

Classroom activity 4 – Classroom objects and colours

Grade: GESE Grade 1 (CEFR pre-A1)

Focus: Talking about classroom objects. This classroom activity is suitable for both young and adult learners.

Time: 50 minutes

Aims:

- ▶ To raise students' awareness of lexis for classroom objects and colours
- ▶ To practise listening to and using lexis from GESE Grade 1
- ▶ To listen to the teacher describing objects
- ▶ To describe objects

Materials needed:

- ▶ Worksheet 1 – What did you see? (one for each student)
- ▶ A bag containing eight or nine of the classroom objects on Worksheet 1 – please note there should be three or four items on the worksheet which are not in the bag
- ▶ Enough classroom pencils, pens, books, paper etc for all your students to describe in the 'Practise with a partner task'
- ▶ A copy of Worksheet 1 for each student

Preparation

1. Put together a bag containing eight or nine of the classroom objects on Worksheet 1. There should be three or four items on the worksheet that are not in the bag.
2. Gather up lots of books, pencils, pens, paper so that all your students have classroom objects to describe.
3. Print enough copies of Worksheet 1 for your students – remember to edit it if you don't have enough of the items on it.

In class

Engage the students (10 minutes)

1. Show the students the secret bag you prepared for class and ask them to guess what's in it.
2. Take a few suggestions, then tell the students they are each going to take something out of the bag. When they take it out, they must show it to everyone as the teacher says what it is, eg: *'Oh, it's a red pencil'*, then the next student takes something out.
3. Tell the students they must remember as many things that come out of the bag as possible. Spend about 6 or 7 minutes doing this. If the class is small, the bag can go around the same students two or three times. Tell the students they don't have to know the word in English, they can remember the word in their own language if necessary.
4. When the bag is empty, give them a minute to memorise them, then put everything back in the bag.

Focus on target language (15 minutes)

1. Give the students Worksheet 1 and ask them to tick the items that they remember coming out of the bag. Then, they compare their answers with their partner.
2. Finally, go through each item on Worksheet 1, and ask if it is in the bag. If it is, confirm it's correct, write the word on the board and model and drill the pronunciation several times. Then move on to the next one.

Practice (5 minutes)

1. Tell the students you're going to show them the items from the bag again. Tell them to look at the item, and listen to what you say about it. If it's true, they stand up. If it's false, they stay sitting down. For example, if it's a blue pen and you say: *'It's a black pen'*, they must stay sitting down. Every time a student gets it wrong they are out of the game. The winners are the ones still in the game when you pull out the last item.

2. Make a mental note of any answers students get wrong and spend a few moments modelling and drilling the full true sentence, eg: *'It's a blue pen'*.
3. Draw the students' attention to the connected speech between *'it's'* and *'a'*.

Practise with a partner (10 minutes)

1. Divide the class into pairs or threes, and give them a few different coloured pens and pencils, books and any other classroom objects.
2. Ask them to spend a few minutes thinking about what to say about them. They can decide to lie or tell the truth.
3. They then practise describing the objects to each other. The teacher monitors and notes down any good examples of language and some examples of errors made using the words in the task.

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, 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 ask the students to repeat the words a few times.

Extension activity

1. Stronger, more confident students could also focus on other objects in the classroom, eg windows, door, chairs, tables. They could write two true and two false statements about these items. They could use these sentences with other students who finish the 'Practise with a partner' task earlier.
2. Monitor and give these students individual feedback on how they're using the lexis.

Further support activity

Use Worksheet 1 during the 'Practise with a partner' task so that less confident students won't have to remember the vocabulary, but can still practise using it.

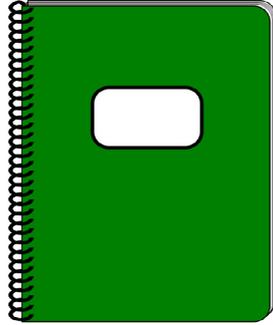
After class

Ask students to take a picture of their desk or workspace at home and write a short description of what is on it.

Worksheet 1 – What did you see?



two red pencils



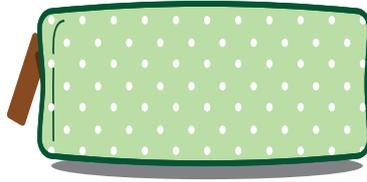
a small book



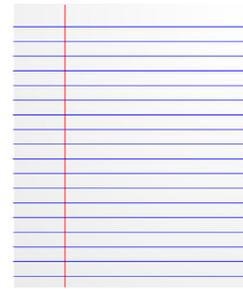
three green pens



a rubber



a pencil case



paper



two red pens



three green pencils



four folders



a purple crayon



blue paint



a blue pen