

Describing people

by Jackie Holderness & Annie Hughes

Level 3 • Elementary

Age: Primary (6–11)

Language aims: To practise using the comparative with *than*; to describe differences between people; to practise using *Mr*, *Mrs* and *Miss*

Time: 30 minutes

Student grouping: Whole class

Materials: One copy of the worksheet per student; tracks 1 and 2 (played via onestopenglish or downloaded in advance); multiple pairs of scissors; coloured pencils or pens; pictures of *beard*, *moustache*, *glasses*

Language focus: *She's got bigger glasses/a smaller nose/more hair etc; eyes, ears, nose, hair, beard, moustache, glasses; long, short, big, small, curly; Mr, Miss, Mrs*

Procedure

Step 1

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

Step 2

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

Step 3

Teach the comparative form using the children themselves or their possessions, for example 'Yuko's bag is bigger than Ahmed's'. Encourage each child to make up a sentence comparing two things.

Step 4

Hand out the worksheet. Explain that the queen is sad because her very expensive diamond ring was stolen by one of the people on the worksheet. The class will listen to track 1 and pretend they are detectives looking for someone who fits the description of the thief.

Step 5

Play track 1 twice. The children write the name of the character next to each face and also colour the faces in. They could copy the names from the board.

Key:

Row 1 – *The Queen*, *Mr Black*; Row 2 – *Mrs Brown*, *Mr Brown*; Row 3 – *Mr Red*, *Mr Yellow*; Row 4 – *Mr Green*, *Miss Blue*

Step 6

Explain that the children will have to go through a process of elimination, by listening to people saying they didn't take the ring. The children should put a cross in the box under each picture, to indicate that they think that person did not do it.

Step 7

Ask one or two to identify who the thief could be. Encourage the children to describe their suspect.

Step 8

Play track 2. The children identify the thief. (*Mr Red*.)

Follow-up activity

The children cut up faces from magazines and create amusing identikit-style faces, eyes from one face, a nose from another face and so on. They then describe their funny faces.

Transcript

Track 1

I'm the queen. I've got short curly hair and a long nose. I wear big round glasses. I'm very sad because somebody stole my ring. Can you help me find the thief? //

I'm Mr Black. I have a black moustache and I've got a long nose. I've got long, black hair. The thief's hair is shorter than mine. //

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

I'm Miss Blue. I've got short black hair. I've got big eyes and a small nose. The thief's nose is smaller than mine. //

I'm Mr Green. I've got small green eyes and a long nose. I've got a long black beard, but the thief's beard is longer than mine. //

I'm Mr Brown. I've got short brown hair, a long brown moustache and a long nose. The thief's nose is smaller than mine. //

I'm Mrs Brown. I've got long brown hair and I've got a small nose and big ears. I wear big round blue glasses. The thief's glasses are smaller than mine. //

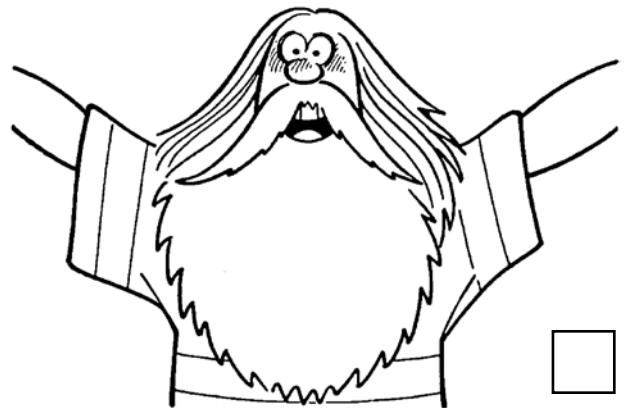
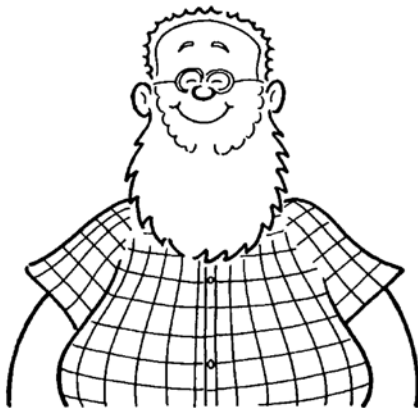
I'm Mr Yellow. I've got long yellow hair, a long yellow moustache and a long yellow beard. My beard is longer than the thief's beard. //

Track 2

I'm the Queen. Do you know who the thief is? Who's got my ring? Listen! The thief has got short hair. He wears small round glasses. He's got a long red beard, small ears and a small round nose. // Yes! He's Mr Red.

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WORKSHEET