

Name of activity: Face Match

Short description: Students practice identifying people with adjectives/noun combinations.

Link to curriculum: Grade 8; Unit 4.25

Difficulty level: Medium

Time: 30 mins

Learning outcomes: By the end of this lesson, students will have identified the use of adjectives before nouns.

(Competency 6; Grammar)

Option 1

Lesson plan with:

- ✓ Worksheet
- ✓ Cut ups

Option 3

Lesson plan with:

- ✓ Activities for a Computer Room

URL: <http://learnenglishkids.britishcouncil.org/en/fun-games/face-match?page=6>

Option 1: Worksheet

<p>Preparation:</p> <ul style="list-style-type: none"> • Arrange and prepare cut ups of the descriptions of people from the tape script and cut the pictures into 6 strips. All provided below. • If doing the variation, teacher might need to have copies of the pictures ready (provided below) 	
Stage / Time	Procedure
<p>Introduction 5 mins</p>	<ol style="list-style-type: none"> 1. Tell students that they are going to do some activities with adjectives and nouns 2. Ask some questions to revise E.g. Why do we use adjectives? (To describe) Where do we use adjectives? (Before a noun)
<p>Reading/ listening Activity 1 20 mins</p>	<ol style="list-style-type: none"> 1. Group students in 6 mixed ability groups 2. Ask students to identify a reader 3. Choose a writer and an artist from the group 😊 (other members can help) 4. Teacher gives one description of a person (from the tape scripts below, i.e. descriptions 1 - 6) to each group, and one copy of the table that matches that description. The students can copy the table into their note books. 5. The reader reads out the description of a person to the rest of the group 6. The rest of the students in the group discuss and write in point form the adjective noun combinations heard in the description e.g. <u>young man</u> 7. Once it is over, they sketch a picture of the person being described 8. Teacher monitors and assists when necessary 9. They paste the pictures around the class, and the descriptions below each picture 10. Students walk around looking at the descriptions and the picture to

	<p>check whether they match and write down other adjective and noun combinations from the descriptions they didn't get.</p> <p>11. Ask students to check for the adjectives, if there are problems, discuss them after all pictures have been seen</p> <p>Variation</p> <p>If you have a bigger class and photocopying descriptions is difficult,</p> <ol style="list-style-type: none"> I. Teacher can have pictures drawn on white paper and paste on the board (make sure that they are big and clear) II. Put a number below each picture III. Teacher reads out the description to all groups (pausing after each description for students to match it with the picture) IV. Students identify the matching picture with the description by shouting out the matching number V. Teacher reads the description a second time for verification <p>(A template of a worksheet is provided, but if printing is difficult ask students to draw and write)</p>
<p>Discussion 5 mins</p>	<p>1. Discuss any problems related to adjectives students encountered while doing the activity</p>

Tapescript

Description 1; Who handed in Jacob's mobile?

Oh! Yes the phone, a man gave me the phone. He wasn't a young man, he was an older man, about 50 I think. Let's see..... He had brown hair, his hair was short, and er.... he had dark skin, that's right. Oh, yes and he was wearing glasses. He was wearing black glasses. I hope you find him!

Description 2 ;Who found Katie's dog?

A young white woman came to the police station with the dog. She had long hair, long blonde hair, blue eyes and a long thin nose, and her mouth was very small. Please phone the police station if you know her.

Description 3; Who helped Ahmed fix his car?

My car broke down and it was raining very hard... but I was lucky. A man stopped to help. I would like to say thank you to him. Can you help me find him? He was a young black man., about 20 years old. He had short dark hair – his hair was curly too. And he had a beard, a small beard, and a moustache too. I hope we can find him. I was so happy that he helped me.

Description 4; Who took Nita's cat to the vet?

Bella is a very lucky cat – her leg was very bad but she's going to be fine. We want to say thank you to the woman who found Bella. The woman was about 40 years old. She had short red hair, quite curly hair. She had blue eyes, and oh ... dear a quite big nose. She had freckles on her nose too! Bella is a very lucky cat.

Description 5; Who returned Cameron's school books?

A woman brought Cameron's books to the school. She had short, grey hair. Yes, her hair was grey. And she had green eyes. Oh and she was wearing glasses. I think she was about 60 years old. I'm very happy she brought he books for Cameron – now he can do his homework.

Description 6; Who found Megan's bike?

Poor Megan! She lost her bike! A man brought it to school. What was he like? Well, he had dark hair, I think, yes, that's right, it was brown. He wasn't wearing glasses or anything.erm...what else? He had green eyes, yes, green, and quite big ears....his hair was short. Yes, Erm... Oh yes he wasn't old or young, about 35? Poor Megan. She lost her bike.

Worksheet 1

Description 1

adjective(s)	noun
<i>young</i>	<i>man</i>

Description 2

adjective(s)	noun
<i>young white</i>	<i>woman</i>

Description 3

adjective(s)	noun
<i>young black</i>	<i>man</i>

Description 4

adjective(s)	noun
<i>lucky</i>	<i>cat</i>

Description 5

Adjective(s)	noun
<i>Short grey</i>	<i>hair</i>

Description 6

adjective(s)	noun
<i>dark</i>	<i>hair</i>

Option 3: Computer Lab

Preparation:

- Check link and computers
<http://learnenglishkids.britishcouncil.org/en/fun-games/face-match?page=6>
- If computers are a problem, have worksheets photocopied

Stage / Time	Procedure
Introduction 5 mins	<ol style="list-style-type: none">1. Tell students that they are going to do some activities on adjectives and nouns2. Ask students to open activity from the link http://learnenglishkids.britishcouncil.org/en/fun-games/face-match?page=6
Reading Activity 1 10 mins	<ol style="list-style-type: none">1. Students do the task2. They identify the matching face (teacher can tell students about the <i>text on/text off</i> option i.e. they can read while listening/ only read by clicking on <i>text on</i> or <i>sound off</i> buttons)3. Once they've finished, they can check their answers4. Teacher assists and monitors5. Teacher checks the answers and discuss any problems as a whole class.
Grammar activity 10 mins	<ol style="list-style-type: none">1. Give the description tables to students (If the number is high, teacher draws a template on board and ask students to copy)2. Students can listen to the descriptions again and write down all the adjective and noun combinations they hear3. Then identify the adjectives and nouns in those sets

Discussion 5 mins	1. Discuss any problems students encountered while doing the activity
Variation / Extensions	<ol style="list-style-type: none">1. If computers are a problem teacher distributes photocopies of descriptions for students (a copy for each group) to read2. If photocopying is a problem, teacher reads out the descriptions3. Put the class into group4. Students discuss and identify the matching picture to the descriptions in groups and a volunteer from each group goes to the board and draws the matching face of the description