

Describing Pictures

Teacher's tip: Before recording, practice 2-3 times out loud. It's normal to hesitate at first, keep going!

Warm-up (5 minutes)

Quick revision: Before you start, check that you remember the basic structures.

Answer these questions out loud:

1. What's your name?
2. How old are you?
3. What's your favourite colour?
4. Do you have a pet? (If yes: What is it? What colour is it?)

Reminder: *My name is..., I am... years old, My favourite colour is..., I have a (dog/cat/hamster)...*

Picture 1 - Léa's bedroom (8 minutes)

New structure: THERE IS / THERE ARE

Imagine: You are visiting your new English pen pal Léa's bedroom. Look at the picture and describe what you see.



☐ **Your mission:** Describe this bedroom using the new structures.

Use these sentence starters:

- **There is** a bed / a desk / a computer / a poster / a window / a cat...
- **There are** books / comics / curtains / flowers...
- The bed is *blue*...

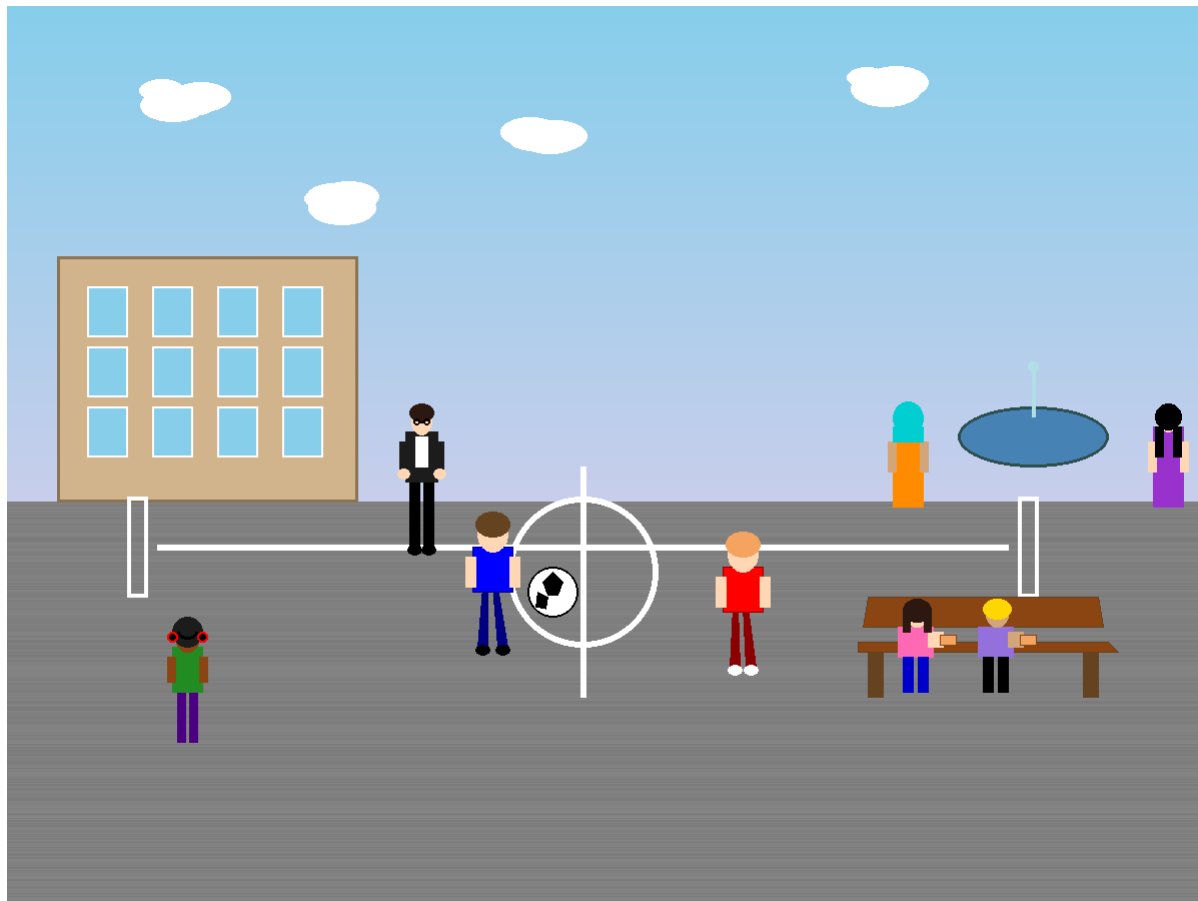
- The cat is *orange and sleeping*...

Record yourself for at least 1 minute.

Picture 2 - The school playground (8 minutes)

New structure: PRESENT CONTINUOUS (-ING)

Context: It's break time at school! Many activities are happening at the same time. Look at the picture and describe what people are doing.



Your mission: Describe what is happening RIGHT NOW in the playground.

Use the present continuous:

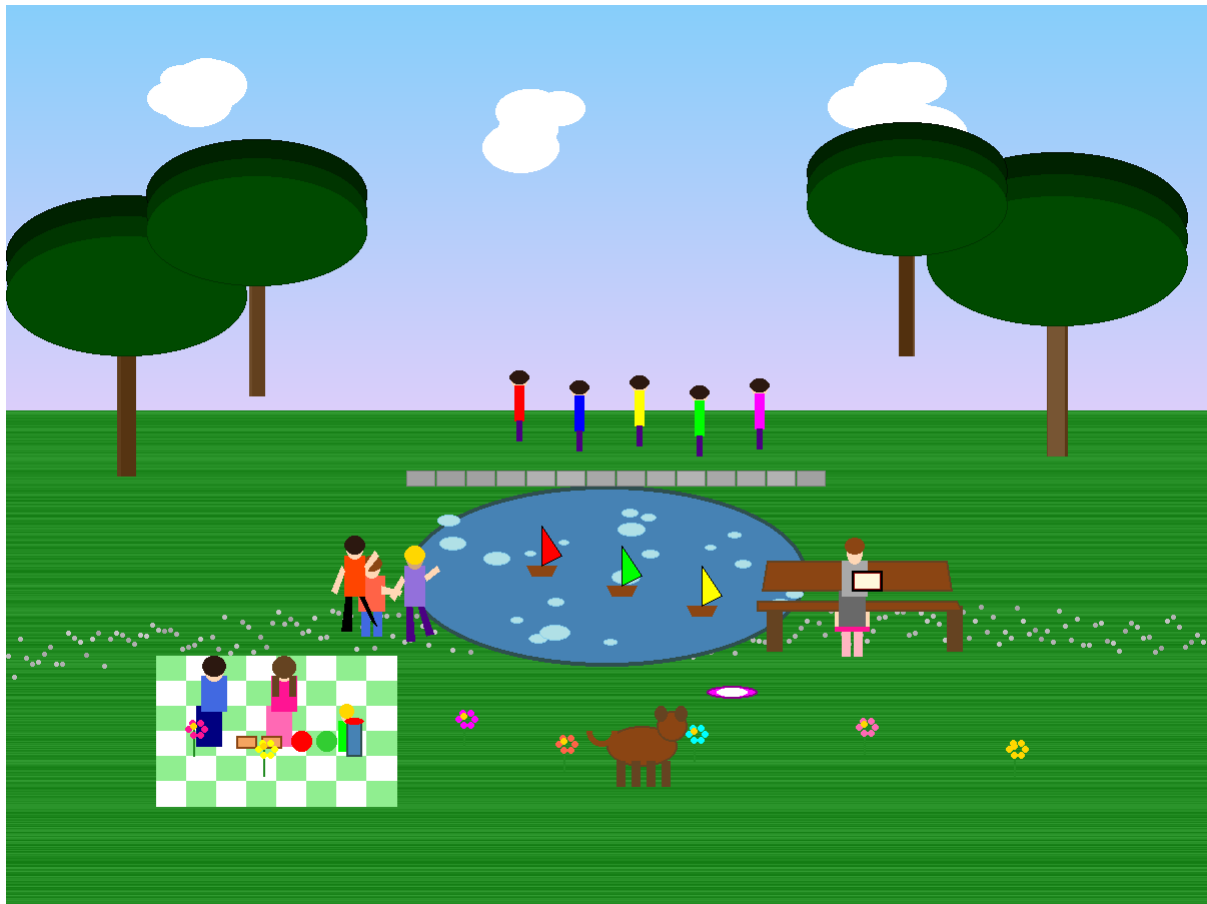
- **Two boys are playing** football.
- **Two girls are eating** sandwiches on a bench.
- **A boy is listening** to music.
- Two girls are *talking* near the fountain...

Record yourself for at least 1 minute 30.

Picture 3 - Jardin du Luxembourg (9 minutes)

YOUR TURN! This time, no help. Use EVERYTHING you have learned.

Context: It's Wednesday afternoon at Jardin du Luxembourg in Paris. The weather is nice, there are many people. Look carefully at the picture.



Your COMPLETE mission:

1. **Describe what there is in the park** (there is/are)
2. **Say what people are doing RIGHT NOW** (present continuous)
3. **Use adjectives** to describe (big, small, beautiful, blue, green...)
4. **Make complete sentences** with "I can see..." or "In this picture..."

☐ **Record yourself for at least 2 minutes.**

☐ **Challenge:** If you feel confident, try to say what YOU would like to do in this park: "I like parks because..." or "I want to..."

☐ Recording tips

- **Find a quiet place** (bedroom, empty library...)
- **Practice first** before starting the recording
- **Speak clearly** and not too fast
- **Don't be afraid to make mistakes** - it's normal! Continue your sentence
- **Name your file properly:** LastName_FirstName_Oral_English_Picture1.mp3

☐ **Important reminder:** This is NOT a speed competition. I prefer you to speak slowly and clearly rather than fast with many mistakes!

☐ Teacher's assessment grid (French)

Cette grille vous permet d'évaluer l'expression orale de vos élèves de manière formative.

Critères	Acquis	En cours	Fragile
Prononciation et fluidité	☐	☐	☐

Critères	Acquis	En cours	Fragile
<i>(articulation, rythme, aisance)</i>			
Utilisation des structures <i>(there is/are, présent continu correct)</i>	☐	☐	☐
Richesse du vocabulaire <i>(objets, couleurs, actions, adjectifs)</i>	☐	☐	☐
Respect des consignes de durée <i>(1 min / 1min30 / 2 min selon images)</i>	☐	☐	☐
Engagement et spontanéité <i>(effort d'expression, naturel, recherche de mots)</i>	☐	☐	☐

☐ **Espace pour feedback personnalisé :**

Points forts de l'élève : _____

Points à améliorer : _____

Conseils pour progresser : _____

☐ **Note pour l'enseignant :** *Cette évaluation formative vise à encourager l'expression orale. Privilégiez un feedback bienveillant et constructif. Les erreurs sont normales et font partie de l'apprentissage !*

Good luck to your students!