

35 What do they look like?

Aim	To teach useful words for describing people. It is assumed that the students will have done the lesson on clothes (Lesson 31) before doing this lesson.
Preparation	Copy the handouts on pages 115 and 117 – one or two copies per student. Cut page 115 in half.

Introduction (5 minutes)

Introduce the subject by pretending that you have recently witnessed a crime, for example a car theft, and had to give the police a description of the man you saw steal the car. Explain that it was very difficult. (As you tell the next bit, write up all the key words on the board.) All you can remember was that he was quite *tall*, *slim* and had *long hair*. Oh yes, and he had a *moustache*. Ask the class for other words they know to describe people. Write them up on the board.

Presentation (15 minutes)

Activity A Give a copy to each student. Let them work in pairs. Check orally.

Practice (25 minutes)

Activity B This is a roleplay in pairs. Put the class into pairs and ask them to decide who will be Student 1 and who will be Student 2. Hand out the appropriate handouts. Explain that Student 1 is someone whose brother, sister or friend has gone missing and Student 2 is a police officer. Student 1 phones Student 2 to give a description of the missing person. Student 2 writes down all the details on the Missing Persons form. Allow a few minutes for them to prepare, then let the roleplay begin. When they have done it once they can change roles and do it again. (Give out new handouts.)

(continued on page 116)

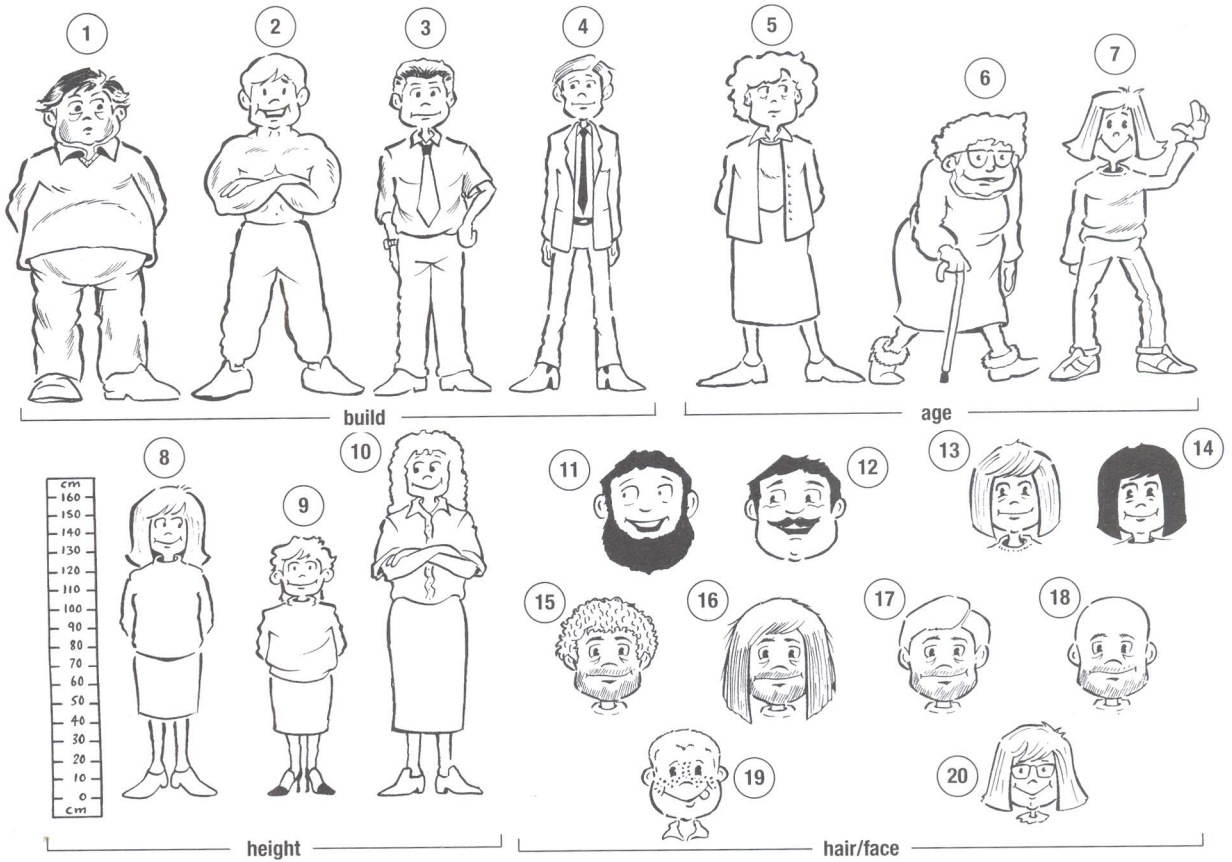
Key

A 1 is fat	2 is well-built
3 is slim	4 is skinny
5 is about forty	6 is old
7 is young	8 is about 160cm
9 is short	10 is tall
11 has a beard	12 has a moustache
13 has blonde hair	14 has dark hair
15 has curly hair	16 has long hair
17 has short hair	18 is bald
19 has freckles	20 wears glasses

35 What do they look like?

A Match the words and the drawings.

- | | | | | | |
|----------------|--------------------------|-----------------|--------------------------|-----------------|--------------------------|
| has a beard | <input type="checkbox"/> | has a moustache | <input type="checkbox"/> | has blonde hair | <input type="checkbox"/> |
| has curly hair | <input type="checkbox"/> | has dark hair | <input type="checkbox"/> | has freckles | <input type="checkbox"/> |
| has long hair | <input type="checkbox"/> | has short hair | <input type="checkbox"/> | is about 160cm | <input type="checkbox"/> |
| is about forty | <input type="checkbox"/> | is bald | <input type="checkbox"/> | is fat | <input type="checkbox"/> |
| is old | <input type="checkbox"/> | is short | <input type="checkbox"/> | is skinny | <input type="checkbox"/> |
| is slim | <input type="checkbox"/> | is tall | <input type="checkbox"/> | is well-built | <input type="checkbox"/> |
| is young | <input type="checkbox"/> | wears glasses | <input type="checkbox"/> | | |



B Student 1

Imagine that someone you know (your brother, mother, friend, etc.) is missing. You phone the police station to report it. You will be asked questions about his/her:

- name • age • height • build • colour of eyes • hair (colour, style) • other things (moustache, wears glasses, etc.) • clothes • where last seen (at home, on the way to work, etc.)

When you have finished, change roles and do it again.

Conclusion (5 minutes)

Each student writes a short description of himself/herself on a separate piece of paper, but must **not** include name or address. Take one or two at random and read them out loud. See if the rest of the class can guess who is being described.

Homework

The students can write a short description of one of the following:

My favourite relative

My best friend

My teacher

