

## myself & others



### Task: Our Gallery

#### Topic Overview

This topic will help students to recognise and use some very basic phrases to talk about themselves. Students will learn to introduce themselves and others and ask and answer questions about personal details such as where they live, how old they are and give simple physical descriptions. Students may take material that is relevant to their life and the lives of others from a wider pool of information provided.

#### Task Description

The aim of this task is for students to use key vocabulary/language chunks that they have used to describe themselves/others and use it to describe famous faces from the target language countries.

- (i) The teacher should begin this task by displaying a picture of a famous person from the country/countries. The teacher will then elicit vocabulary/chunks from the students to describe this famous person.
- (ii) The students then research a famous person from the country/countries and write a brief description of this person. Each student must have a different famous person. The chosen portrait should provide students with the opportunity to write/discuss name/age/personality/physical description/where they live.
- (iii) The students will then stick up their chosen portraits around the room in a gallery format. They will introduce their portrait to the class and hear descriptions of other portraits.

#### Learning Outcomes

- Create a simple text about famous people
- Recognize frequently used words and chunks when describing people
- Recognise well known people from the target language countries

#### Resources

Description game, and questions and answers

<https://bit.ly/3bEvKni>

#### Comments:

Instead of asking students to choose their own famous person the teacher could also provide students with a portrait. Printing portraits and sticking them up allows for a nice classroom display. Where this is not possible portraits may also be displayed on tablet screens as opposed to printing and sticking them up on the wall.

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Expected time taken - 2 hours



<b>Chama-se</b>	– S/he is called...
<b>Ser</b>	– to be (3rd person – é)
example	Alto/a, baixo/a, gordo/a, magro/a, elegante, musculado/a, forte, novo/a, velho/a, jovem
<b>Ter =</b>	to have (3rd person – tem)
example	
<b>Age:</b>	tem...anos
<b>Hair description:</b>	o cabelo...longo, curto, rapado, liso, l ondulado, enaracolado, loiro, ruivo, castanho, pintado, com madeixas.
<b>Eye description:</b>	os olhos...azuis, verdes, castanhos, negros, amendoados
<b>Other features</b>	tem....bigode, barba, lábios finos/grossos, sardas, dentes grandes/pequenos
	Usar = to use (3rd person = usa) e.g. óculos

### Suggested Scaffolding Activities

- Using images of famous people from Portuguese speaking countries to elicit/teach vocabulary
- Close comprehension reading of example descriptions
- Reading comprehension
- Use of the 3rd person
- Filling in blank conversation of people introducing themselves
- Playing 'who's-who' speaking game where the students in the class are the people being described.
- Rearranging sentences into the correct order
- Use a board game template – each square allows for the players to give a specific piece of information about themselves.
- Play 'Este somos nós' - Where students each write a sentence describing one element of their or their famous person's physical appearance. These are then put together to create an unusual looking person.
- Labelling speech bubbles in a comic strip to practice various greetings and descriptions
- Edpuzzle video – answering questions based on an audio piece of people introducing themselves
- Matching ages to various people
- Battleships
- 1 pen-1 dice using a template about myself-age/personality etc

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### Task: Our Gallery

#### Self Assessment: Can-Do Descriptors

I can:

Say what somebody's name is

Say how old somebody is

Say where somebody lives

Describe what somebody looks like using simple sentences

Describe how somebody is like using simple sentences

#### Key Skills

Being literate-writing for different purposes,  
developing my spoken language

Staying well-being social

Working with others

Communicating

#### Teacher's Notes



#### Notes and Observations for teachers

As this is a beginner's module it is not necessary to cover a huge amount of detail pertaining to this task e.g. all ages/all colours (including those outside of hair/eye color) /a large collection of adjectives/ entirety of a verb etc. It is important for students to choose basic language that is only relevant to their own task at this time