

<p><b>1. TITLE OF THE LESSON:</b> “<i>Behind the picture</i>”</p> <p><b>2. LESSON TYPE:</b> Consolidation/Revision</p> <p><b>3. LESSON OBJECTIVES:</b> To consolidate the vocabulary for expressing feelings and emotions and to develop oral skills in story-telling through paintings.</p> <p><b>4. PREVIOUS KNOWLEDGE:</b> adjectives for describing feelings and emotions (source vs. recipient perspective: adjectives in <i>-ing/-ed</i>; abstract nouns); structures for expressing feelings &amp; emotions (“<i>I find...</i>” “<i>To me...</i>”, “<i>It makes me feel...</i>” “<i>It gives me a sense/feeling of...</i>”); past tenses (simple, continuous, perfect-simple &amp; continuous); connectors (sequencing, contrast, consequence, concession; adverbs of manner: “suddenly, luckily, unfortunately”). SS will have learned the relevant vocabulary in previous lessons.</p>	<p><b>LEVEL:</b> B2 (Upper-intermediate)</p> <p><b>GROUP:</b> 16-20 students (teenagers/adults)</p> <p><b>DURATION:</b> 60min.</p> <p><b>CONTEXT:</b> EFL/ESL</p>
<p><b>5. LANGUAGE FOCUS:</b> use of adjectives to express feelings and emotions (vocabulary practice &amp; consolidation); use of past tenses in narration (grammar practice &amp; consolidation); use of connectors within narration (building oral discourse coherence, practice and consolidation of cohesive devices).</p> <p><b>6. COMMUNICATIVE SKILLS:</b> oral production (description of works of visual art –paintings–, expression of feelings/emotions, story-telling/narration); oral interaction (opinion/impression exchange, negotiation); listening comprehension (understanding narrated discourse).</p> <p><b>7. MATERIALS:</b> student handouts (colour-printed), PowerPoint presentation (laptop/overhead projector) (see annexes).</p>	

LESSON PROCEDURE			SS=students; T=teacher; IW=Individual Work; PW=Pair Work; GW=Group Work; O/C=Open class; WB=White Board	
Step	Time	Focus	Procedure + Materials (students/teacher tasks)	Aim
1 Intro.	5'	O/C	T projects a picture on WB and starts telling SS why he/she likes it: “because I find it... / it makes me feel... / It gives me a sense of...”, etc. T introduces adjectives + structures. (Slides 1-3) SS listen. Then T asks a couple of students about their own perceptions: “And what do <i>you</i> think about it? How would <i>you</i> describe it?” “How does it make <i>you</i> feel”? T collects SS responses and writes down adjs./structures for expressing feelings/emotions on WB. Then T asks SS to remember which adjs. (feelings + emotions) T used in his/her presentation of the picture and writes them down on WB. T checks all SS know the meaning. T does the same with the relevant structures for expressing feelings, and elicits more structures and vocabulary from SS.	To engage SS, to catch their attention by sharing personal feelings, establish rapport and a relaxed atmosphere. To set the topic of the lesson: art as a way to emotions & stories. To provide (recap.) and elicit relevant vocabulary.
2 TASK 1	10'	O/C PW	T gives SS handouts and explains task. Half of the class is given handout 1 and the other half handout 2. SS with the same handout work in pairs. SS now describe the 3 pictures in their handout and tell each other the feelings/emotions these pictures provoke in them. SS are expected to use the vocabulary learned in previous lessons and the one elicited during step 1, as well as other words which are part of their own lexicon. SS answer to both questions about the 3 pictures, exchanging opinions and feeding each other language. T monitors, collects useful vocabulary and relevant mistakes (i.e. misuse of adjectives/incorrect forms of adjectives; incorrect/ungrammatical structures for expressing feelings), and checks SS pace. When most SS have commented their pictures, T calls their attention and recaps on their use of the relevant vocab/structures; comments on common mistakes and provides new/relevant words produced by the SS to the whole class.	To review the previously learned vocabulary and apply it in context (description of works of art/ expression of emotions provoked by works of art). To elicit more vocabulary from SS by giving them the chance to turn to their own internal lexicon and by personalizing the content. To develop oral skills (focus on accuracy: forms for expressing feelings; focus on fluency: exchanging opinions on personal emotions). To consolidate the use of specific forms for expressing feelings and emotions (“It makes me feel...” etc.).
3 LEAD-IN	5'	O/C	T calls SS attention and presents an example of how to proceed with the next activity: “Looking at [this] picture, I wonder what <i>had happened</i> [to that girl/that couple/in those streets] before the painting was done... and what <i>was happening</i> in this town?”	To introduce the next activity and to guide SS on how to complete the task. To present an example of the necessary language and how to use it

			<p>What <i>happened</i> later?" T gives some examples "I think the woman in the last picture [handout 1] is the same as in the first. She <i>felt sad, melancholic</i>, because she <i>had been thinking</i> back on her days as a young woman in [this town], when <i>suddenly</i> she...". T then asks one or two SS: "What do you think?" and comments on their answers.</p> <p>T projects slide 4 (one sets of pics; T says there is another set).</p>	<p>to achieve the task's goal.</p> <p>To provide ideas as a starting point and to engage SS in the task.</p>
4 TASK 2	10'	PW (same pairs) O/C	<p>SS read instructions on handout. SS then start creating a story around their 3 pictures following the guidelines (i.e. using some of the vocabulary elicited during task 1 and applied to any of the pictures, paying attention to the use of past tenses + linking words). SS negotiate to agree on a plot first, and then narrate their story together.</p> <p>T monitors SS output and collects relevant mistakes (i.e. use of adjectives, past tenses and linking words). T corrects mistakes immediately only when necessary to prevent repetition during SS narration of their story. At the end of the allocated time, T shares relevant mistakes with SS for group correction and feeds in useful language that may have been produced by SS during the realization of the task.</p>	<p>To develop oral skills (speaking for accuracy: use of past tenses in narration; speaking for fluency: narrating stories).</p> <p>To develop textual skills: cohesive strategies for connecting ideas during oral narration (use of linking words).</p> <p>To consolidate the relevant vocabulary.</p>
5 TASK 3	12'	GW (same pair + another pair with same handout)	<p>SS get together with another pair with the same handout and read instructions for TASK 3 together. Pairs tell each other their stories first, and then try to combine them to create a new one. SS can improvise and add new details or plot twists at their discretion.</p> <p>T monitors SS output, helps out when necessary by checking/correcting language use (grammar/syntax) or by providing vocabulary. T corrects mistakes during SS output to prevent repetition of those mistakes.</p> <p>SS, in their groups, re-tell the story to give it consistency and to try to learn it as much as possible.</p>	<p>To develop oral skills (speaking for fluency). Focus now is less on forms and more on discourse (use of cohesive strategies for oral narration).</p> <p>To expand SS use of relevant adjectives and to increase the complexity of their stories/plots.</p> <p>To provide opportunities for improvised narration and unplanned oral discourse.</p> <p>To provide SS with an opportunity to interact with other members of the group and share their stories.</p> <p>To develop listening skills around informal, semi-planned, peer oral productions.</p>
6 TASK 4	10'	PW (new pairs: S with handout 1 + S with handout 2)	<p>SS pair up with someone from the other half of the class (i.e., someone who had the other handout/set of pictures). SS tell each other the story behind their pictures, trying to reproduce the one previously created but improvising at their own discretion (T encourages SS to introduce new elements + plot twists).</p> <p>T monitors, listens to SS's output and pays attention to interesting or particularly creative stories/ideas/elements. T also collects SS mistakes for further group correction.</p> <p>T projects slide (slide 5) with both sets of pics so these are visible to the whole class while they listen to each other's stories.</p>	<p>To develop oral skills (speaking for fluency). Focus now is less on forms and more on discourse (use of cohesive strategies for oral narration).</p> <p>To provide opportunities for improvised narration and unplanned oral discourse.</p> <p>To provide SS with an opportunity to interact with other members of the group and share their stories.</p> <p>To develop listening skills around informal, semi-planned, peer oral productions.</p>
7 Closure / Feed-back	8'	O/C	<p>T calls attention to the whole group and invites SS to share some of their stories, asking them to produce a short summary of them, or to share some plot twists or story elements they have found especially shocking, creative, funny, etc. of the stories they have heard. T shares his/her own thoughts/findings. T provides some feedback on SS performance (content + language), and gathers SS impressions as well. If necessary, T does some group correction of relevant mistakes.</p> <p>T presents the expansion task and provides the necessary instructions (character of the task –obligatory/voluntary, submission deadline, etc.).</p>	<p>To provide SS with an opportunity for group feedback and to share interesting information.</p> <p>To provide SS with an opportunity to share their views on the class and the type of activities.</p> <p>To provide SS with an opportunity to expand the skills developed/consolidated in class through written practice, as well as with an opportunity to learn about an artistic movement (extension / development task)</p>

**ANNEXES**

**STUDENT WORKSHEET – 1**

**Task 1: Ask and answer these questions in pairs:**

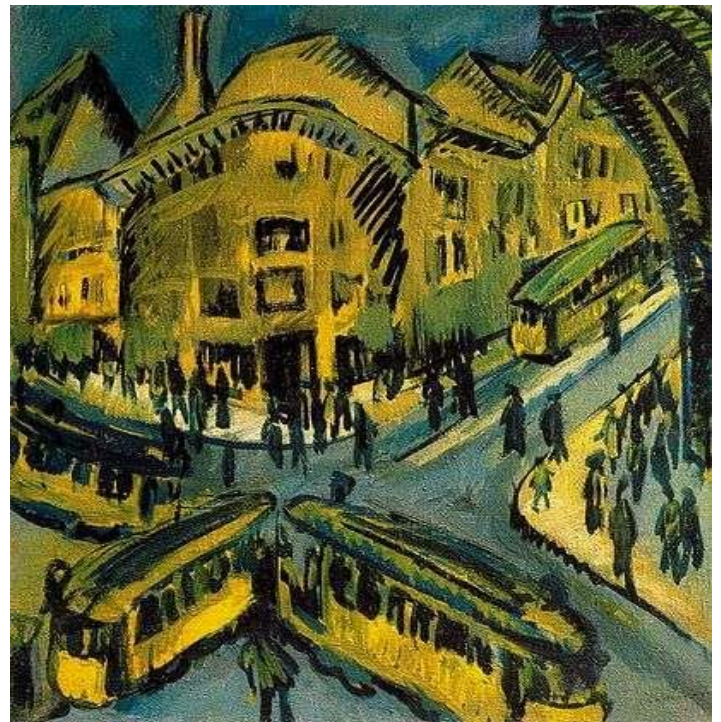
(1)



(1) With which 3 adjectives would you describe this picture?

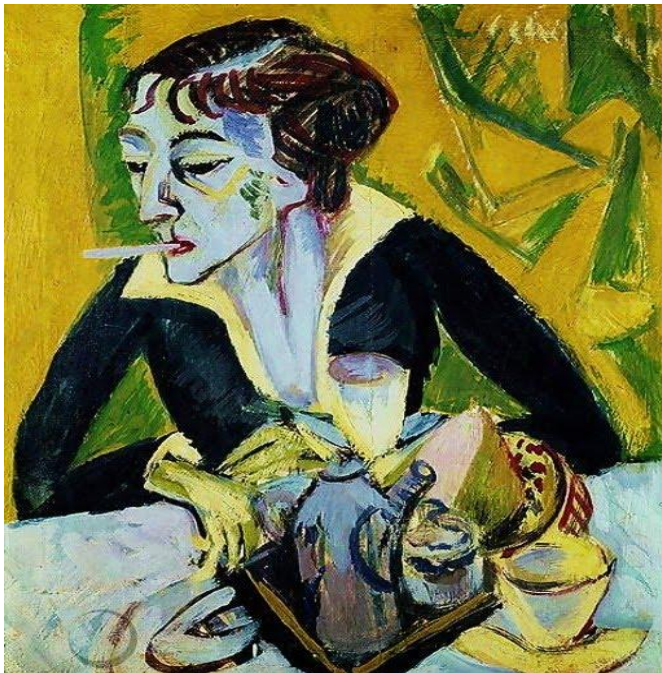
How does it make you feel? (Use 3 adjectives) Why?

(2) With which 3 adjectives would you describe this picture?



How does it make you feel? (Use 3 adjectives) Why?

(3) With which 3 adjectives would you describe this picture?



How does it make you feel? (Use 3 adjectives) Why?

## **Task 2**

### **Part 1**

It is often said that “a picture is worth a thousand words”. In your own words, what do you think is the story behind these 3 pictures? What had happened before? What was happening then? What happened later?

With your partner, **TELL** your story following these guidelines:

- What is the tone of the story? How do the characters feel? Include at least **4-6 of the adjectives/adverbs** you have used to describe them.
- What is the order of the events? Pay attention to the use of **past tenses**.
- How are these events linked together? Were the transitions smooth or abrupt? Use **connectors** and **adverbs of manner** to create the mood, to give tension to your story (“suddenly”, “luckily”, etc.)
- How about giving your pens and pencils a supporting role? Try to write **ONLY** key words or new ones (if you need to remember them), and let’s keep room for improvisation...

### **Part 2**

Now get together with another pair. Tell them your story and listen to theirs. Can you put ideas together to build a more exciting story?

Can you **remember** the main points of your story? Does it have the necessary **elements**?

### **Part 3**

Story-telling is a wonderful chance to share the workings of our imaginations. Now find a student who has **Worksheet 2**, and tell them your story with as much embellishment and emotion as possible... make them live it!

#### **→ EXPANSION TASK:**

These pictures were painted by a German artist, Ernest Ludwig Kirchner, who was one of the founders and main representatives of an artistic movement called German Expressionism. This movement flourished in the first decades of the 20<sup>th</sup> century, before World War I.

At home, go to google images and type the name of the artist. Chose another of his paintings and write a 150-200 word composition following these questions:

- Describe it: what emotions does it convey? How does it make you feel, and why? (40-50 wds.)
- What do you think is the story behind the picture? You can either try to imagine why Kirchner painted it (that is, make the artist himself a character in your story), or invent a story around what is shown in the picture. (100-150 wds.)



**STUDENT WORKSHEET – 2**

**Task 1: Ask and answer these questions in pairs:**

(1)



(1) With which 3 adjectives would you describe this picture?

How does it make you feel? (Use 3 adjectives) Why?

(2) With which 3 adjectives would you describe this picture?

How does it make you feel? (Use 3 adjectives) Why?

(2)



(3) With which 3 adjectives would you describe this picture?

How does it make you feel? (Use 3 adjectives) Why?

(3)



## Task 2

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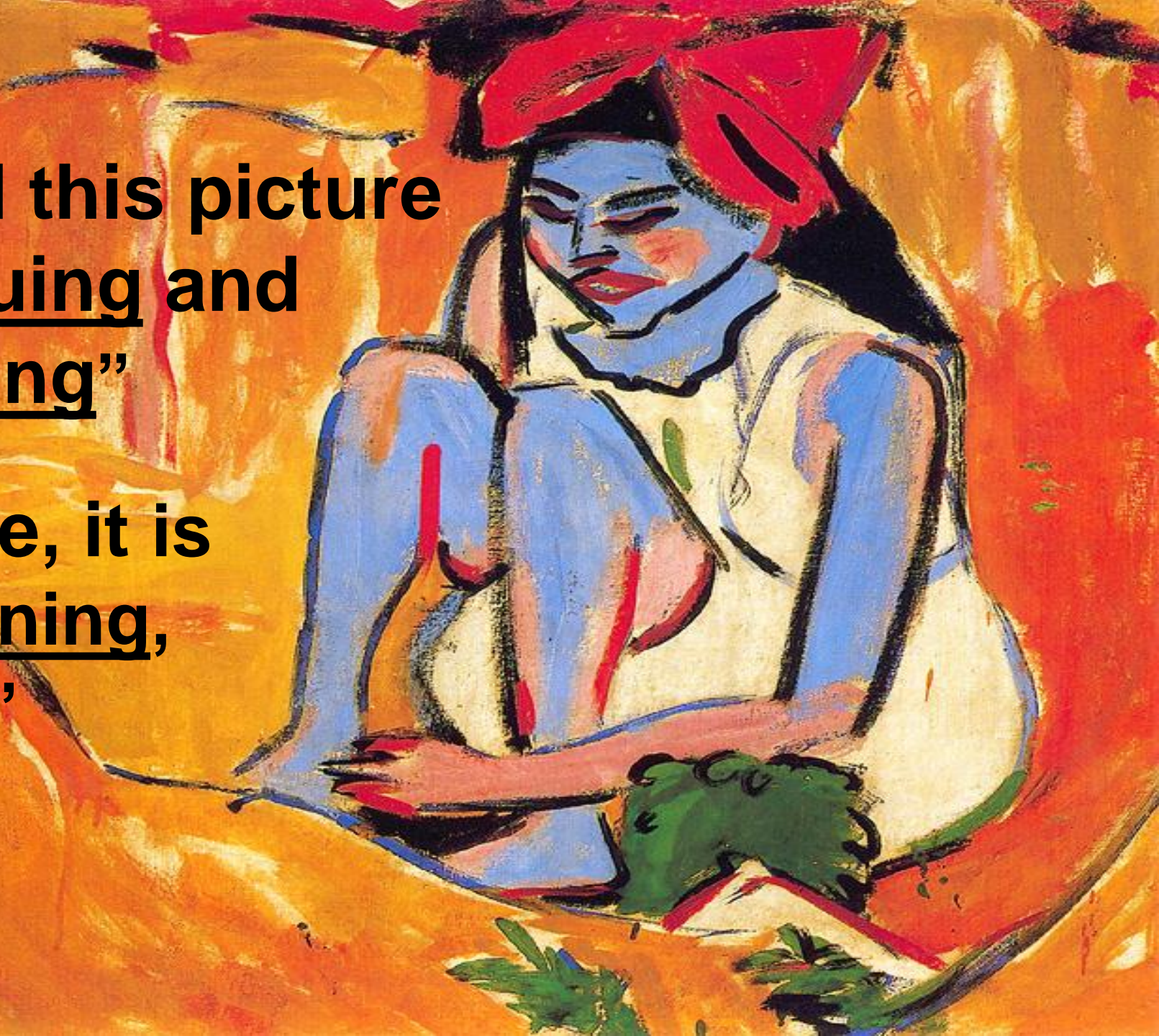
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**“I find this picture  
intriguing and  
puzzling”**

**“To me, it is  
saddening,  
pitiful”**

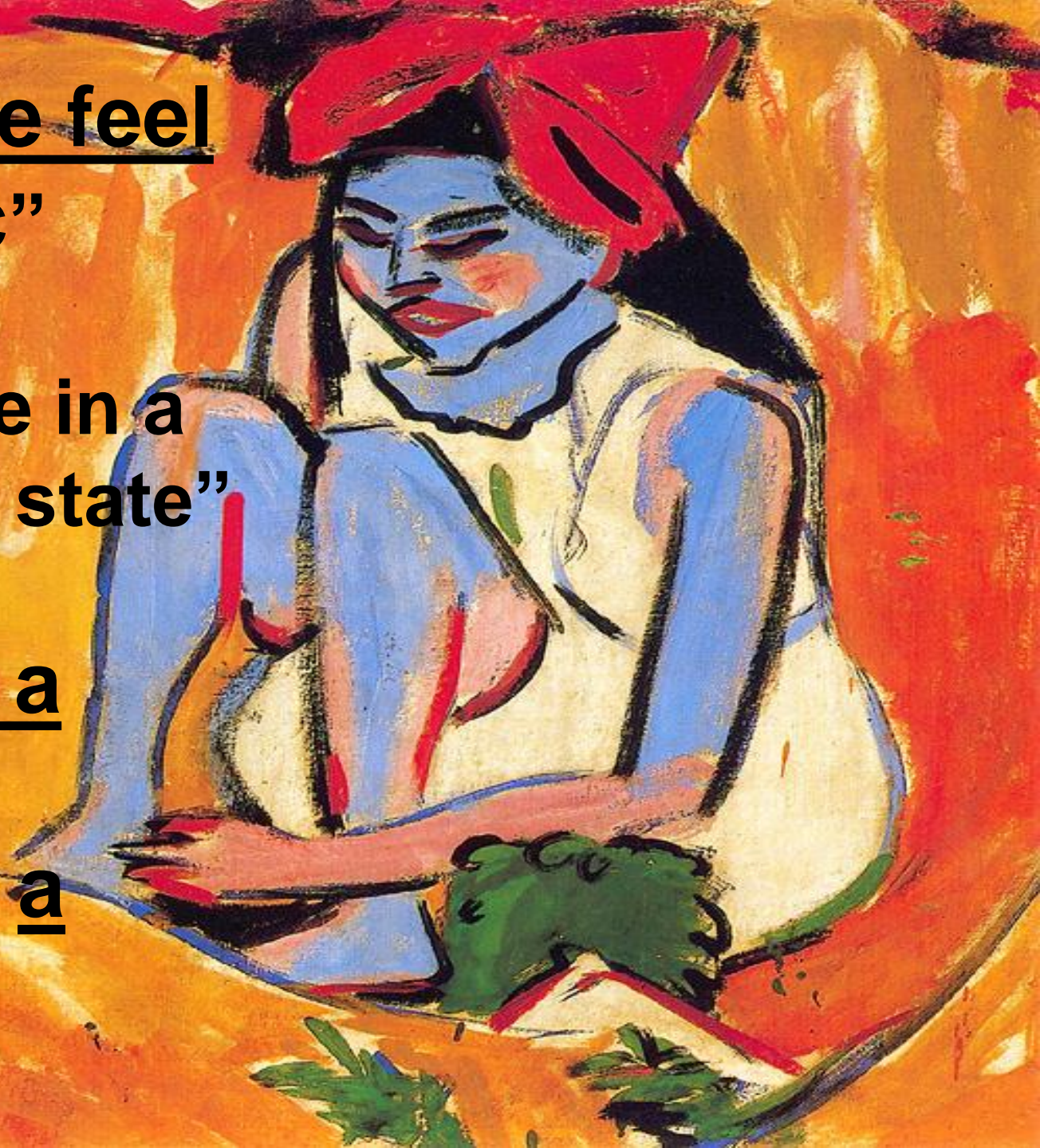




**“It makes me feel  
melancholic”**

**“She seems  
absorbed, like in a  
daydreaming state”**

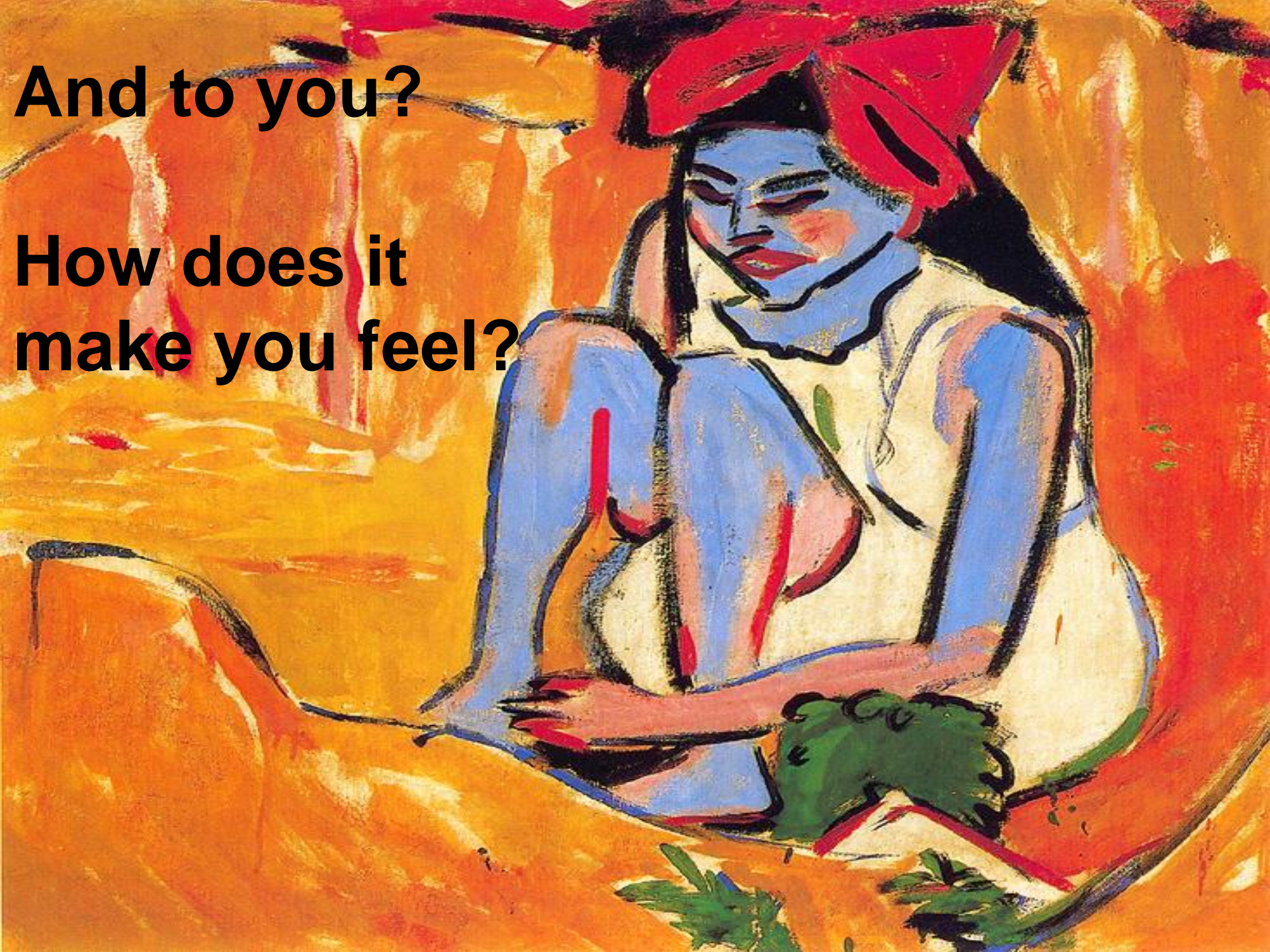
**“It gives me a  
sense of  
confussion; a  
feeling of  
loneliness”**



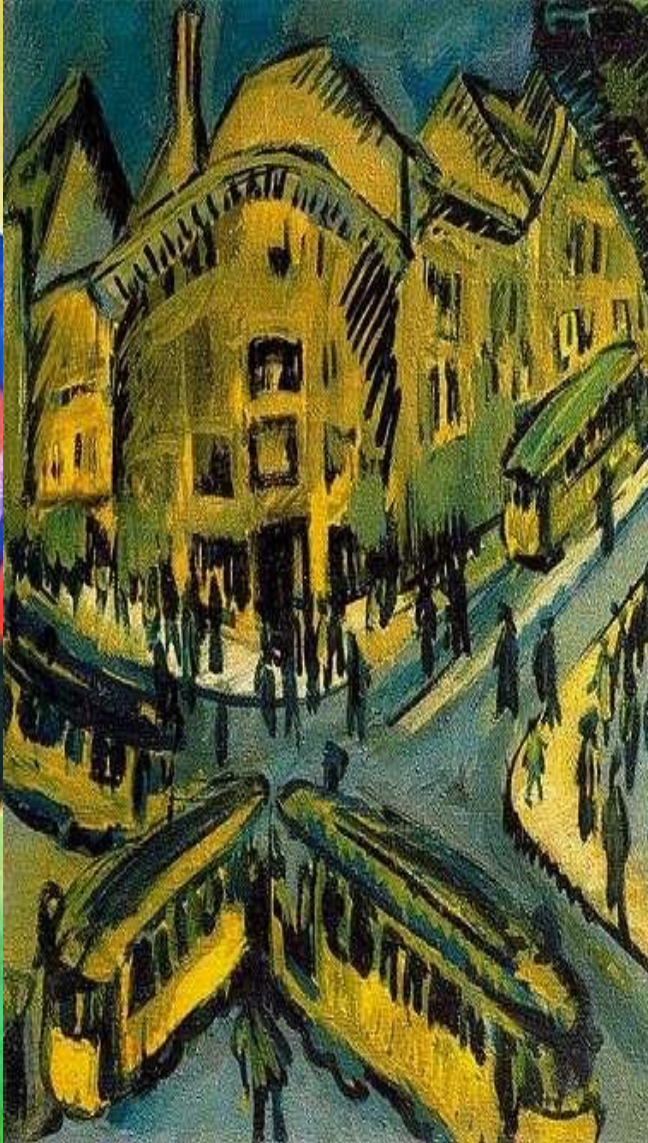


**And to you?**

**How does it  
make you feel?**







**With which 3 adjectives would you describe this picture?**

**How does it make you feel? (Use 3 adjectives) Why?**



