



## Conversation Curriculum

### Have You Met My Friend? Describing People and Faces

**Learning Objective:** Students will gain experience in describing facial features and people in general

**Before class:** Review lesson plan and packet content. Make copies as necessary.

**Materials Needed:** Mini white board, 2 sets of colored, dry-erase markers  
Board game: 'Guess Who?'  
Yellow cards: Anne, Anita, Bernard, Claire, David, Franz  
Richard, Paul, Phillip, Max, Maria, Susan  
**\*scanned versions are back-up option**

- Arrange large magazine photos for 'Warm-Up' activity

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**15 minutes**      **Warm-up activity:** Ask students questions about people in the pictures. Let them describe what is in the picture. Students can pair up.

**10 minutes**      **I do/We do activity:** Ask students about each picture. Let them answer as a group for a few, then call on other students.

- Use colored, dry-erase markers to draw on the board what students describe

*Student prompts/questions:*

- "What does \_\_\_\_ look like?"
- Can you describe him/her to me?"
- Draw something and then ask "Like this?"

\*'We do' provides an opportunity for the teacher and volunteers to model description language.

**20 minutes**

**They do activity:** Students work in pairs with one white board per pair. One student will be the ‘artist’ and the other will be a friend.

- One student will choose a ‘Guess Who?’ card randomly from the center of the table and then describe it to the artist. The description starts with “Have you met my friend \_\_\_\_?” (Insert name here)
- The artist, who cannot see the picture, will draw the ‘Guess Who?’ picture based on their partner’s description.
- The artist can ask questions about the person on the card, such as “is it a man or a woman? Is (s)he old or young?” etc.
- --Once the artist is done, partners compare the picture to the drawing and then trade roles.
- --If students are uncomfortable drawing, hand them a screened copy of all the ‘Guess Who?’ cards (from the packet) and then they will choose the one their partner is describing.

**10 – 15 minutes**

**Journal Writing:** *Students will write in their dialogue journals about one of the four options:*

- Respond to the teacher’s response (i.e. continue the ‘dialogue’)
- Introduce yourself to the teacher (for new students)
- Suppose you are meeting a relative at the airport that you have never met before. How would you describe yourself so that they will recognize you?
- Free-write about a topic of the student’s choice