

6 People

Worksheet 1: The face

Using the worksheet

- This worksheet practises face words: *hair, ears, eyes, nose, mouth, chin, cheeks, glasses* and revises body words *foot, arm, knee, toes, leg, hand*.
- Students work individually or in pairs. They look at the man's face and use it to help them solve and write the anagrams.
- Students look at the man's body and write the body words a–f. They then make anagrams of the body words, writing each one on a separate piece of paper.
- Students work in pairs and swap and solve the body anagrams.

KEY: Activity 1: **2** eyes, **3** glasses, **4** nose, **5** cheeks, **6** ears, **7** mouth, **8** chin; Activity 2: **b** hand, **c** knee, **d** leg, **e** foot, **f** toes

Optional follow-up activity: Play Body pictictionary (see Introduction). Ask volunteers to take it in turns to draw a picture of a body part from the worksheet on the board, slowly, line by line. The first student to hold up their hand and guess the body part takes the next turn.

Worksheet 2: I'm happy today!

Using the worksheet

- This worksheet practises *am/is/are* and adjectives.
- Students work individually or in pairs. They look at the pictures and describe how the animals are feeling.
- Ask students to draw a picture and complete the sentence to describe how they are feeling.
- Show students how to fold the worksheet in half vertically so that their sentence is hidden. Ask students to come to the front of the class and show their pictures. Get students to ask questions, e.g. *Are you happy?* Students respond with, e.g. *No, I'm not happy. I'm tired* or *Yes, I'm happy and I'm excited*. Students can also walk round the class, showing their pictures and asking and answering questions.

KEY: Activity 1: **2** are angry, **3** is sad, **4** is scared, **5** are excited/happy, **6** is tired; Activity 2: Students' own answers.

Optional follow-up activity: Make some space in the classroom. Play a miming game with the adjectives. Call out an adjective, e.g. *happy*. Students act out the adjective. The person who does the best acting calls out the next adjective.

Worksheet 3: When are their birthdays?

Using the worksheet

- This worksheet practises the names of the months and the possessive adjectives *our* and *their*. It also revises *my, his, her* and *its*.
- Students work individually or in pairs. They look at the pictures and complete the sentences with the missing possessive adjectives.
- Ask students to help you write the months of the year on the board. Students then work individually and make a chart on the back of the worksheet. They complete it with sentences about their family's birthdays. (They may need to ask about this for homework.)
- Students work in pairs and take it in turns to read their sentences aloud to each other.

KEY: Activity 1: **2** His, **3** Their, **4** Her, **5** Its, **6** Our; Activity 2: Students' own answers.

Optional follow-up activity: Do a class survey to find out the months students were born in. Ask, e.g. *Who has got a birthday in January?* Students stand up and form a line in month order.

Worksheet 4: Portraits

Using the worksheet

- This worksheet practises key *Think and learn* vocabulary for art.
- Students work individually or in pairs. They use the Internet or art reference books / encyclopaedias to choose a famous portrait that they like.
- They find out who the artist is, who the portrait is of and what materials the artist uses.
- Help students with new language as necessary.
- Students then look at the portrait and think about how the person in the portrait is feeling. Remind students that there is not always a correct answer.
- Students then copy the portrait into the picture frame using whatever materials they like. Tell them that it doesn't have to look exactly like the portrait – as long as it helps them to remember the portrait.
- Finally, students write a sentence about why they like the portrait.

KEY: Activities 1 and 2: Students' own answers.

Optional follow-up activity: Make a class display of the worksheets. Students can describe their portraits to the class and see if the class can guess which one it is.

Name:

Class:

1 Look and write the face words.

1 aihr

hair

5 secekh

2 yees

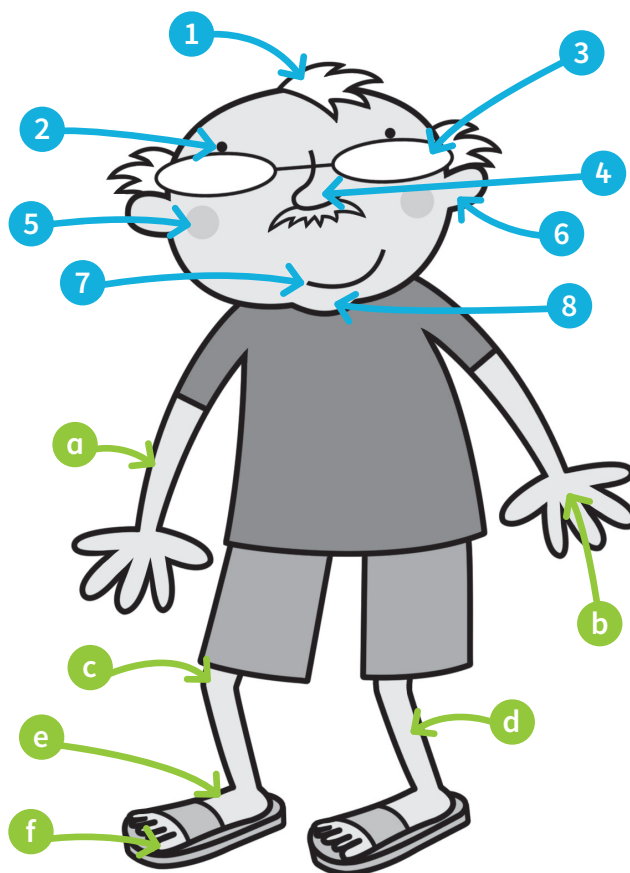
6 sear

3 aslegss

7 tomuh

4 osne

8 hcni



2 Look and write the body words. Then make anagrams.

arm foot knee toes leg hand

a arm

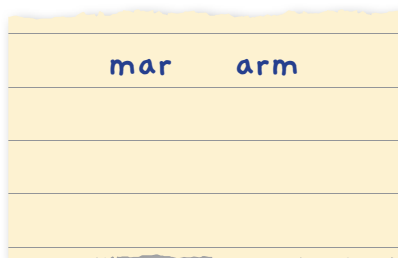
d

b

e

c

f

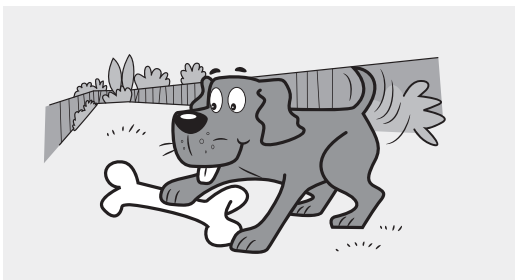


Vocabulary: The face

Name:

Class:

1 Look and write sentences.

1 The dog is happy.

4 The mouse



2 The monkeys



5 The tigers



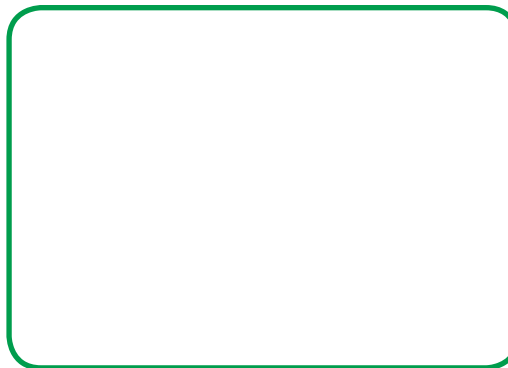
3 The hippo



6 The cat

2 How are you today? Draw and write.

I am _____ today!



Language focus 1: Am / Is / Are + adjective

Name:

Class:

1 Look and write *My, Her, His, Its, Our* or *Their*.



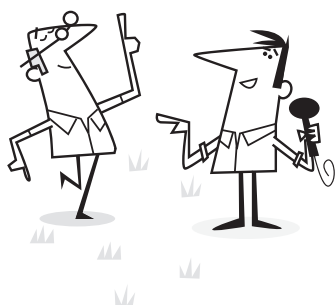
1 My birthday
is in January.



3 _____ birthday
is in October.



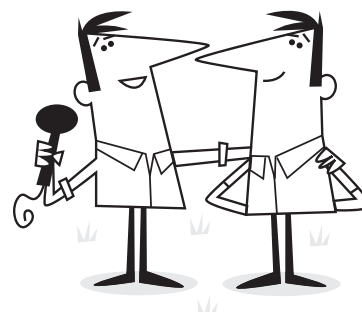
5 _____ birthday
is in April.



2 _____ birthday
is in March.



4 _____ birthday
is in June.



6 _____ birthday
is in January.

2 Find out and write about your family's birthdays.

Months	Birthdays
January	<i>My dad's birthday is in January.</i>
February	
March	

Language focus 2: The months; *our, their*

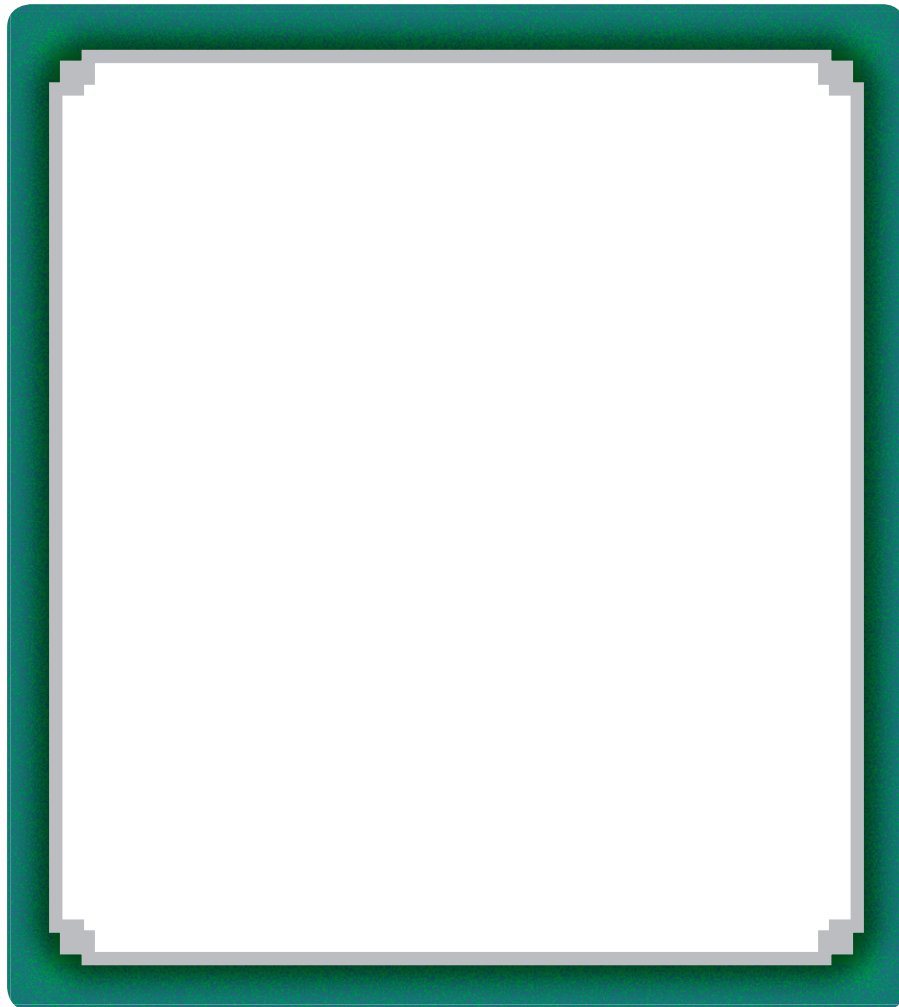
Name:

Class:

1 Find out about a famous portrait that you like.

- Who is the artist? _____
- Who is in the portrait? _____
- What materials does the artist use? _____
- How do you think the person in the portrait is feeling?

2 Copy the portrait and write why you like it.



I like this portrait because _____.

Art: Portraits