

The People's Portrait Teacher's Notes

A1+

This A1 plus-level article deals with a special piece of art in Greater London, linked to the iconic Queen Elizabeth II. The theme will enable pupils to review personal descriptions as well as the preterite and participate to a fun contest.

Vocabulary

- British monarchy, family members, adjectives of personality

Grammar

- preterite, simple present

Phonology

- pronouncing numbers et dates

Interaction

■ We suggest video projecting the two photos of the Queen and have them react (Do they know these two faces? Who are they / is she? Where do they live / does she live? e.g: It's the Queen of the United Kingdom. In one picture, she is young and in the other picture, she is old.). Then get the pupils to take a few minutes to write down everything they know about Queen Elizabeth II. Build a class mind map from their recollections and introduce or reintroduce vocabulary words they can write down in their notebooks.

■ To help with the reading Ask the pupils to take a closer look at the two portraits and say what they see. E.g: Small pictures of people compose the big picture of the Queen. Have them think about who these people can be.

■ Reading **Step 1** will help them through the understanding of the basic information of

the article, whilst reviewing the main WH-question words. Depending on how much the class remembers from last year, you may want them to actually formulate the questions. (Where are the portraits? How were they created? What do they consist of/show? What accompanies each photo? Where is Gatwick? When can you see the portraits/can the portraits be seen? Who created the portraits?)

■ **Step 2** takes them to another level to understand why the piece of art is special as well as why people contributed. This is an opportunity to explain that Queen Elizabeth II's coronation took place on June 2nd, 1953. The Diamond Jubilee took place 60 years after the Queen's accession (when her father died and she became Queen), on February 6th, 1952. It is also an opportunity to remind them how to pronounce dates and write numbers over a thousand (using a comma).

■ They can also review the preterite: regular/irregular verbs as well as its use.

■ To go further, the class brainstorms what type of class they want to be this year, reviewing qualifying adjectives (e.g: energetic, sporty, talkative, motivated, happy, merry, tired....) and decide what symbol best represents this adjective. Collectively write a small paragraph to explain (e.g: We are a very talkative class

because we know each other well/already / we were in 6e together. But we talk because we are very curious pupils and we love to discover new things.) PY tu peux mettre un smiley avec une fermeture éclair comme bouche? Tu veux que j'en commande?

■ The pupils can then be invited to take a picture of themselves in the pose that best represents them and print it out. In addition, they can write individual descriptions of themselves according to the photo they have taken, like the examples in the article. The pictures are then assembled into one big class portrait representing the symbol they chose.

Competition

We'll be launching a competition for pupils based on this activity very soon. Watch this space!

Solutions:

Step 1

1. d 2. e 3. b 4. b 5. d 6. c 7. a

Step 2

A.1. false: unique 2. false: coronation 3. false: 5,000 4. true 5. true 6. false: Queen of Hearts 7. false: coronation 8. true 9. false: leap year 10. false: First 11. true 12. true

B. 1. c 2. g 3. a 4. e 5. f 6. d 7. b 8. h

- ED / learn by heart

C. was / was / celebrated / are / compose / wanted (or wants could be considered correct too.)