

Classroom activity 5 – Colours, parts of the face and body

Grade: GESE Grade 1 (CEFR pre-A1)

Focus: Describing friends and family. This classroom activity is suitable for both young and adult learners.

Time: 60 minutes

Aims:

- ▶ To raise students' awareness of the pronunciation of lexis for colour and basic parts of the face and body
- ▶ To practise listening to and using lexis from GESE Grade 1
- ▶ To listen to some descriptions of people
- ▶ To describe a friend or family member to other students

Materials needed:

- ▶ (Before lesson) Tell students to bring a photo of a friend or family member to class
- ▶ 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

Preparation

1. Choose a picture of a friend or family member you're happy to talk about with the class.
2. Write eight very simple statements about their face and body – five true and three false. Make sure you only use Grade 1 language, eg: '*His hair is blonde*', not '*He's got blonde hair*'.
3. Make copies of Worksheet 1 for any students you think would find it difficult too difficult to write sentences with determiners (*his/her*) and the present simple tense of the verb '*to be*', eg '*is/are*'.

In class

Get students thinking about what they know (5 minutes)

1. Show students a picture of a family member or friend. Give them a minute to look at the pictures and describe the person to their partner.
2. As they describe, listen to what they're 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.
3. After the discussion, ask a few students who you heard using some good language to feed back their descriptions 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. 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:
 1. His hair is blonde.
 2. His eyes are blue.
 3. His legs are long.
 4. His ears are small.
2. Make sure the other three sentences are definitely not true about your family member/friend. For example:
 5. His hair is pink.
 6. His ears are blue.
 7. His ears are curly.

3. Read out each sentence and ask them to put a tick (✓) for every true sentence or a cross (x) for every false one. For example:
 1. ✓
 2. ✓
4. 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.

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 sentences they can say about their friend or family member. The students can use dictionaries if they want, and you can monitor, offering help with any words they're not sure about.
2. For weaker, or less confident students, the teacher could use Worksheet 1.

Practise with a partner (10 minutes)

1. Ask the students to show their partner the picture they brought with them. Give them about a minute to look at each other's photos and think about how to describe them.
2. Then ask one of the pair to read out their sentence. After they read each sentence out, the other student decides if it's true or false. Monitor and listen out for any problems with pronunciation.
3. If you hear any students having problems with pronunciation, wait until they finish the sentence and then model the correct pronunciation and get them to repeat it a few times before moving on.

Practise with the group (10 minutes)

1. Ask all the students to stand up and come into the middle of the room with their photos and their seven sentences.
2. Tell the students they have about 10 minutes to try and talk to as many other students as possible. Get them to repeat the same thing they did with their partner in the previous activity with as many different other students as possible. Monitor and note down any good examples of language and some examples of errors made using the words in the task.
3. After about 9 minutes, ask everyone to stop talking, and elicit any funny examples the students heard/said (eg '*His hair is pink*').

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, the teacher elicits correct answers from the group and writes the correct versions on the board, modelling the correct pronunciation, and asking the students to repeat the words a few times.

Extension activity

1. Stronger, more confident students could also focus on everyday items of clothing. They could write two true and two false statements about the clothes the people are wearing in their pictures. They could use these sentences with other students who finish the 'Practise with the group' 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 making sentences task so that less confident students will be able to write seven sentences quickly and keep up with the class.

After class

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.

Worksheet 1 – Describe someone

Write words in the gaps to make true (+) or false (-) sentences about the person in your picture.

+ His/her hair is _____

+ His/her eyes are _____

- His/her ears are _____

+ His/her legs are _____

- His/her hair is _____

- His/her hair is _____

+ His/her eyes are _____