

Writing · Day 3 — Describe an Object / Possession

Part 2

~30 min · Flexible · class time or home practice

Object cards feel narrow but they're a gift: a single thing anchors the whole two minutes, and the 'how you got it' bullet invites a mini-story. Push students to attach a memory to the object.

Say: *An object today — something you own that matters. Objects are easy to describe but the marks come from the story behind them: where it came from, who gave it to you, why you'd save it from a fire.*

How to run it

Pairs, A and B. A is the examiner: hand B the cue card, give exactly one minute of silent prep (B makes notes), then B talks for one to two minutes while A times and listens. A gives one concrete piece of feedback, then they swap. Re-pair and run a second round for a tighter, more confident version.

Cue card — Describe something you own that is important to you

You should say:

- what it is
- how you got it
- how long you have had it
- and explain why it is important to you

Examiner-partner: allow 1 minute to prepare, then time the talk (1–2 minutes). One follow-up question is fine at the end.

More cue cards (same category)

Cue card — Describe a gift you received that you value

You should say:

- what it is
- who gave it to you
- the occasion
- and explain why it matters to you

Examiner-partner: allow 1 minute to prepare, then time the talk (1–2 minutes). One follow-up question is fine at the end.

Cue card — Describe something you have owned for a long time

You should say:

- what it is
- how you got it
- how it has lasted
- and explain why you keep it

Examiner-partner: allow 1 minute to prepare, then time the talk (1–2 minutes). One follow-up question is fine at the end.

Cue card — Describe a piece of technology you find useful

You should say:

- what it is
- how you use it
- how often you use it
- and explain why it's so useful

Examiner-partner: allow 1 minute to prepare, then time the talk (1–2 minutes). One follow-up question is fine at the end.

Model note-plan & sample answer**1-minute note-plan:**

WHAT: my father's old wristwatch · GOT: passed to me at 18 · HAD: about nine years · WHY: connects me to him, still works, wind it by hand each morning

Sample long turn (~2 minutes):

The object I'd choose is an old wristwatch that belonged to my father. He gave it to me on my eighteenth birthday, which made it feel like a small rite of passage, and I've had it for about nine years now. It's nothing flashy — a simple mechanical watch with a worn leather strap — and I have to wind it by hand every morning. That's exactly why I love it, though: in a world of phones telling the time, that little daily ritual connects me to him. The reason it's so important is obvious, really — it's the most personal thing I own. If there were ever a fire, it's the one thing I'd grab. And remarkably, after all these years, it still keeps perfect time.

Part 2 follow-up questions

1. Do people today value possessions more or less than before?
2. Why do some objects become more valuable with age?
3. Is it better to give gifts that are useful or sentimental?

Pair-work sequence (~30 min)

- **Model & prep · 5 min** — Read the card aloud. Show how to turn the four bullets into a quick note-plan — one phrase each — inside the 1-minute prep window.
- **Talk · round 1 · 10 min** — A times B's 1-min prep + up-to-2-min talk and notes one strength and one fix; swap (~5 min each).

- ▶ **Talk · round 2 · 12 min** — Re-pair. Same card — or a fresh one from the extras below — second attempt, smoother, with a clear past-present-future shape and at least one vivid descriptive phrase. Swap.
- ▶ **Feedback · 3 min** — Hands up: who lasted the full two minutes the second time? Spotlight one good signposting phrase you heard.

Listen for / feedback: Did they keep going for the full two minutes without drying up? Did they touch all four bullets? Flag anyone who finishes in 40 seconds — they need feelings, detail and a short story. Praise good signposting: “The thing I remember most is...”, “What made it special was...”.

Flexibility: *Short on time today? Assign the whole set as paired home practice — a quick voice call or an in-person run — and have each student record one answer to bring back. If the room runs ahead of schedule, this slots straight in after the wrap-up.*