TRINITY
COLLEGE LONDON

Classroom activity 4 – Indicating position of people and objects and describing people

Grade: GESE Grade 2 (CEFR A1)

Focus: Describing people and position. This classroom activity is suitable for both young and adult learners.

Time: 60 minutes

Aims:

◗ To practise understanding and using lexis to indicate position of people and objects and describe people

◗ To familiarise students with the exam format

◗ To listen to a description of a person

◗ To practise the language used to describe people

◗ To describe a person

Materials needed:

◗ (Before Class) Teacher and students bring in a picture of one of their friends/family in a large group of people, eg a school photo, wedding

◗ A copy of Worksheet 1 for each student (produced by teacher using Worksheet 1 as a guide)

◗ A copy of Worksheet 2 for each student

Preparation

1. Select a photo of a friend of family member that you are happy to talk about with the group. The photo should have at least six people in it. You will need to describe the person's appearance and position, eg: *'He's next to the car', 'He's got brown hair and brown eyes'*. Alternatively, select a photograph from a magazine.

2. Select another person in the photo, who has different features, and create a gap fill for the 'How to describe people' task (see the example provided on Worksheet 1). Alternatively, find a picture of someone who matches the description in Worksheet 1.

3. Print copies of Worksheet 2 for all students.

In class

Find the person (10 minutes)

1. Begin by showing the students the picture. Ideally, a scanned copy on a projector, or coloured photocopies so everyone can see it well. Say who is in the picture, describe the person, and finish by indicating their position. The students must guess which person is being described.

2. Next, ask the students to try and describe the person to their partner. Monitor and note down any language the students are having problems with, spending a few minutes giving them feedback on this at the end.

How to describe people (10 minutes)

1. Give students a copy of Worksheet 1. Show them the person in the picture who is described in the worksheet. Give them about 4 minutes to complete the task, then check their answers with their partners.

2. In feedback, check students understand all the words, model their pronunciation and get the students to repeat the expressions. Focus on the pronunciation of contractions, eg *'he's got'*, and connected speech between words like *'brown'* and *'eyes'*, eg *'browneyes'*.

Where are they? (10 minutes)

1. Give students a copy of Worksheet 2. Explain that they have to match the image to the sentence. Do the first one as an example. Get them to work alone for about 4 minutes, and then compare answers in pairs. Monitor and note down who has the correct answers so you can nominate them in feedback.

2. After, elicit and board the correct answers. Check students understand all the words, model their pronunciation and get the students to repeat the expressions.

Describe your person (10 minutes)

1. Ask the students to write a short description of the person in their picture. They can use Worksheet 1 as a model. Monitor, supporting the students with any words they don't know, and encourage them to include information about position.

2. When they've finished, get them to practise saying what they've written. Give each student guidance about any words they are mispronouncing. Encourage them to say the words as accurately as possible.

Practice (10 minutes)

1. Get the class to come into the middle of the room and work with as many different people as possible. Give them a time limit of about 7 minutes. Get them to show each other their pictures and describe the person. As in the 'Find the person' task, the other student has to find the person in the picture. Then they swap roles. Discourage students from reading word for word what they wrote in the last task. Encourage them to do it from memory.

2. Monitor and note down any examples of errors in the sentences they've learnt, any useful emerging language, and examples of language being used well.

Feedback (10 minutes)

1. Write down five or six things on the board which you noted down when monitoring. Give the students a few minutes to discuss in pairs what they think is wrong with the sentences.

2. If a word has been mispronounced, then highlight this in a different colour to make sure the students think about the way to say the words correctly with their partner.

3. As you monitor, notice who is managing to correct the sentences, or pronounce the words correctly to nominate in feedback.

4. Finally, elicit the correct answers from the group and write the correct versions on the board, modelling the correct pronunciation, and asking the students to repeat the words a few times.

Extension activity

You could use the pictures to practise yes/no answers to present continuous tense questions. You would need to think of questions to ask when they see the students' pictures.

Further support activity

Weaker students could use Worksheet 1 as a basis for the text they write in the 'Describe your person' task. They can also use the worksheet as a prompt when they're speaking in the speaking practice task.

After class

Students could record themselves reading their descriptions when they get home. You could also encourage them to record the feedback, so they can listen to it to perfect their recordings at home. You could check the recordings the next day and give any final feedback on pronunciation.

Worksheet 1 – How to describe people

Complete the gaps using a word from the list.

1. He's got _____ hair.

2. He's got blue _____.

3. He's got black _____.

4. His _____ is short.

5. He's next to the _____.

girl
eyes
glasses
blonde
hair

Worksheet 2 – Practice

Match the pictures to the sentences

A. He's next to the house.

B. He's under the tree.

C. He's on the chair.

D. He's between the cat and the wall.

E. He's in the car.