

has

1 Match the sentences to the people. Sometimes there is more than one answer.



Chris



Mark



Alan

- 1 He's tall. *Chris*
- 2 He's short.
- 3 He's slim.
- 4 He's fat.
- 5 He's good-looking.
- 6 He has long hair.
- 7 He has short hair.
- 8 He has fair hair.
- 9 He has dark hair.
- 10 He has a moustache.
- 11 He has a beard.

2 Complete the sentences with 's or has.

- 1 Tom *has* long hair and brown eyes.
- 2 She short hair and she very slim.
- 3 Marco a very big moustache.
- 4 My father quite tall, and he fair hair.
- 5 He dark hair, big blue eyes, and he very good-looking.
- 6 Ana very beautiful, and she also very tall.

DON'T FORGET!

He's my brother/father/son.
 She's my sister/mother/daughter.
 He's/She's my friend.
 He's from (Poland).
 She's (about) 40.
 He's a (doctor).
 He/She lives in (Istanbul).

3 Write four sentences about a person in the classroom. Say the sentences to the class. Can they guess who it is?

4 Write the names of three friends or people in your family in the boxes below. Describe these people to another student.

1 2 3

Instructions and Answer key

You will need: one copy of the worksheet per student

- Give each student a copy of the *worksheet*. Students work in pairs or small groups and do Exercise 1. Check the answers with the whole class (see Answer key). Ensure that students can pronounce all the new vocabulary before continuing. It is also useful to point out to students that we use *be* with adjectives (e.g. *tall*), and *have* with nouns (e.g. *a beard*) and adjective + noun (e.g. *short hair*).
- Students do Exercise 2 individually. Check the answers with the whole class (see Answer key). Use this opportunity to teach: *She has brown/blue/green eyes*.
- Students do Exercise 3 individually before reading out their description to the whole class. If you have a large class, consider dividing the students into smaller groups for the second stage of this exercise.
- Tell students to write the names of three people they know well (either family members or friends) in the boxes (Exercise 4). Allow students a few minutes to think how to describe these people using the language in the *DON'T FORGET!* box and from the worksheet.
- Students work in pairs and take it in turns to describe the people whose names they have written in the boxes.
- Follow-up activity: Students find a photograph of a person (either someone they know or a person from a newspaper or a magazine). The students stick the picture on a piece of paper and write a description. These can be displayed around the classroom in the next lesson.

ANSWER KEY

- 1** 1 Chris 2 Alan 3 Chris or Alan 4 Mark 5 Chris 6 Alan
7 Mark or Chris 8 Mark 9 Alan or Chris 10 Mark 11 Alan
- 2** 1 has 2 has; 's 3 has 4 's; has 5 has; 's 6 's; 's