

Classroom activity 2 – People, possessions and questions

Grade: GESE Grade 2 (CEFR A1)

Focus: Talking about people, possessions and asking questions

Time: 2x 45 minutes

Aims:

- ▶ To practise vocabulary for GESE Grade 2: describing people, informing about possessions and additional language of Grade 2, including simple questions
- ▶ To develop communication skills
- ▶ To prepare candidates for the GESE Grade 2 exam

Materials needed:

- ▶ Students bring five or six photos of their own family. This can include parents, brothers and sisters, grandparents, cousins, aunts and uncles.
- ▶ The teacher also brings five or six photos of family members

Session 1

Preparation

Before the lesson, ask the class to bring photos of their family to school. These can be on a phone, or printed photographs. Tell the students that the photos can be recent photos or they can be older photos. Older photos will make the guessing game more interesting/challenging. Ask the students to bring big photos, or photos in which the person is very easy to see.

In class

Warm-up (5 minutes)

Ask the students to tell you any questions that they can remember from Classroom activity 1 – Household objects and rooms.

Family photos – guess who (10 minutes)

1. Show the class a photo of some different members of your family. The class have to guess who it is, using questions like: 'Is it your mother?', 'Is it your sister?'
2. Put the students into groups of two or three. Each student shows the other student(s) their photos and they have to ask who is in the photos.
3. At the end, show some of the students' photos to the class and ask 'Who is this?' Then give some incorrect suggestions: 'Is it her brother? Is it her sister? No? Who is it?' You want the students to answer using 'It's her...' or 'It's his...'

Describe your family physically in 3 sentences (15 minutes)

1. Stick five or six photos of your own family members on the board.
2. Without pointing to the picture, describe one of the people physically using 3 sentences, for example: 'He has short brown hair. He's very tall. He's 30. Who is he?'
3. The class tells the teacher which picture the teacher is describing. Repeat the activity with another example.
4. After the first two examples, ask the class if one of the students wants to describe one of the teacher's family photos. Choose a student. The rest of the class listen to the student's description and try to guess who the person is. The students have to guess which person the student is describing.
5. Put the students in A/B pairs. Student A describes to Student B one of A's photos in 3 sentences. B has to guess who student A is describing. Next, they swap and B describes a photo to A in 3 sentences. Let them do this two or three times.

Guess who (15 minutes)

1. Explain that the class is going to play a guessing game. The teacher chooses one student to come to the front of the class. The student brings their photos to the front of the class and the teacher sticks them on the board.

2. Tell the student to choose one of the people from the teacher's family photos – but they have to keep it a secret.
3. Explain that the class is going to try and guess who it is by asking 10 questions. The teacher gives the first example questions, eg: *'Are they young or old?', 'Is it a man or a woman?', 'Is it a boy or a girl?', 'Do they have brown hair?', 'Are they tall or short?'*
4. Encourage the class to continue asking more questions, for example: *'What colour is his/her hair?', 'Does he have long hair?', 'Does he have glasses?'* Encourage the students to count the number of questions used.
5. Put the students into groups of three, with all of their family photos together. One student is 'A', one is 'B' and one is 'C'. 'A' should choose one of the people in one of the photos (secretly) and 'B' and 'C' think of five questions to find out which photo it is.

Session 2 – Extension and revision exercises

Describe your family by describing their possessions 1 (15 minutes)

1. The teacher again uses the selection of family photos on the board for a demonstration example.
2. The teacher describes one of the people, but not physically, this time. This time, the teacher uses 3 sentences to describe things you can't see, for example, possessions, types of house, pets, etc. For example: *'He's got a car. He's got a pet cat. He lives in a big house with many rooms.'* The students try to guess which person this could be.
3. Put the students into groups of two or three. Each student chooses one of their own family photos (secretly) and describes the person, using possessions/house information: *'He's got...', 'He lives in...'*

Describe your family by describing their possessions 2 (30 minutes)

1. The teacher shows three family photos on the board.
2. Tell the class they can ask questions about each person, for example: *'Has he got a pet?', 'Has he got a PlayStation?', 'Does she have a car?'*
3. After 5 minutes of questions, take the photos off the board and mix them together in a group. Take out one of the photos and ask the class what they know about him/her.
4. Now put the class into A/B student pairs. Explain that student A has to find out 3 things about each of Student B's family members. Student B shows all their family photos to student A.
5. Student A asks questions for personal information about each of the partner's family members. For example: *'Has he got a car? Has she got a PlayStation?'*
6. After student A asks about each person, Student B turns over the photos so that they cannot see the pictures. They must try to remember as much as possible about their partners' family member. For example: *'Your brother's got short brown hair and a Play Station.', 'Your mum is short and has a black dog.'*
7. When student A has asked questions about all of Student B's photos, they can turn over the photos again so that they can see all of the pictures of Student B's family again. Student A must then tell Student B everything about their family that they can remember. Student A and Student B should then swap roles, with Student B asking about student A's family photos.