A lost child

**Topic**  Describing a person  
**Level:**  E1 / Access 2 / CEFR A1  
**Time:**  1 hr 40 mins

**Aims**
- To develop students’ ability to listen to a story and extract key information
- To practise colour, clothing and hair vocabulary
- To listen to and write descriptions of people
- To develop understanding of spelling rules when adding –ing
- To develop learners’ visual literacy.

**Introduction**
This lesson develops learners’ ability to describe a person, using the context of a lost child in a supermarket. The learners watch a video and then complete activities to check comprehension and practise colour and clothing vocabulary. They also learn words to describe hair and identify a child by listening to their description. Finally there is an introduction to spelling rules with –ing, and learners write about someone they know.

**You will need:**
- Interactive whiteboard or projector to display the online module
- **Worksheet p1** (pic) displayed on whiteboard
- **Worksheet p2** (multiple choice questions) 1 per learner (there are two on each page)
- **Worksheet p3** (pic of hair) displayed on whiteboard
- **Worksheet p4** (pictures of children cards) two sets, one picture per learner for a class of 18, plus 1 sheet per learner for the cooler
- **Worksheet p5** (spelling) 1 per learner (there are three on each page)
- A mini whiteboard, pen and rubber for each learner

**Procedure**

**Warmer – Vocabulary game (10 mins)**
- Ask the learners to sit in a circle, with you sitting in the middle.
- Give a description such as ‘everyone wearing jeans’ and demonstrate that everyone wearing jeans should swap places with each other.
- While all the jeans wearers swap places, take a seat in the circle, meaning one learner is left in the middle.
- This learner gives the instruction for who swaps places next, and the game continues.

**Task 1 – Video and multiple choice questions (10 mins)**
- Show the picture on **Worksheet p1** and elicit what it is (a lady shopping with her son).
- Ask learners where they shop and, if they have children, whether they take them shopping with them and why this can be difficult.
• Tell the learners they are going to watch a video of this lady shopping with her son and ask them what they think might go wrong.
• Play the video and see if the predictions were correct.
• Give the learners the questions from Worksheet p2 and give them time to read them.
• Ask the learners to answer the questions as you play the video again.
• Ask learners to check with a partner.
• Go through questions 1-5, asking a pair to choose an answer for each.

**Differentiation:** Pair weaker learners with stronger learners, for support.

**Task 2 – Question and answer matching (10 mins)**
• Show question 6 and invite a learner to come to the board and match questions and answers from the video, with help from the rest of the class.
• Elicit what the contraction ‘s stands for in this context (is).
• Drill pronunciation of the questions and answers.
• Hide the screen and use cross-class q & a\(^1\) to practise the questions and answers.
• Use finger highlighting\(^2\) to guide the learners to make correct sentences.

**Task 3 – Colour and clothing vocabulary (10 mins)**
• Show question 7 and ask learners to work with a partner to name the colours.
• Invite a volunteer to come to the board to match the words to the colours.
• Do the same with the question 8.
• Show the next slide and play the audio, asking the learners to repeat the words.
• Follow the same procedure with questions 9-10 and the two slides which follow, which deal with clothes.

**Task 4 – Hair vocabulary - presentation (5 mins)**
• You might like to display Worksheet p3 on the smartboard to see which of these words your learners know already.
• Show the next four slides which present words to describe hair.

**Task 5 – Hair vocabulary - practice (5 mins)**
• Elicit the meaning of ‘opposite’, using examples from a different context, e.g. big/small.
• Invite a volunteer to match the opposites on question 11.
• Ask learners to work in pairs and sit so one can see the board but the other can’t.
• Tell the learners to test each other: the learner who can see the board gives one word and their partner gives the opposite. They then change roles.

**Task 6 – Listening – descriptions of children (10 mins)**

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\(^1\) **Cross-class q & a:** One learner asks the first question to another, this learner answers and asks the next question to another, and so on

\(^2\) **Finger Highlighting:** Hold up your left hand with fingers spread out. Touch each finger with your right hand, starting with the thumb, say one word per finger. Stop on the word where there’s an error to indicate an error, draw two fingers together to show a contraction or point to the space between fingers to show something is missing.
• Show question 12 and explain the learners are going to hear someone describing a lost child and they need to decide which of the illustrated children is being described.
• Play the audio.
• Give pairs a minute to discuss, then go round asking each pair which child is being described.
• If the whole class agree, click on that answer to check. If there is disagreement, play the audio again, pausing after each piece of information to rule a picture out.
• Repeat with questions 13 - 14.

**Differentiation:** Pair weaker and stronger learners together to support each other. If necessary, support weaker learners by eliciting words which could describe the pictures before playing the audio.

**Task 7 – Class mingle: describing a person (10 mins)**
• Distribute the picture cards from Worksheet p4, making sure two of every picture are handed out. If you have an odd number of learners, take part in the activity yourself.
• Explain to the learners they need to find the person who has the same picture as them by walking round, describing their picture and listening to other descriptions.
• Demonstrate by describing your picture.
• Monitor and support as necessary.

**Differentiation:** Give stronger learners more than one card.

**Alternative:** Add names and ages to the pictures if you want the learners to practise asking and answering about this.

**Task 8 – Spelling (15 mins)**
• Ask learners which letters are vowels. Show the next slide to confirm.
• For questions 15-18 ask the learners to decide in pairs which is the correct spelling and hold up as many fingers as the number of the correct answer.
• Elicit their reasons and any rules they know.
• When the right answer is entered the software will describe the spelling rule.

**Tip:** Point out that the two consonants at the end of the word might not be the same.

• Read and discuss questions 19-22 as a class and give/elicit examples for the rules.
• For questions 23-26, play the video and ask learners to write on their whiteboards the word that goes in the gap in the sentence.
• Type in the correct spelling yourself for them to check.
• Ask learners to complete Worksheet p5 individually and check as pairs.
• Ask a volunteer from four pairs to type an answer for question 27.
**Extension:** You might like to discuss what happens to words ending –y when we add –ing (keep –y). Give the learners more practice by giving them more words to add –ing to and write on their mini whiteboards.

**Task 9 – Writing (15 mins)**
- Ask the learners to think about one of their children, or a friend, and give them a minute to think about how to describe them.
- For extra support, show the questions on question 28 as a prompt.
- Ask the learners to describe their child/friend to a partner.
- Ask them to write the description and collect their work for marking and feedback.

**Cooler – Vocabulary review game (10 mins)**
- Put the learners in pairs and give them a copy of Worksheet p4 each.
- Explain that one learner should choose one of the children but not tell their partner which one.
- Their partner needs to name different characteristics, e.g. ‘long hair’. The first learner will say ‘yes’ or ‘no’ depending on whether the child they are thinking of has that characteristic.
- Their partner keeps naming characteristics to rule different children out until they can guess which child the first learner was thinking of.

**Tip:** Laminate the sheets so learners can cross out pictures with a dry-wipe pen as they rule them out, and you can use them again and again.

**Alternative:** Introduce a competitive element where learners keep a tally of how many questions they use to get the right picture.

**Differentiation:** Pair stronger learners together and encourage them to use questions.

**Extension activities / Homework**
- Describe one of the learners and see if the class can guess who you are describing, then learners do the same in pairs.
- Ask learners to bring in a picture of a family member or friend. Ask them to write a description, then mix the pictures and descriptions for the class to match and make a class display.
- Complete the online module at home, to review.

**Answer key**

Task 1: 1. a  2. b  3. c  4. b  5. a
Task 8: 1. cooking  2. taking  3. posting  4. getting