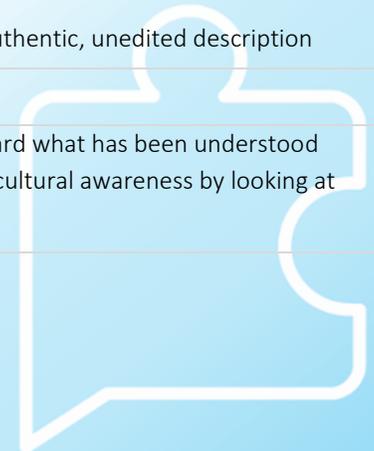


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|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title</b>                            | Describing a painting <i>Prepared by Dorota Połatyńska</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Language(s) &amp; CEFR Level</b>     | B1-B2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Skill Area</b>                       | Reception (Reading) / Written Production / Vocabulary /Grammar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Activity Description</b>             | <p>In this activity students are required to read carefully a description of <i>Girl reading a letter at an open window</i> painted by Jan Vermeer. After discussing the structure of the description (prepositions, nouns, adjectives, demonstratives and context-specific phrases e.g. in the foreground, in the background, etc.) students in pairs try to draw the painting on their mini whiteboards. Students then compare theirs with the original painting allowing them to reflect on their understanding of the description and the strategies they used. It is also an enjoyable activity. As a follow-up, students can write another description of a painting of their choosing.</p> <p>By the end of the activity, students will be able to recognise prepositions, nouns and adjectives in text and write a short painting description.</p> |
| <b>Estimated Time</b>                   | 80 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Resources required</b>               | Text with description, mini whiteboards, book with image reproduction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Success Criteria</b>                 | <ul style="list-style-type: none"> <li>• Students will find prepositions, nouns and adjectives in the text</li> <li>• Students will know a structure of a description and vocabulary required.</li> <li>• Students can decode and transform the text into a picture through reading</li> <li>• Students will write a painting description incorporating the use of adjectives and prepositions and context-specific phrases related to paintings.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Links to JC/SC Learning Outcomes</b> | JC Short Courses (2.1.3, 2.2.1, JC MFL: (1.7, 1.8, 2.5, 2.6)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Differentiation</b> | <ul style="list-style-type: none"> <li>• To support less able students, the teacher can prepare shorter text with vocabulary support or split the text into steps to chunk down the description.</li> <li>• To support more able students, the teacher can provide a more authentic, unedited description</li> </ul> |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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| <b>Ideas for further development</b> | <ul style="list-style-type: none"> <li>• The teacher can listen to student's text and draw on the whiteboard what has been understood</li> <li>• Use a painting from the target language country and exploit intercultural awareness by looking at differences between décor, furniture, activities depicted, etc.</li> </ul> |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|





Picture from: <https://www.artsandcollections.com/vermeers-girl-reading-a-letter-reconsidered-as-restoration-reveals-hidden-cupid>

**Descriptions can be found on Wikipedia at:**

Spanish ([https://es.wikipedia.org/wiki/Muchacha\\_leyendo\\_una\\_carta](https://es.wikipedia.org/wiki/Muchacha_leyendo_una_carta))

French ([https://fr.wikipedia.org/wiki/La\\_Liseuse\\_%C3%A0\\_la\\_fen%C3%AAtre](https://fr.wikipedia.org/wiki/La_Liseuse_%C3%A0_la_fen%C3%AAtre))

German ([https://de.wikipedia.org/wiki/Briefleserin\\_am\\_offenen\\_Fenster](https://de.wikipedia.org/wiki/Briefleserin_am_offenen_Fenster))

Italian ([https://it.wikipedia.org/wiki/Donna\\_che\\_legge\\_una\\_lettera\\_davanti\\_alla\\_finestra](https://it.wikipedia.org/wiki/Donna_che_legge_una_lettera_davanti_alla_finestra))

Portuguese ([https://pt.wikipedia.org/wiki/Mo%C3%A7a\\_ lendo\\_ uma\\_ carta\\_ %C3%A0\\_ janela\\_ \(Vermeer\)](https://pt.wikipedia.org/wiki/Mo%C3%A7a_ lendo_ uma_ carta_ %C3%A0_ janela_ (Vermeer)))

Japanese (<https://ja.wikipedia.org/wiki/%E7%AA%93%E8%BE%BA%E3%81%A7%E6%89%8B%E7%B4%99%E3%82%92%E8%AA%AD%E3%82%80%E5%A5%B3>)