Objective: By the end of this lesson, students will be able to:
- Ask questions about someone’s personality.
- Ask questions about someone’s appearance.
- Use adjectives to describe a person’s appearance and personality.

Time: 60-80 minutes

Target Language: What’s he like? He seems friendly and outgoing. He’s serious and hardworking.
What does he look like? He’s tall and has dark, curly hair.
Who does he look like? He looks like his father.

Presentation 1:
- Ask students to say any words they know to describe people, give some examples if needed:
  tall, pretty, smart, funny.
- Write student suggestions on the board.
- Explain that there are two kinds of adjectives for describing people, those that refer to appearance, and those that refer to personality. Present the words personality and appearance and explain the difference to students.

Activity 1:
- Give students a list of new vocabulary and ask them to separate the words into the two categories of personality and appearance.
- Present three pictures of different people. Ask students to describe their appearances using the sentence form: S/He’s_________. S/He has_________.
  - Ask the students if they know these people. The pictures could be of strangers or celebrities. Students may recognize the people, but ask if they know these people personally, “Have you ever met them?” Explain that when we don’t know a person, we make assumptions about their personality based on the information at hand, whether it is appearance or demeanor. In this case, we shouldn’t say “S/He is___,” because we don’t know for certain. So we use the sentence form:
    S/He seems __________.
*We use the form S/He is ______, when we know our statement to be true.
Presentation 2: Asking Questions

- Present the question form: Is s/he ______? Does s/he have ___?

Activity 2:
- Separate students into groups of two or three.
- Give students pictures of famous people.
- Tell students not to show the picture to their partners.
- Explain that they are going to ask questions that can be answered by “Yes” or “No” to try to figure out who the person is.

Examples: Is it a man?
- Is he tall/ handsome/ kind?
- Does she have black hair?
- Does he seem intelligent?

Activity 3: Talking and Drawing

- Give one student a new picture and give the partner a blank sheet of paper.
- The students with the picture will describe the photos to their partners.
- Students with the blank papers will draw the person that their partners describe.
- Afterwards, have students compare the drawings and photographs; this can be very funny.
- Have students change roles.

Activity 4: Talking

- Groups will ask questions and describe people they know.

Examples: What’s your brother like?
- He’s hardworking and very bossy!
What does your sister look like?
- She has long, dark hair and brown eyes. She’s slim and pretty.

Materials: Vocabulary sheets
- Photos of famous people
- Blank paper
Describing People Lesson Plan: Sample Photos
### Describing People Lesson Plan: Vocabulary List

<table>
<thead>
<tr>
<th>Personality Traits</th>
<th>Appearance</th>
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<tbody>
<tr>
<td>handsome</td>
<td>long, dark hair</td>
</tr>
<tr>
<td>kind</td>
<td>brown eyes</td>
</tr>
<tr>
<td>black hair</td>
<td>friendly</td>
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<tr>
<td>tall</td>
<td>friendly</td>
</tr>
<tr>
<td>pretty</td>
<td>outgoing</td>
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<tr>
<td>smart</td>
<td>serious</td>
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<tr>
<td>funny</td>
<td>working</td>
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<tr>
<td>hardworking</td>
<td>looks like his father</td>
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<tr>
<td>unfriendly</td>
<td>slim</td>
</tr>
<tr>
<td>bossy</td>
<td>pretty</td>
</tr>
<tr>
<td>quiet</td>
<td>glasses</td>
</tr>
<tr>
<td>sweet</td>
<td>has glasses</td>
</tr>
<tr>
<td>intelligent</td>
<td>short hair</td>
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<tr>
<td></td>
<td>has a beard/ mustache</td>
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