



Erasmus+

A WONDERFUL WORLD AROUND US

2015-1-ES01-KA219-016089

AWWAU

ENGLISH

This is me

Activity 2: October 2015

1 FEATURES

Description: It is time to know each other. We are going to write a description and prepare a self-portrait and share it with students in Italy, England, Spain and Austria using the TwinSpace of our Erasmus+ project.

Project objectives:

1. Know and value the sociocultural aspects showing respect and tolerance.
2. Improve competence in the second language in real communicative contexts.
3. Use IT tools and other resources autonomously to look for, analyze, synthesize and present information.
4. Transfer, learn and use quality teaching methods.
5. Participate in individual and group decision taking.
6. Foster artistic creativity.

Subject contents:

- **First and second languages:**
 - Writing and reading descriptions (to be, have got, adjective order, etc.). (Obj2)
 - Learning about people abroad. (Obj1, Obj5)
- **Art:**
 - Sketching, drawing and colouring self-portraits. (Obj6)
- **IT:**
 - Using websites and apps (TwinSpace). (Obj3)
 - Typing texts. (Obj3)
 - Preparing digital self-portraits. (Obj3)
- **Interdisciplinary contents:**
 - Preparing a didactic sequence. (Obj4)
 - Organizing ideas. (Obj5)

Timing: About five sessions.

2 MATERIALS

In order to do this project, you will need the following materials:

- Your notebook, ball-point pens and pencils to write..
- A laptop / tablet / flash drive (in case you do not have a personal laptop or tablet).
- Colours, paints, ... and art.

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3 TASKS

TASK 1 – Meet your friends!

Driving question: *How can we prepare our portraits?*

STEPS:	OUTLINE:
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TASK 2 –Vocabulary and grammar activities

Make a list of words related to...

- Physical description
- Personality adjectives
- General information

TASK 3 –Let’s read a description!

3.1. Read the following text and complete the activities:

Model 1

My name is **Peter**. I am **twelve years old**. I am from **London**. I am **tall** and **thin**. I have got **brown** eyes. I live with **my brother, John, my two sisters, Sarah and Jessica and my parents**. I have got a **dog**. I go to **Alameda** school. I like **football and tennis**. I am **funny** and **intelligent**.

1. Complete the chart:

NAME	
AGE	
SCHOOL	
HAIR	
PETS	

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Model 2

My name is **Peter**. I am **fourteen** years old and I live in **London**. I am **tall** and **thin**. I have got **big brown** eyes and **long dark** hair. I also have got a **big** family. I live with **my brother, John, my two sisters, Sarah and Jessica and my parents**. I also have got a **dog**, its name is **Max**. I go to **Alameda** school and my favourite school subject is **art**. I like **painting**. My friends say that I am very **friendly** and **talkative**; but I am also **messy** and **lazy**.

1. Complete the chart:

NAME	
AGE	
SCHOOL	
FAVOURITE SUBJECT	
PETS	
HOBBIES	
PHYSICAL DESCRIPTION	

2. Answer the questions:

- 1- What's the name of the school?
- 2- Where does he live?
- 3- What is his favourite subject?
- 4- What colour are his eyes?

Model 3

My name is **Peter**. I am a **fifteen**-year-old boy from **London**. I am **tall** and **thin**. I have got **big brown** eyes and **long dark** hair. I also have got a **big** family. I live with **my brother, John, my two sisters, Sarah and Jessica and my parents**. I also have got a **dog**, its name is **Max**. I go to **Alameda** school and my favourite school subject is **P.E.**, that's why I like **football and tennis**. People say that I am a very **enthusiastic** and **easy-going** person. However, I am also **messy** and **irritable** at the same time.

1. Complete the chart:

NAME	
AGE	
SCHOOL	
FAVOURITE SUBJECT	
PETS	
PERSONALITY	
PHYSICAL DESCRIPTION	

2. Answer the questions:

- a. What's the name of the school?
- b. What is his favourite subject?
- c. What colour are his eyes?
- d. What's Peter like?

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TASK 4 –Let’s write our description!

Now it is time to plan, write and revise our compositions:

TOPIC: What is the text you are writing about?	AUDIENCE: Who’s going to read your text?
TYPE OF TEXT: What type of text is it? <input type="checkbox"/> A story (narrative text). <input type="checkbox"/> A portrait (descriptive text). <input type="checkbox"/> A recipe (a prescriptive text).	USE OF ENGLISH: What aspects are you going to use? <input type="checkbox"/> Adjectives <input type="checkbox"/> Parts of the body <input type="checkbox"/> Present simple <input type="checkbox"/> To be (am, is, are) <input type="checkbox"/> Have got (has got) <input type="checkbox"/> Past simple <input type="checkbox"/> Future <input type="checkbox"/> House items <input type="checkbox"/> School subjects
My outline and first draft:	
Now it is time to check our compositions: <ul style="list-style-type: none"> ○ Extension. ○ Content: general, physical and personality details. ○ Grammar: to be, have got, present simple, possessive, etc. ○ Adequate vocabulary. ○ Spelling, capital letters and punctuation. ○ Connectors. ○ Word order. 	

TASK 5 – Let’s design our portraits!

Option 1: IT

Take a picture with your mobile phone and soup it up. You can also use one of the following apps or websites:

- www.linguascope.com
- <http://pictomizer.com/w/kmOenbXsm>
- <https://www.bitstrips.com/create/comic>

Option 2: Art

Draw your own self-portrait.

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TASK 6 – Let's use the TwinSpace!

6.1. Log in with your user name and password (your teacher will help you):

<https://twinspace.etwinning.net/2127/home>

6.2. Go to FORUM and type your entry: type text and attach your picture. If you have drawn your portrait, you should have previously taken a picture or scanned it.

6.3. Read other messages and contact your friends abroad!

TASK 7 – Hello, Europe!

7.1. Practise your composition and pay attention to pronunciation. You can use one of the following links:

- www.naturalreaders.com
- <https://translate.google.es/>

7.2. It is time to present your project to your partners in your countries.

7.3. Participate in a first videoconference to say hello to the schools and introduce yourself.

TASK 8 – Self-evaluation

8.1. Students:

a. My diary. *Students will write a short entry to talk about their learning process:*

What were your expectations about this activity? How did you feel during the process? What have you learnt?

8.2. Teachers:

a. My diary. *Teachers will write a short entry on the TwinSpace Diary talking about expectations, process and result doing this activity. They will also comment on the evaluation of the students taking into account part b. The coordinator of the activity also comment on the process of preparing this activity.*

b. Students' evaluation. *Value the following items from 0 to 5 (in general)::*

- Know and value the sociocultural aspects showing respect and tolerance. (Obj1)
 - The student shows interest and respect regarding sociocultural aspects.
 - The student knows facts about the society, history, geography or literature of different societies.
- Improve competence in the second language in real communicative contexts. (Obj2)
 - The student participates in conversations with students in other countries.
 - The student writes text in the second language.
 - The student reads and understands texts in the second language.
- Use IT tools and other resources autonomously to look for, analyze and present information. (Obj3):
 - The student uses IT tools to communicate with students abroad.
 - The student uses IT tools to find information.
 - The student uses IT tools to present information.
- Foster dialogue and individual or group decision taking. (Obj5)
 - The student can work in group positively.
 - The student participates in the different parts of the activity.
- Foster the artistic creativity. (Obj6)
 - The student plans and revises the task.
 - The student participates in the elaboration of the product.

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