

## Virtual Classroom – Activity 4 – Indicating position of people and objects and describing people

**Grade:** GESE Grade 2 (CEFR A1)

**Focus:** Describing people and position. This classroom activity is suitable for both young and adult learners.

**Time:** 60 minutes

**Aims:**

- ▶ To practise understanding and using lexis to indicate position of people and objects and describe people
- ▶ To familiarise students with the exam format
- ▶ To listen to a description of a person
- ▶ To practise the language used to describe people
- ▶ To describe a person

**Materials needed:**

- ▶ (Before Class) Teacher and students find a picture of one of their friends/family in a large group of people, eg a school photo, wedding
- ▶ [Worksheet 1](#) for each student – students can download the worksheet and type directly onto the PDF
- ▶ [Worksheet 2](#) for each student – students can download the worksheet and type directly onto the PDF

### Preparation

1. Select a photo of a friend or family member that you are happy to talk about with the group. The photo should have at least six people in it. You will need to describe the person's appearance and position, eg: *'He's next to the car', 'He's got brown hair and brown eyes'*. Alternatively, select a photograph from a magazine.
2. Ask students to download a copy of [Worksheet 2](#).

### In class

#### Find the person (10 minutes)

1. Begin by showing the students your picture. Say who is in the picture, describe the person, and finish by indicating their position. The students must guess which person is being described.
2. Next, ask two or three students to describe the person to the other members in the class. Monitor and note down any language the students are having problems with, spending a few minutes giving them feedback on this at the end.

#### How to describe people (10 minutes)

1. Ask students to download [Worksheet 1](#). Give them about 4 minutes to complete the task, then check their answers with their partners.
2. In feedback, check students understand all the words, model their pronunciation and get the students to repeat the expressions. Focus on the pronunciation of contractions, eg *'he's got'*, and connected speech between words like *'brown'* and *'eyes'*, eg *'brown eyes'*.

#### Where are they? (10 minutes)

1. Ask students to download [Worksheet 2](#). Explain that they have to match the image to the sentence. Do the first one as an example. Get them to work alone for about 4 minutes. Share video rights, ask students to show you their answers and note down who has the correct answers so you can nominate them in feedback.
2. After, elicit and write the correct answers in the chat box. Check students understand all the words, model their pronunciation and get the students to repeat the expressions.

### Describe your person (10 minutes)

1. Ask the students to write a short description of the person in their picture. They can use Worksheet 1 as a model. Monitor, supporting the students with any words they don't know, and encourage them to include information about position.
2. When they've finished, get them to practise saying what they've written. Give each student guidance about any words they are mispronouncing. Encourage them to say the words as accurately as possible.

### Practice (10 minutes)

1. Share video rights and ask all the students to show their pictures. Ask one student to describe one of the pictures. The others should try to guess who they are describing.
2. Monitor and note down any examples of errors in the sentences they've learnt, any useful emerging language, and examples of language being used well.

### Feedback (10 minutes)

1. Write down five or six things in the chat box which you noted down when monitoring. Give the students a few minutes to look at the sentences and say what they think is wrong with the sentences.
2. If a word has been mispronounced, then put a (P) next to the word and tell the students the word was mispronounced.
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 in the chatbox, modelling the correct pronunciation, and asking the students to repeat the words a few times.

### Extension activity

You could use the pictures to practise yes/no answers to present continuous tense questions. You would need to think of questions to ask when they see the students' pictures.

### Further support activity

Weaker students could use Worksheet 1 as a basis for the text they write in the 'Describe your person' task. They can also use the worksheet as a prompt when they're speaking in the speaking practice task.

### After class

Students could record themselves reading their descriptions. You could also encourage them to record the feedback, so they can listen to it to perfect their recordings. You could check the recordings the next day and give any final feedback on pronunciation.