

## Classroom activity 2 – My friends

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

**Time:** 45 minutes

**Aims:**

- ▶ To practise vocabulary for GESE Grade 2 (friends)
- ▶ To practise and use grammar for Grade 2 (question words/present simple tense questions)
- ▶ To develop Grade 2 communicative skills

**Materials needed:**

- ▶ Handout 1 – ‘Describing friends’ mind map (see page 3)
- ▶ Sellotape or blu-tack for putting photos on the wall
- ▶ A4 photos of five or six of the teacher’s friends, each labelled A, B, C etc
- ▶ Handout 2 – a handout prepared by the teacher with short descriptions of his/her friends in the above-mentioned photos. Write a brief description of each friend, using language items from Grade 2. For example, ‘*He’s tall*’, ‘*He’s got short, grey hair and blue eyes*’. Give each description a number
- ▶ Ask students to bring in some photos of two or three of their friends, or students can bring in photos from magazines

### In class

#### Warm-up (10 minutes)

1. Give each student a copy of Handout 1 (a blank mind map in the shape of a flower).
2. Ask students to write the names of some of their friends in the petals. Draw a copy of the mind map flower on the board and write some names in the flower petals to show the students what to do.
3. After they have completed this, tell them, in pairs, to ask each other questions and try to answer them. For example, ‘*How old is Felix?*’, ‘*Where does he live?*’. If necessary, write some model questions on the board to help students think of what to ask.

#### Describe your friends (15 minutes)

1. Put up the A4 copies of photos of your own friends on the walls of the classroom.
2. Give each student a copy of Handout 2 (descriptions of your friends).
3. Ask students to look at each photo and decide which description matches each picture (A is number 4, C is number 1 etc).
4. Ask students to compare their answers with each other to see if they agree.
5. Tell the students to ask you questions about your friends. For example, students: ‘*Who is number four?*’, Teacher: ‘*He’s my friend, Peter*’, Students: ‘*How old is he?*’. If necessary, put some model questions on the board to help students to use accurate question forms.

#### Talking about friends (20 minutes)

1. Ask students to look at the photos of their friends that they have brought and write a letter next to each photo.
2. Ask students to write a short description of each friend (one description per piece of paper). They can use language from the ‘Describe your friends’ activity above. Help students with their writing.
3. Stick each student’s photos and descriptions in random places on the walls. Ask students to match the descriptions with the photos. Before checking the answers as a class, encourage them to read all the descriptions and check whether others have put the descriptions next to the right photos.

4. Go around and read aloud the descriptions that students have decided on for each photo and point to the features described, for example, 'Long brown hair'. Check they all agree by asking '*Is this right?*', '*Is this the right person?*'. Then ask the person who wrote the description whether it has been matched correctly.
5. Put students in groups of four to ask each other questions and try to answer them, as they did in the warm-up activity. For example: Student A: '*Who is this?*', Student B: '*He's my friend, Ahmed*', Student A: '*Where does he live?*', Student B: '*He lives in Pakistan*'. Encourage students to stand near the photos and descriptions.

## Extension activity

### Describe your classmates (15 minutes)

1. Ask students, in pairs, to describe another person in the class. Their partner must guess who the person being described is. For example, '*This person is tall and slim. He/she has long hair and big brown eyes.*'

## Handout 1 – Describing friends

Write down the names of your friends.

