

AIM

To practise describing people and listening to descriptions

LANGUAGE

Vocabulary for describing people

SKILLS

Speaking, Listening

MATERIALS

One copy of the worksheet cut in half for each pair of students

CUSTOMIZABLE WORKSHEET

If you prefer, use the customizable version of the worksheet. Print the worksheet and stick pictures of people your students will know onto the page. Then copy the worksheet.

Pre-activity (10 minutes)

- Give a description of one student in the class, e.g. *This student is quite tall. He's got short fair hair. He's wearing glasses.* Ask students to guess who you are describing.
- Ask one or two students in turn to give a description of a classmate, and ask the rest of the class to guess who they are describing.
- As they give the descriptions, write on the board: *He/She's got ...* and *He/She's wearing ...* and add the vocabulary the students use.
- Teach the following: *straight/curly hair, trousers, boots, moustache, bald, scarf, earrings.* Then elicit other useful vocabulary for describing people and write it on the board.


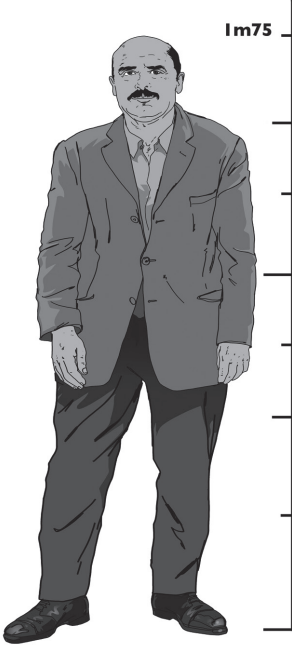
Procedure (15 minutes)

- Explain that students are going to describe people to their partner. Their partner must listen carefully and draw the people.
- Divide students into pairs – As and Bs. If possible get pairs to sit back to back. Give Student A worksheet A and Student B worksheet B. Tell students not to show each other their worksheets.
- Students work in pairs to describe the people and do the drawings. Monitor while students are working and make a note of any common language errors.
- When students have finished, they can compare their drawings to the originals.
- Have a class feedback session to go over any errors you noted.

Extension (10 minutes)



- Ask students to work in pairs. One student describes a famous person who is easily recognisable. Their partner must draw the person and guess who it is.
- Collect in the drawings and distribute them around the class. Ask students in turn to describe the drawing you have given them, and guess who it is. The student who drew it can confirm whether their guess is correct.

Worksheet A

| | | | |
|---|--------------|--|--------------|
|  <p>1m93</p> | |  <p>1m75</p> | |
| Sam | Ellie | George | Ivona |



Worksheet B

| | | | |
|------------|---|---------------|---|
| |  <p>1m57</p> | |  <p>1m63</p> |
| Sam | Ellie | George | Ivona |