

## Unit 10 ▶ Lesson 2

### ACTIVITY TYPE

Pair work: 20 questions

### TARGET LANGUAGE

Prepositions of place

### MATERIALS

One worksheet for each pair, scrap paper, pen/pencil

### Preparation (5 minutes)

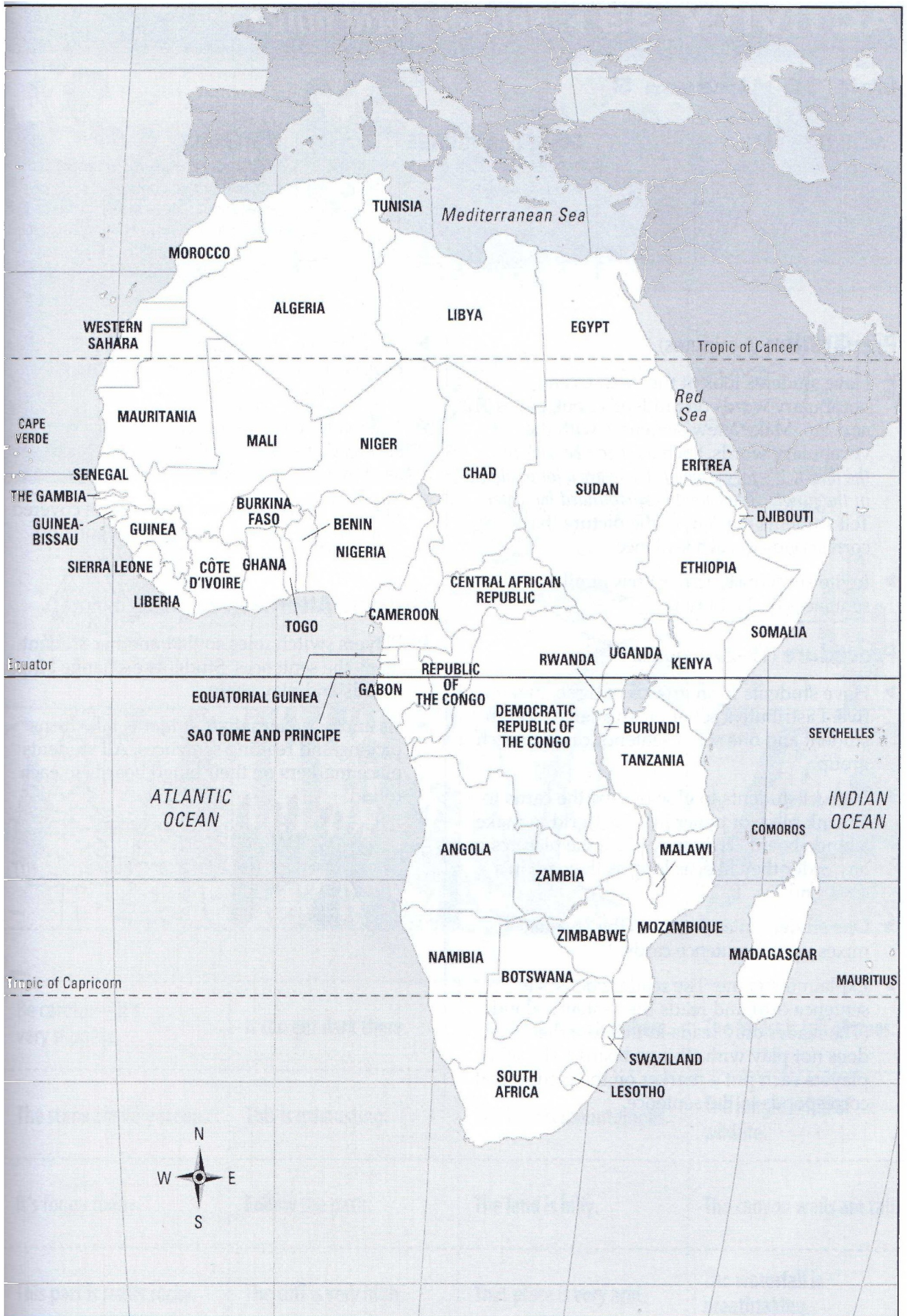
- ▶ Distribute copies of the map of Africa. Call on students to describe the location of the country of Kenya in as many ways as they can. For example, *It's on the coast. It's on the Indian Ocean. It's on the equator. It's in the central part of Africa. It's in the eastern part of Africa. It's north of Tanzania. It's east of Uganda.*
- ▶ Repeat with a few other countries if necessary.

### Procedure (10–15 minutes)

- ▶ Have students form pairs. Each pair needs one map. Player A secretly chooses one country on the map. He/she writes the name of the country on a piece of scrap paper and puts the paper aside.
- ▶ Explain the game: Player B asks yes/no questions about the location of the country. For example, *Is it north of Cameroon? Is it in the eastern part of Africa? Is it in the south? Is it east of the Central African Republic? Is it on a coast? Is it on the Indian Ocean?*
- ▶ Player A can answer only *Yes* or *No*. He/she keeps track of how many questions Player B asks.
- ▶ If Player B guesses the country by asking 20 questions or less, he/she gets one point. If Player B is unable to guess the country within 20 questions, then Player A gets one point.
- ▶ For the next round (regardless of who has scored), players switch roles. Player B secretly chooses a country, and Player A asks yes/no questions.
- ▶ Play continues as above. The first player to get five points wins.

### Options/Alternatives (10–15 minutes)

- ▶ For a written alternative, have each student write five sentences about the map on a piece of paper. They should use blanks in place of prepositions. Collect the papers, redistribute them, and have the class fill in the prepositions in their new sentences.



## 22 Difficult descriptions

Jon Marks

- Level:** Upper Intermediate and above
- Target Group:** Young adult / Adult
- Type of activity:** Giving and receiving instructions / Grammar (prepositions of place)
- Preparation:** Copy the handout on page 78 (Sheet A) – one copy for each student. In addition, copy and cut up the cards on page 79 (Sheet B) – one set per group.

In this group activity, students take it in turns to describe a drawing in such a way as to enable other students in their group to draw it.

### Method

- 1 Remove the EXAMPLE card from each pile of cards (Sheet B).
- 2 Divide the class into small groups of 3–5 students. Tell the class that they are going to do an activity which will challenge their ability to use prepositions of place. Give each student a copy of Sheet A and each group a pile of cards. Tell the students to shuffle these cards and place them face down on the table.
- 3 To set up the activity, work with the whole class. Take the EXAMPLE card, and direct the students to complete the corresponding diagram on their copy of Sheet A. The language you use will obviously vary according to the level of the group. The following is given as an example only.

*'Look at the triangle at the bottom right-hand corner of the picture. Directly above this triangle, half-way up the picture,*

*there's a circle which is about the same size as the triangle. Draw the circle. (pause) Above the circle, in the top right-hand corner, there's another triangle, the same size as the other one. Draw the triangle. (pause) In the centre of the picture, there's a circle, the same size as the other circle. Draw the circle. (pause) Finally, in the bottom left-hand corner, there's a square, which is about the same size as the other shapes in the picture. Draw the square.'*






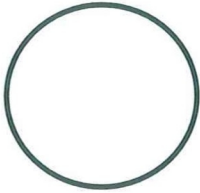
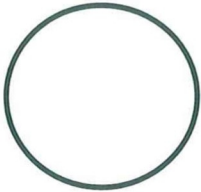

Give the directions with the indicated pauses to allow time for drawing and for the students to ask clarifying questions. When this stage has been completed, hand out an EXAMPLE card to each group, so they can compare the card with their own drawings.

- 4 Within their small groups, the students now continue the activity. The first student picks up a card, tells the other students the number of the card (*'This is card 7.'*) then describe it in such a way that everybody in the group can complete the appropriate diagram on their sheets. When s/he has finished describing it s/he shows the card to the rest of the group, who compare their drawings.
- 5 The next student in the group then picks up a card and, again describes the drawing.
- 6 Continue in this way either until the time is up or all eight drawings have been described.

NOTE: To use all eight cards will take more than 15 minutes for all but the most advanced classes. For this reason, you may prefer to select four or five cards to suit the level of the class. The lower-numbered cards are 'easier' than the higher-numbered ones.

This activity can also be used with Intermediate groups, but they will

need more time, and you may also need to check the names of shapes and prepositions of place before beginning the activity.

<p>TOP</p> <p><b>EXAMPLE</b></p> 	<p><b>1</b> TOP</p> 	<p><b>2</b> TOP</p> 
<p><b>3</b> TOP</p> 	<p><b>4</b> TOP</p> 	<p><b>5</b> TOP</p> 
<p><b>6</b> TOP</p> 	<p><b>7</b> TOP</p> 	<p><b>8</b> TOP</p> 