

Funny fold faces

by Jackie Holderness & Annie Hughes

Level 2 • Beginner–Elementary

Age: Primary (6–11)

Language aims: To practise following and giving instructions; to practise vocabulary of facial features

Time: 40 minutes

Student grouping: Individuals, pairs, whole class

Materials: One copy of the worksheet per student plus one copy of the worksheet already cut and folded for yourself; the audio (played via onestopenglish or downloaded in advance); multiple pairs of scissors; coloured pens or pencils

Language focus: *Nose, eyes, ears, hair, cheeks, chin; He's/She's got ...; witch, chef; colours; colour her ..., cut, fold*

Procedure

Step 1

Teach the body vocabulary from the language focus above by playing Simon Says – ‘Simon says point to your nose, your eyes’, etc.

Step 2

Ask a few individuals to come to the front and help you draw a funny face on the board – one child draws the mouth, a second child adds the nose, etc.

Step 3

Hand out the worksheets and the scissors, explaining that you are going to teach the children how to make magic funny faces. Teach *witch* and *chef*. Explain that the larger faces are Mason and Winnie.

Step 4

Show the class how to cut around the pictures of Mason and Winnie (including the extra faces, which should remain attached), along the solid black lines. Tell the children to fold along the long fold so they can only see the complete face of Mason and of Winnie. The extra faces are tucked around the back. They should then colour each of the complete faces, starting with Mason, the large chef.

Step 5

Teach *cheeks* and *chin*.

Step 6

Tell the class to colour Mason's eyes green, his mouth red, his nose and ears pink and his hat blue. Say ‘He's got green eyes, a blue hat ...’, etc. They should also colour his cheeks and chin pink.

Step 7

Tell the class to colour Winnie according to the instructions. Play the audio.

Step 8

Now, keeping the paper folded, let the children fold the other shorter folds up, one at a time, and see how many funny faces appear magically. Number them 1, 2, 3, 4, going from large to small. Invent names for them, for example *Winnie, Ginnie* and *Minnie*, and *Mason, Grayson* and *Jason*.

Step 9

In pairs, the children agree to colour face number 2 with the colours of their choice. They can then compare the pictures, for example:

A: She's got red hair and green eyes.

B: No, she's got blue hair and yellow eyes.

Step 10

When they have finished face 2, child A can colour face 3 and child B colour face 4. The children can then tell each other which colours to use in a colouring dictation. Child A begins and tells child B about face 3, and then they swap, for example:

A: Colour Winnie's nose yellow. Colour her nose purple.

B: Colour Minnie's eyes orange, etc.

Step 11

Afterwards, they should compare their pictures to check their own accuracy in speaking and listening.

Follow-up activity

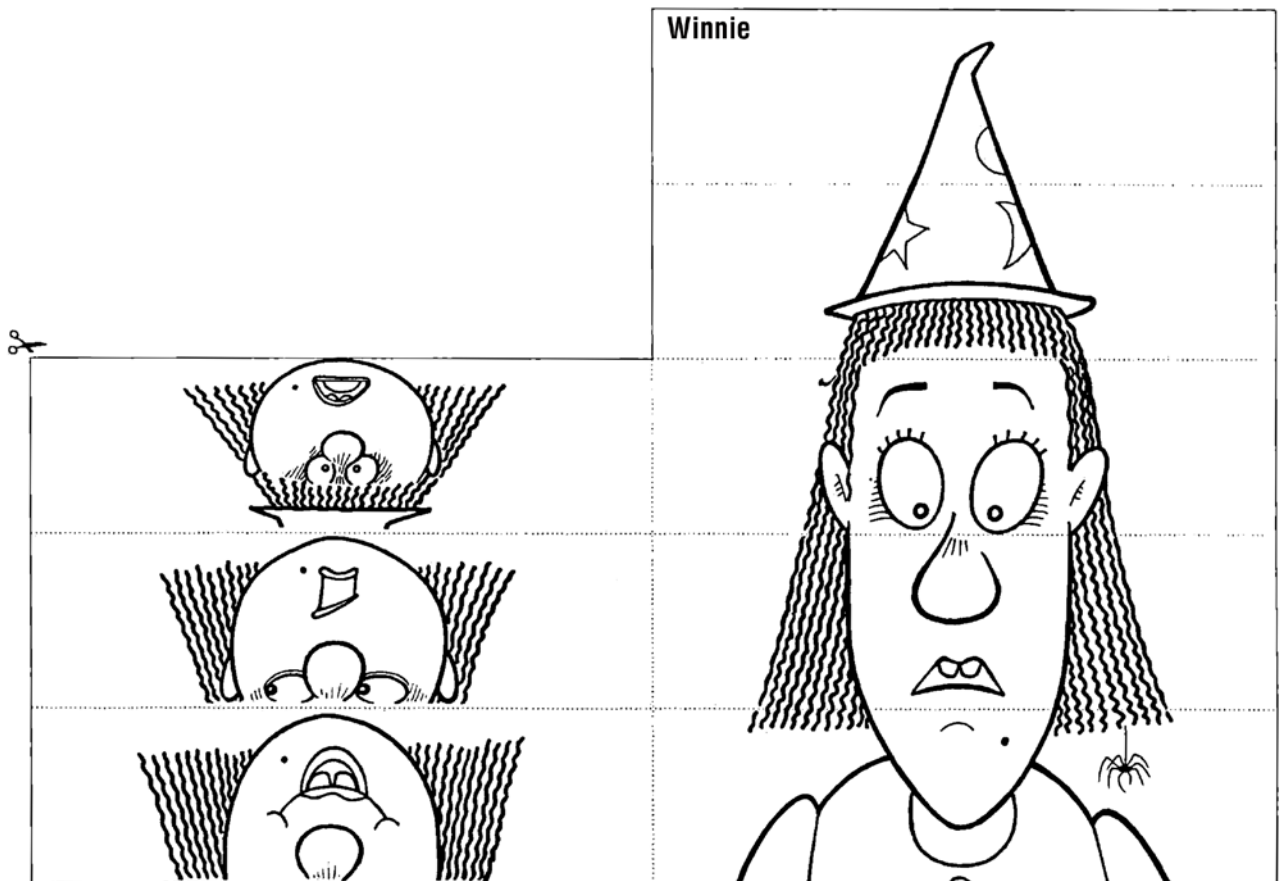
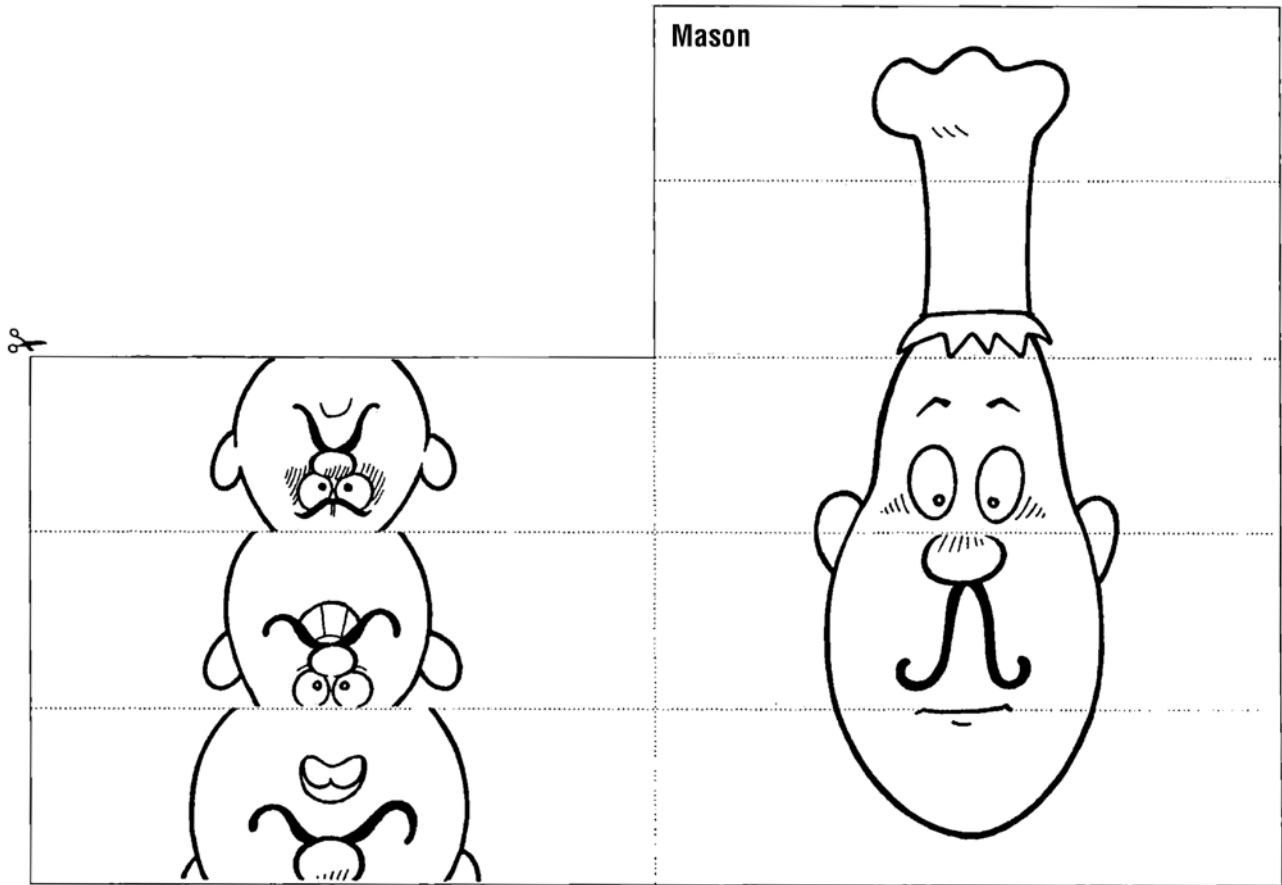
Let the children make simple funny face puppets out of paper plates or paper bags. They then use these to role-play.

Transcript

Colour Winnie's hair orange. // Colour her hat green. // Colour her eyes blue. // Colour her nose pink. // Colour her ears pink and her mouth orange. // Colour Winnie's dress yellow. // Colour Winnie's cheeks and chin red.

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WORKSHEET