



## Teaching Script: Family Portraits & Descriptive Language

**Lesson Overview:** Family Portraits - Descriptive Language Development

**Grade Level:** EFL Learners (A1-A2)

**Duration:** 120 minutes

**Language Focus:** Descriptive adjectives, family vocabulary, basic sentence structures

**Key Vocabulary:** Family members, physical descriptions, personality traits

**Learning Objectives:**

- Use basic adjectives to describe family members
- Form simple present tense sentences about people
- Develop confidence in speaking about familiar topics
- Build active listening skills through peer interactions

- ✓ Family photographs (teacher's)
- ✓ Student family photos
- ✓ Adjective flashcards
- ✓ Description handouts
- ✓ Audio equipment
- ✓ Timer/clock
- ✓ Whiteboard markers
- ✓ Feedback forms

### Pre-Lesson Setup (30 mins before class)

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#### [Room Arrangement]

- Position chairs in semicircle formation
- Create central presentation area
- Set up visual aid display space
- Ensure adequate lighting for photo viewing

#### Room Layout Considerations:

- Maximize student visibility of visual aids
- Allow space for movement activities
- Create comfortable sharing environment
- Enable easy transition between activities

#### Critical Setup Elements:

- Test all audio equipment

- Prepare vocabulary displays
- Organize handouts by activity
- Set up student feedback station

## Lesson Introduction (0-15 minutes)

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### 0-5 minutes

*"Good morning everyone! Welcome to our class. Today we're going to talk about something very special - our families!"*

**[Display your family photograph prominently]**

#### Warm-Up Strategies:

- Use welcoming body language
- Make eye contact with each student
- Speak clearly and at appropriate pace
- Use gestures to support understanding

### 5-10 minutes

*"Look at this photograph. This is my family. This is my mother. She is tall. She has brown hair. She is kind."*

**[Point to each person while describing them]**

#### Language Support:

- Write key phrases on board
- Use visual cues for new vocabulary
- Provide sentence frames
- Allow native language clarification if needed

## Vocabulary Development (15-35 minutes)

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### 15-20 minutes

#### Physical Description Vocabulary:

*"Let's learn some words to describe how people look."*

##### Core Vocabulary Set 1:

- tall/short
- young/old
- thin/heavy
- hair colors: black/brown/blonde/gray
- eye colors: brown/blue/green

[Present each word with clear gesture and facial expression]

##### Vocabulary Introduction Method:

- Show flashcard
- Model pronunciation (3x)
- Students repeat chorally
- Individual check for pronunciation

### 20-25 minutes

#### Personality Description Vocabulary:

*"Now let's learn words to describe how people are on the inside - their personality."*

##### Core Vocabulary Set 2:

- kind/mean
- funny/serious
- quiet/loud
- smart/clever
- friendly/shy

##### Common Language Issues:

- Confusion between "funny" and "fun"
- Misuse of "clever" vs "smart"
- Pronunciation of "quiet/quite"
- Understanding positive/negative connotations

## Guided Practice (35-55 minutes)

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### 35-40 minutes

*"Now let's practice using these words to describe people in pictures."*

[Display series of diverse family photos]

**Practice Structure:**

1. Teacher models description
2. Class describes together
3. Pair practice
4. Individual attempts

**Challenge Activities:**

- Compare two family members
- Create longer descriptions
- Add additional adjectives
- Include simple past tense if ready

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**Independent Practice (55-75 minutes)**

**55-60 minutes**

*"Now it's time to talk about your own families!"*

**Photo Sharing Activity:**

1. Students take out family photos
2. Form groups of 3-4
3. Each student describes 2-3 family members
4. Group members ask simple questions

**Sentence Frames:**

- "This is my \_\_\_\_\_. He/She is \_\_\_\_\_."
- "My \_\_\_\_\_ has \_\_\_\_\_ hair and \_\_\_\_\_ eyes."
- "He/She is very \_\_\_\_\_."
- "I love my \_\_\_\_\_ because \_\_\_\_\_."

**Teacher Monitoring Focus:**

- Correct use of possessive adjectives
- Proper pronoun usage
- Basic sentence structure
- Vocabulary application

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**Interactive Speaking Activity (75-95 minutes)**

**75-80 minutes**

*"Let's play 'Guess Who?' with our family members!"*

**Game Structure:**

1. Students write description of one family member
2. Class listens to description
3. Students guess which photo matches description
4. Points awarded for correct guesses

**Support Levels:**

- Beginning: Use simple adjectives only
- Intermediate: Add personality traits
- Advanced: Include complex descriptions
- Challenge: Add family relationships

## Writing Extension (95-110 minutes)

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### 95-100 minutes

*"Now we'll write about our favorite family member."*

#### Paragraph Structure:

1. Introduction sentence (who)
2. Physical description (appearance)
3. Personality traits (character)
4. Why they are special (reason)

#### Model Paragraph:

"My favorite person in my family is my grandmother. She has short gray hair and brown eyes. She is short and always smiling. My grandmother is very kind and patient. She loves to cook delicious food for our family. I love her because she always tells me interesting stories."

#### Writing Checklist:

- Clear topic sentence
- At least 2 physical descriptions
- At least 2 personality traits
- Personal connection statement
- Proper punctuation

## Lesson Closure (110-120 minutes)

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### 110-115 minutes

*"Let's review what we learned today about describing our families."*

#### Exit Ticket Activity:

- Students complete self-assessment form
- Share one new word learned
- Express one thing about families
- Submit writing assignment

## Assessment & Extension Activities

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### Formative Assessment Criteria:

Skill Area	Beginning	Developing	Proficient
Vocabulary Usage	Uses 2-3 basic adjectives	Uses 4-6 varied adjectives	Uses 7+ varied adjectives accurately
Sentence Structure	Simple sentences only	Mix of simple and compound	Various sentence types
Speaking Confidence	Hesitant, needs prompting	Some independence	Speaks confidently

### Home Extension Activities:

- Create family tree with descriptions
- Record video describing family
- Write letters to family members
- Interview older family members

### Additional Support Strategies:

- Provide word banks
- Allow native language planning
- Use picture dictionaries
- Implement peer tutoring
- Create vocabulary cards

## Teacher Reflection & Notes

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### Class Dynamics Observations:

Student engagement levels:  High  Medium  Low Activity timing effectiveness:  Just right  Too long  Too short Vocabulary retention:  Excellent  Good  Needs review

### Suggested Adaptations:

- Cultural considerations for family structures
- Alternative activities for students without photos
- Modified vocabulary lists for different levels
- Additional support for struggling learners

### Follow-up Lesson Ideas:

- Family traditions and celebrations
- Daily routines with family
- Family roles and responsibilities
- Extended family relationships



## Assessment & Closure (55-60 minutes)

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### 55-57 minutes

#### Quick Assessment:

- Students share one family description
- Teacher notes vocabulary usage
- Peer feedback opportunities

### 57-60 minutes

*"Today we learned to describe our families. Let's review what we learned:"*

- Physical description words
- Personality traits
- Family vocabulary
- Simple present tense usage

#### Home Assignment:

Prepare a short presentation about one family member using today's vocabulary.

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#### Reflection Points:

- Monitor student engagement levels
- Note vocabulary retention
- Assess pronunciation progress
- Plan follow-up activities