

## Describing people

by Jackie Holderness & Annie Hughes

### Level 2 • Beginner–Elementary

**Age:** Primary (6–11)

**Language aims:** To identify people from oral descriptions; to practise using numbers 1–10

**Time:** 30 minutes

**Student grouping:** Whole class, pairs

**Materials:** One copy of the worksheet per student; tracks 1 and 2 (played via onestopenglish or downloaded in advance); multiple pairs of scissors; pictures of faces and facial features, e.g. eyes; a few small sweets as prizes (optional)

**Language focus:** *Eyes, ears, nose, hair, beard, moustache, glasses; crown, queen, king; I've/She's/He's got ..., Who's got ...?; long, short, big, small; wear, can't; black/white; I'm number ... show me; Numbers 1–10*

### Procedure

#### Step 1

Teach the body vocabulary from the language focus above by saying to the children 'Show me your eyes, ears', etc.

#### Step 2

Teach *glasses, moustache* and *beard* using the pictures you prepared.

#### Step 3

Hand out the worksheet. Explain that there has been a crime. Somebody has taken the queen's crown. The class pretend they are detectives solving the crime.

#### Step 4

Explain that the children will hear each person describing themselves and saying a number that the children should write in the box. Please note that they will only hear seven descriptions (the eighth description follows in track two, later in the exercise), so one of the boxes should remain empty.

#### Step 5

Play the track 1 twice, stopping at the pauses (//). Check the children have numbered the faces correctly.

#### Key:

Row 1 – Number 7, Number 1

Row 2 – N/A, Number 5

Row 3 – Number 3, Number 6

Row 4 – Number 4, Number 2

#### Step 6

Ask the children to guess which person took the crown. They should put a crown on the picture, for example on the head of the thief.

#### Step 7

Play track 2. The children will hear the queen saying who the thief is. If a child has guessed correctly, they win a small prize, such a sweet or a point.

#### Step 8

Call up a pair of children to model an exchange. Child A chooses one face and then asks child B, for example:

A: Who's got a black moustache and a long nose?

B: Number 1.

A: Yes, etc.

### Follow-up activity

The children cut up the pictures and play a guessing game. Child A spreads out their pictures on the table. They start to describe one of them, without pointing to it. Child B guesses who it is. If child B is correct, they have the next turn. If they can't guess, child A says the answer and has another turn with a different face.

### Transcript

#### Track 1

I've got long black hair. I wear small glasses. I have a black moustache and I've got a long nose. I'm number 1. //

I've got short black hair. I've got big eyes and a small nose. I'm number 2. //

I've got a long red beard, short red hair and a small round nose. I wear small round glasses. I'm number 3. //

I've got a short black beard, small eyes and a long nose. I'm number 4. //

I've got short brown hair, a long brown moustache and a long nose. I'm number 5. //

I've got long white hair, a long white moustache and a long white beard. I'm number 6. //

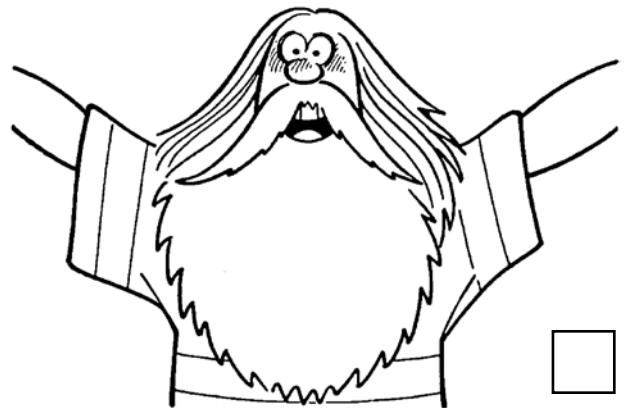
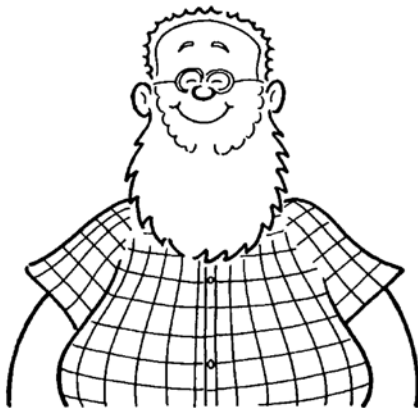
I've got short white hair and a long nose. I wear big round glasses. I'm number 7. I'm the queen, but I can't wear my crown. //

#### Track 2

And who's got my crown? Well, she's got big round glasses, long hair, a small nose and big ears. She's got my crown.

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WORKSHEET