

B2.4 Describing People and Objects - Handout

- 1 These discussion questions are designed to personalise the topic of clothes and fashion, but also should lead to a lot of vocabulary for clothes being produced which will be useful for the next activity. Other key vocabulary includes: *jewellery, pierced, tattoos, uniform, fancy dress* and *national costume*.
- 2 In English, we always describe pictures using the Present Continuous tense (e.g. "The boy on the right *is wearing* a red T-shirt.") . However, in most other languages the tense used corresponds to the Present Simple (e.g. "The boy on the right *wears* a red T-shirt."). So, you may need to gently remind your partner of this. Prepositional phrases such as those in the box (e.g. "on the left") are very important for this kind of activity, and they can be difficult for the learner. Most of the key vocabulary is present in the "Useful Language" box, though ("crossed" refers to the girl's legs). The abbreviations in brackets can be construed as follows: (adj.) = adjective, (pl.n.) = plural noun, (C.n.) = countable noun and (UC.n.) = uncountable noun.
- 3 These visuals were chosen deliberately to be quite similar to each other to make the task of guessing who is being described more challenging and therefore more interesting. Key vocabulary includes: *wrinkles/wrinkled, glasses/sunglasses, hat/woolen hat/turban* and *beard/moustache*. If the learner is weak, then maybe the native speaker should do the describing, initially at least, to provide a model. If the learner is stronger, then they may like to take on the role of the person describing the faces.
- 4 The focus now moves from describing people to describing objects, every day objects in this instance. Obviously the activity is for the learner not the native speaker, so the native speaker should 'hold back', but assist the learner to guess correctly. The objects being described are: 1.) a mug, 2.) a hole punch (not "puncher" illogically), 3.) an ashtray and 4.) a lipstick. Key vocabulary includes: *china, banned, substance* and *cylindrical tube*. It may well be that the learner knows what is being described but needs recourse to a bilingual dictionary to find the actual name of the object. This can be done online if necessary.
- 5 Again with weaker learners the native speaker must take on a more dominant role, but it is hoped that both of you will describe a couple of the objects pictured.
- 6 This short postcard writing activity is to provide practice in describing a place. As preparation, it would be helpful to discuss together which vocabulary is necessary for successful completion of the task (e.g. *roundabout, historical buildings* etc.).