

Lesson plan

Topic

Drawing Dictations

Aims

- To learn how to use prepositions of place correctly when describing a picture.
- To practise giving instructions.
- To work in a group, sharing information to complete a drawing task.

Age group

Teenagers and young adults

Level

A2, B1, B2

Time

50 - 60 minutes +

Materials

Paper and pencils

Introduction

In this lesson students will learn how to use prepositions of place correctly when they are describing a picture. First the students will give the teacher a drawing dictation as a whole class. Then they will work in small groups to give drawing dictations to each other. Teachers can adapt the level of this activity by making the language more or less complex.

This core language will be useful for oral exams in which students have to describe or compare pictures.

Procedure

1. Warmer (5 - 8 minutes)

Draw a large square on the board and label it with these gapped phrases: ___ the corner, ___ the middle, ___ the top, ___ the bottom, ___ the left and ___ the right.

Elicit the missing prepositions from the students and write them in the gaps.

Answers: In the corner/middle, at the top/bottom, on the left/right

Write the following gapped sentences on the board:

___ the top, left corner.

___ the bottom, right.

Ask students to copy the sentences and to write the missing prepositions. Then they should compare their answers with a partner. Then complete the sentences for students to check their answers.

Answer: In the top, left corner.

At the bottom, right.

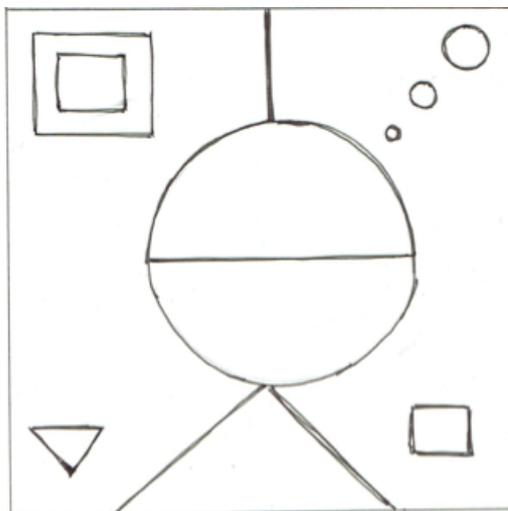
Elicit the rule for using a preposition with two 'places'.

Answer: The preposition 'agrees' with the last place.

2. (2-4 minutes)

Draw two big squares on the board, side by side. Leave one square blank but draw a simple geometric design in the other square. Use lines and simple shapes.

E.g.



Note: For stronger students add more language by including extra elements in the

	<p>picture. E.g. wavy/straight/dotted/zig-zag lines, an upside-down triangle, etc.</p>
3. (6 – 8 minutes)	<p>Tell students that you want to copy the drawing into the empty square. Explain that you aren't going to look at the drawing. You are going to listen to their instructions. Elicit instructions, one by one, around the class. If necessary model a few examples.</p> <p>E.g. "Draw a line from the top left corner to the edge of the circle."</p> <p>"Draw a small square inside the triangle."</p> <p>Listen to the students' instructions and draw the geometric design in the empty square. If a student makes a mistake, draw an incorrect line or shape to draw his/her attention to it. Encourage the student to reword the instruction and help where necessary.</p> <p>When the drawing is finished, stand back and compare the two.</p>
4. (4 minutes)	<p>Students work individually to draw their own geometric design inside a square. They shouldn't show their pictures to anyone. Give a limited time for this stage.</p>
5. (20 minutes)	<p>Put students into groups of four and give each student in each group a letter; A, B, C and D. Students take turns (starting with A) to 'dictate' their drawings to the other members of their group. They mustn't let anyone see their picture. The other group members listen and draw. They can also ask for clarification. When each student finishes, the students should compare their drawings with the original.</p> <p>Monitor students as they do the activity. Make a note of any errors they make and if necessary model an instruction. Pay attention to students' use of prepositions when they are describing what to draw.</p>
Optional follow up task	<p>Collect the original drawings and redistribute them so that each student has a picture he/she hasn't seen. Students write written instructions for making an exact copy of the picture.</p>

Contributed by

Katherine Bilborough