Animal Descriptions: an Entry level listening and speaking game.

First used in an E2-E3 literacy group at Abingdon & Witney College, this warm-up activity was designed to reinforce previous work on adjectives, and develop listening and speaking skills.

Teaching notes

• Print in colour, laminate pages 2-3 and cut each page horizontally into cards. Give one card to each student. Picture not to be revealed to other learners.

To play:

- Each student to describe their picture without saying the animal's name. Allow five minutes preparation time. Encourage students to make short notes on individual whiteboards.
- Model the process first using one of the cards. For example, the cat could be described as:
 medium sized, friendly, makes many people feel happy, soft, green staring eyes, quivering
 whiskers, padded paws, beautiful patterned fur, etc. Avoid descriptions that reveal the identity
 immediately. E.g. a very common pet that purrs. (This rule may be hard for students to follow
 and can certainly be ignored by Entry 1 students.)
- Encourage students to talk for as long as possible. (A timer may be useful allow at least one minute's talking time). Other students should not interrupt or call out the name but can jot down their thoughts on individual whiteboards.
- When speaker has finished other students can reveal their 'guesses' on small whiteboards or discuss as a group. Speaker then reveals picture.

Differentiation

- Remove or ignore writing on right hand side of cards and use as a simple question and answer guessing game for Milestone 8 and Entry 1.
- As students are describing their animals write the adjectives they use on the class whiteboard or flipchart. Use these as a word bank for spelling work or for later discussion. For example: Were some adjectives used by more than one student? Which ones? Do some adjectives describe both looks and feelings? (Terrible, bright, blue, fierce, funny). Levels 1 and 2.
- Do some words, often verbs, give the game away immediately because they are so specific? E.g. purring, roaring, slithering, fluttering. Levels 1 and 2.
- Blank wheels on page 5 (example on page 4) can be used to organise thoughts. At Levels 1 and 2 you might want to stipulate that students only fill wheels with adjectives (or adverbs).
- Students to reflect on their descriptions. Were they clear? Could they have given the information in a different order or used different adjectives / words. If two students had been asked to describe the same animal would their descriptions have been different? Why? (Different feelings about the animal, previous experience of animal, etc.). Entry 3 upwards.
- Follow up with some short writing activities. For example:

 Guess who I am.
 Why I love lions / penguins / robins.
 A day in the life of a tortoise / butterfly.
 Lost pet ad for a lamp post (snake / cat).
- For more adjective resources visit the Entry 2 literacy section of our site at:
 http://www.skillsworkshop.org/e2lit.htm (note that many resources in this section are also suitable for higher level learners).



Describe me without saying my name!

- What do I look like?
- What do I sound like?
- What would I feel like?
- How do I move?
- How would I make you feel?



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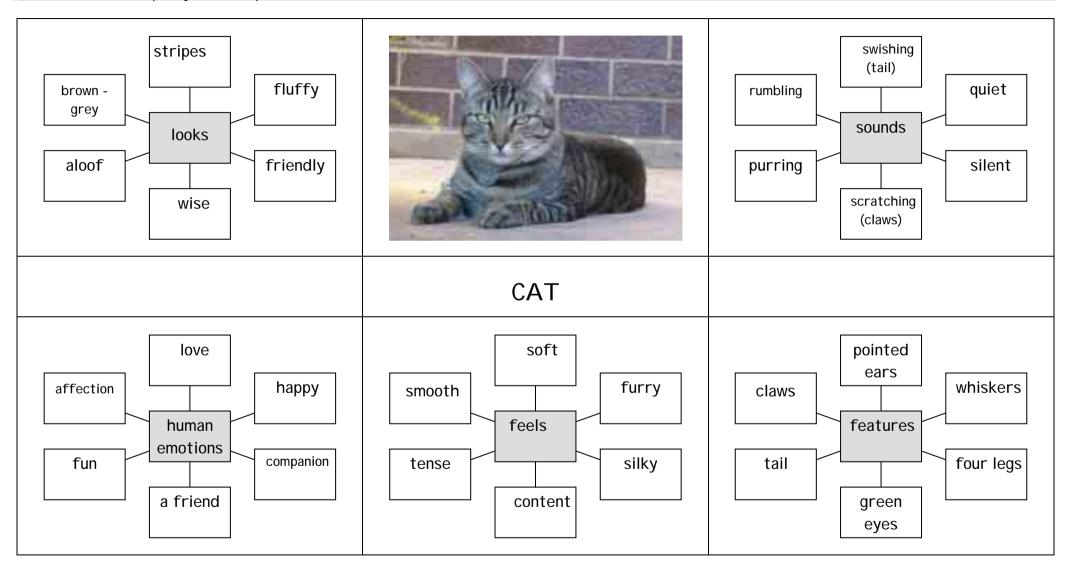


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Description Wheels

a) Use the wheels to plan your description.



Description Wheels

a) Use the wheels to plan your description.

