

## 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

### Preparation

Before the lesson, ask the class to bring photos of their family to school. Photos can be printed off, or on the computer if learners are able to share screens. 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.

### In class

#### Warm-up (5 minutes)

Share your screen and show a photo of your family (either real, or not). Ask learners what they can see, and prompt with questions eg: *'Is he tall?'*, *'Is her hair brown?'*

#### Family photos (10 minutes)

1. Using the same photo from before, now introduce your family to the class, giving them a little bit of information. Test learners' memories about your family once everyone has been introduced.
2. Alternative: Nominate students to tell the class about one member of their family (either from a picture or maybe even in the room).
3. Extension: Learners can ask questions to the teacher.

#### Guess who? (15 minutes)

1. Using share screen, show a picture of a group of people, preferably numbered.
2. Describe someone in the photo and ask learners to type in the number of the person being described into the chat box eg: *'It's a girl'*, *'She's got long hair'*, *'She's got glasses'*.
3. Nominate a learner to secretly choose a person in the picture.
4. Ask Yes/No questions to try and work out which person the learner has chosen eg: *'Is it a boy?'*, *'Has she got green eyes?'*
5. Learners help the teacher by listening and typing in the number they think the learner has chosen.
6. Choose another learner to secretly choose a person in the picture.
7. Nominate (perhaps via raise hand function) other learners to ask a Yes/No question.
8. All learners type in the answer when they think they have worked it out.
9. Extension: If comfortable using breakout rooms, the game can be repeated in smaller groups.

### My monster family (10 minutes)

1. Dictate your monster family to learners, who draw what they hear eg: *'My grandmother is very tall. She has six eyes. She's got three noses. She's got purple hair.'*
2. Once dictation is over, nominate learners to *'describe my monster grandma'*.
3. Alternative: After seeing a model from the teacher, learners draw their own monster family. They then describe them to the teacher or to each other.
4. If possible, the class can vote on who has the best monster family.

### Stirring activity

- ▶ If you are able to use the whiteboard, revise family members by drawing a family word for the learners to guess.
- ▶ Revise rooms family members, adjectives, etc through mime. Call out a word, and learners act out that word.
- ▶ Ask learners to *'stand up/clap/dance if you have long hair/glasses/brown eyes'*.