

Describing People (Tutor Guide)

- **Target Audience:** Levels 1-2
- **Objectives:** Students will learn how to describe people. They will learn vocabulary to use and vocabulary to avoid. They will also learn how to use the first person of the verbs “to be” and “to have” when they describe people.
- **Class time:** Approximately 1 hour
- **Resources/Materials:**
 - Copies of Student Handout (found at end of this guide)
 - Whiteboard and markers
 - Magazine pictures or other prompts to show vocabulary words, e.g., colors.

Activity 1 – Vocabulary: Words to Use and Words to Avoid

Tutor	Students	Time
<p>1. Tell students that you will be talking about describing people. Ask students to turn to page 1 of their Student Handout. Write the words: Body, Skin and Hair on the Whiteboard.</p> <p>2. To prepare for the lesson, ask volunteers to read each vocabulary word, starting with those representing Body (i.e., body shape): Thin, slim, heavy, overweight, short, small, tall, big. Refer to the notes below for guidance.</p> <p>3. Continue with the vocabulary for Skin (i.e., skin color) and Hair. As you review colors, use the magazine pictures or other prompts to review colors.</p> <p>*Note 1: Depending on the level of the class, you can model pronunciation by reading each word first and having the class or individuals repeat. There are picture prompts to help you.</p> <p>*Note 2: As you review the vocabulary, point out that use of some words can hurt or offend people. Examples: fat, ugly, yellow or red (when describing skin color), Negro (which is the word for the color black in some languages), etc.</p>	<ul style="list-style-type: none"> • A volunteer reads each word aloud (or the tutor pronounces each word and students repeat them). • Students review the picture prompts. 	15-20 min

Activity 2 – Practice: Describing People

Tutor	Students	Time
<p>1. Ask students to turn to page 2 of their Student Handout. Ask a volunteer to read the title of the page: What words describe these people?</p> <p>2. Ask students to turn to page 3. In pairs, ask students to work together to write the vocabulary words that describe each person on page 2.</p> <p>3. Discuss the responses to the activity. There are many correct answers that students will come up with. Examples: #1: White, light skin, straight hair #2: Black hair, long hair, beard, mustache #3: Black, dark skin, grey hair, beard #4: White, light skin, bald #5: Black, dark skin, curly hair #6: Light skin, black hair, beard #7: Tall, thin girl and short, heavy girl #8: Dark skin and light skin #9: Light skin, blonde hair, straight hair</p>	<ul style="list-style-type: none"> • A volunteer reads the title of page 2 • Working in pairs, students use the vocabulary to describe each picture on page 3. 	<p>20 min</p>

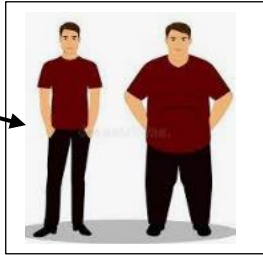





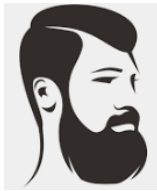

Activity 3 - Describing Themselves (Using “To Be” and “To Have”)

Tutor	Students	Time
<p>1. On the Whiteboard, write the following:</p> <p>I am _____. (Body)</p> <p>I have _____. (Skin/Hair)</p> <p>Describe yourself using the above model.</p> <p>Note: The word bald doesn’t fit the model (I am versus I have).</p> <p>2. Ask students to describe themselves using the vocabulary words.</p>	<ul style="list-style-type: none"> • Students watch you model describing yourself. • Each student describes themselves. 	<p>10-15 min</p>

Activity 4 – Conclusion

<p>Ask students to share what they learned from the lesson.</p>	<ul style="list-style-type: none"> • Students share their learnings. 	<p>5 min</p>
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Describing People (Student Handout)

Body	Skin	Hair
<p>Thin Slim</p>  <p>Heavy Overweight</p>	<p>Black</p> <p>White</p> <p>Brown</p>	<p>Black</p> <p>Grey</p> <p>Brown</p> <p>Blonde</p> <p>Red</p>
<p>Tall Big</p>  <p>Short Small</p>	<p>Dark skin</p>  <p>Light skin</p> 	<p>Straight hair</p>  <p>Curly hair</p>  <p>Bald = No hair</p>
		<p>Beard</p>  <p>Mustache</p> 

Practice: What words describe these people?

Write your answers on page 3.

1



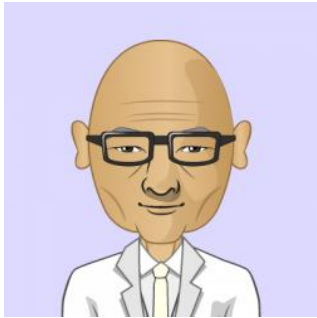
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Practice

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