



Draw my picture: giving and following instructions.

Contributor's notes

This is a well known paired speaking and listening exercise. I have used it with Entry 2 learners but it can also be used at higher levels.

- Learners sit in pairs, back to back.
- Learner A has a page of pre-drawn shapes (examples can be found on pages 2 & 3 or make up your own)
- Learner B has blank paper and a pencil.
- Learner A describes the shapes for Learner B to draw.

It is great when the activity is over and the learners compare both drawings. Learner A probably did not say portrait / landscape, how large to draw the circle, etc. Learner B might discover that he/she has not listened as carefully as he/she thought!

Learners can then discuss improvements (e.g. say 'draw a circle the size of the bottom of a can of cola' etc.) before swapping roles and repeating the exercise.

As an extension repeat the task (using a different picture) but, this time, allow Learner B to ask questions for clarification. At higher levels this makes a great starting point to discussion about the importance of clear communication, how to order instructions, how to ask/answer questions etc.

Main Curriculum References

Actual references will vary with the learner group and the way the resource is used.

SLIr/E2.2 listen for detail in short explanations, instructions and narratives

- (a) understand that key words and phrases vary with context
- (b) recognise and understand the importance of key words used in familiar contexts, e.g. related to employment, travel, education and training
- (c) understand and recognise some of the language characteristics of narratives, e.g. to describe people, places, events

SLIr/E2.4 listen to and follow short, straightforward explanations and instructions

- (a) understand that steps in instructions are to be followed in order
- (b) understand sequential markers in instructions (e.g. first, next, then) and in explanations (e.g. because, the reason for, so that)

SLc/E2.1 speak clearly to be heard and understood in straightforward exchanges

- (a) understand that the speaker should take account of the needs of the listener, by speaking to others clearly, audibly and intelligibly
- (b) know and follow some principles for clear effective one-to-one exchanges

SLc/E2.3 express clearly statements of fact, and short accounts and descriptions

- (a) understand that meaning must be expressed clearly for the listener to follow, and act on if necessary
- (b) understand that the amount of information and the style of account or description will depend on the content

Extension activity

SLIr/E2.6 respond to straightforward questions

- (a) understand that an adequate response will depend on the type of question (e.g. simple yes/no, specific information)
- (b) understand ways of making appropriate positive and negative responses to questions
- (c) give clear responses that the listener can follow

SLc/E2.4 ask questions to clarify understanding

- a) know and use some strategies to clarify and confirm understanding, e.g. ask for information to be repeated, ask follow-on questions



