

Virtual 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'

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. Ask students to download a copy of [Worksheet 1](#) or share a copy of the file.

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. Tell the students you are going to take something out of the bag. When you take out it, ask one student to tell you what it is. Then, take out another item and ask another student to tell you what the next item is. Repeat until all the items have been removed from the bag.
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. 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 is true, they should put their hand up using the 'hands-up' option. For example, if it's a blue pen and you say: 'It's a black pen', do not need to do anything but if you say 'It is a blue pen' then they, should click the hands-up. 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. Set up break-out rooms with 5-6 students in each room and ask them to do the same activity as before but this time each student should describe an item they have with them.
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 in the chatbox 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. As you monitor, notice who is managing to correct the sentences, or pronounce the words correctly, to nominate in feedback.
3. Finally, elicit the correct answers from the group and write the correct versions in the chatbox, modelling the correct pronunciation, and ask the students to repeat the words a few times.

Extension activity

1. Ask students to describe their classroom in their school. They will need to do this from memory. If they are all from the same class, ask each student to say one thing about the classroom.
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.