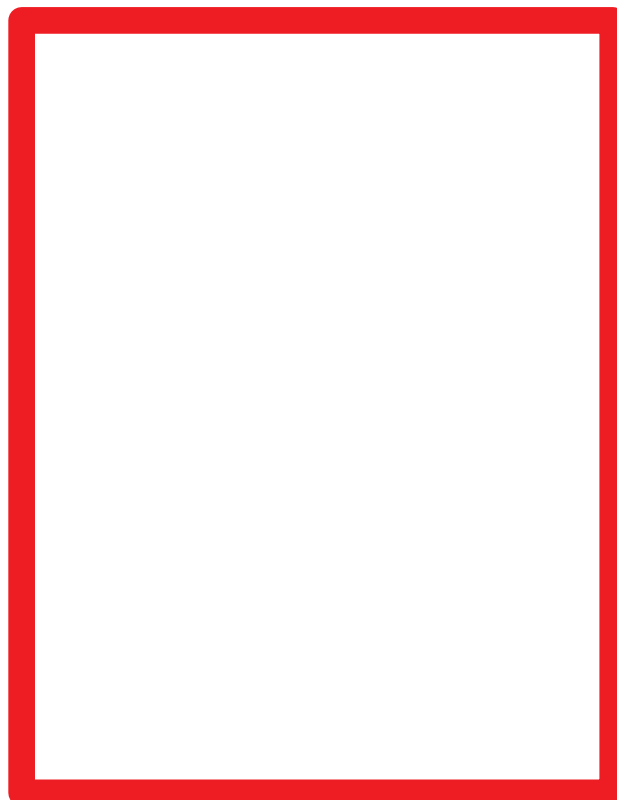
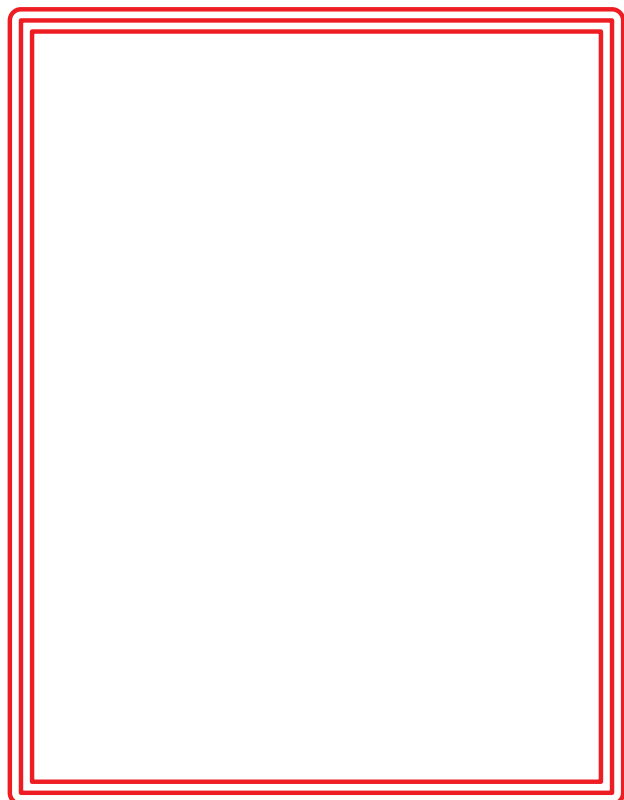
② Draw yourself. Write. Draw and write about a friend.

happy

sad

angry

scared



I'm _____.

He's / She's _____.