

## Colours, parts of the face and body

**Level:** ESOL Step 1 Award

**Time:** 60 minutes

**Aims:**

- ▶ To teach students vocabulary for colour and basic parts of the face and body
- ▶ To focus on pronunciation.
- ▶ To describe a friend, family member or famous person to other students

**Resources:**

- ▶ (Before lesson) Tell students to bring a photo of a friend or family member to class but have some extra photos of famous people available (eg Royal Family, footballers, national and world leaders)
- ▶ Photo of member of teacher's family/friend
- ▶ Optional Worksheet 1: Sentence frames for the 'Making sentences about a friend or family member' task, enough for one per student

**Notes:**

Kinship terms are not required for ESOL Step 1 exams, but students will probably know them already.

Be sensitive about the topic of family members as some students may have lost family in conflicts.

Some communities find it disrespectful to talk about their wives and daughters to people outside the family so give the option of a friend or a famous person.

## Preparation

1. Choose a photo of a friend or family member you are happy to talk about. Prepare eight very simple statements about their face and body — five true and three false.
2. Make sure you only use the language of the level, eg 'His hair is blonde', not 'He's got blonde hair'.
3. Make copies of Worksheet 1 which shows vocabulary and sentences with determiners (his/her) and the present simple tense of the verb 'to be', eg 'is/are'. You could also include a complete correct version of your description, with the photo if possible, as a handout for them to take home.

## In class

### Get students thinking about what they know (5 minutes)

1. Show students your picture of a family member or friend. Give them a minute to look at the picture and describe the person to their partner.
2. As they describe, listen to what they are saying and make a note of any problems they have with the target language, eg missing the /h/ sound at the beginning of hair. Keep these sentences to use in feedback at the end of the lesson. You will also be able to assess their prior knowledge of the vocabulary focus.
3. After the discussion, ask a few students who you heard using some good language to feed back their description to the group.

### Listening for the right answer (15 minutes)

1. Tell the students you are going to read seven sentences out about your family member or friend. They will need a piece of paper with numbers 1-7.
2. Ask them to listen to each sentence and decide if it's true or false by looking at the picture. Make sure four sentences are true. For example:
  - ▶ His hair is blonde.
  - ▶ His eyes are blue.
  - ▶ His legs are long.
  - ▶ His ears are small.
3. Make sure the other three sentences are definitely not true about your family member/friend. For example:
  - ▶ His hair is pink.
  - ▶ His eyes are blue.
  - ▶ His ears are curly.
4. Introduce your description by saying "This is my son/husband/friend," and the name.)
5. Read out each sentence and ask them to put a tick (P) for every true sentence or a cross (x) for every false one. For example:
  - ▶ 1. ✓
  - ▶ 2. ✓
6. When you've read all seven sentences, read each one again. After reading the sentence, give the students 30 seconds to discuss in pairs if they think the sentence is true or false. Then ask one pair to tell you if they think it's true or false. Confirm the answer and write what you said on the board. If students got the answer wrong, spend a few minutes helping them understand why they got it wrong. Make sure the students understand the meaning of the words in the sentence, and how to say them properly.

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## Making sentences about a friend or family member (10 minutes)

1. Tell the students to get out their picture of their friend or family member. Give them about 10 minutes to think of seven facts they can say about their friend or family member. The students can use dictionaries or google translate if they want, and you can monitor, offering help with any words they are not sure about.

## Practise with a partner (10 minutes)

(If culturally more appropriate avoid mixed gender pairs.) It is helpful to have a stronger student paired with a weaker one.

1. Put students into A and B pairs ready to show their partner the picture they brought with them (or the one you provided.) Give them about a minute to look at each other's photos and think about how to describe them.
2. Explain that student A describes their own photo to their partner. Warn student B to listen carefully. Then B must describe A's photo.
3. Demonstrate this to the whole class with you as Student A, and with a confident student as student B listening to you and summarising your description.
4. Monitor and support students as they work in their pairs. Direct the class to switch roles after a short time.
5. At feedback time, cover any common errors and then ask two students to describe their friends' photo to the whole class.

## Practise with the group (10 minutes)

### Smuggling a mistake game.

Ask students to change their own description so there are two deliberate mistakes in it. Demonstrate with the photo you first used or, if you have found the class are all very interested in one of the famous people, use that as your example. Students now mingle. They pair up with other members of the class, give their description and the other person has to listen and spot the deliberate mistakes.

## Feedback

As closure, ask the students for examples of the deliberate mistakes. This could be quite lighthearted.

## Focus on pronunciation

You will probably find that students have identified a sentence as a mistake when in fact the problem is mispronunciation so use feedback to focus on this.

1. Write the sentence on the board and then highlight the mispronounced word in a different colour to make sure the students think about the way to say the words correctly. Help them to repeat the word with the correct pronunciation both in isolation and in a sentence.
2. You will have their attention as in formal situations (giving information) they often know they used the correct word but because of mispronunciation they are not understood. So use this opportunity to focus on some other commonly mispronounced words.

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## Further support activity

Worksheet 1 can be used as support in class and for review at home.

## Pronunciation help: Exploiting phone capabilities

English spelling is not phonetic. Most students will have phones and can download the **free google translate app**. They may not know how to **listen** to the word so let them practice doing that with the lesson vocabulary.

Encourage them to notice where the stress is in multi-syllable words, as getting this wrong affects intelligibility.

Give students a picture of a famous person and ask them to record themselves on their phones saying five true sentences about the celebrity's face. Ask them to email you the recordings.

If you hear any problems with pronunciation in the recordings, record yourself saying the sentences correctly and send it back to them to listen to and practise saying it better. You could do this in class if you have a literacy (non-examined) session where students are copying text or doing paired reading.

## Follow up activity: Clothing

In another lesson, or with stronger students in a mixed ability class you can adapt the activity to focus on clothing vocabulary.

## Worksheet 1 – Describe someone

Using the words below, to make true (✓) or false (✗) sentences about the person in your picture.

His **hair** is .....  
 His **eyes** are .....  
 His **legs** are .....  
 He is .....

His **hair** is .....  
 His **eyes** are .....  
 His **legs** are .....  
 He is my .....

brown	mother	young	short
blue	father	old	straight
son	long	curly	blonde

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## Describe someone

Using the words below, to make true (✓) or false (✗) sentences about the person in your picture.

(✓)  
His **hair** is

.....

(✗)  
His **hair** is

.....

(✓)  
His **eyes** are

.....

(✗)  
His **eyes** are

.....

(✓)  
His **legs** are

.....

(✗)  
His **legs** are

.....

(✓)  
He is

.....

(✗)  
He is my

.....

brown	mother	young	short
blue	father	old	straight
son	long	curly	blonde