

# Scrambled sentences

## Aims

Practice talking about people's appearance.

## Language focus

### Grammar

Order of adjectives

### Vocabulary

Adjectives and phrases of appearance

## Set-up

Pair work or group work

## Lesson link

For use after Unit 2, Lesson C

## Time

20 minutes

## Preparation

Duplicate one worksheet for each pair or group and mount on construction paper. Cut apart the word cards.

- When a pair or group has finished forming sentences, have them discuss whether any of the sentences are a good description of anyone they know. Have them change sentences to make them true of people they know, for example: *My grandfather has a long, white beard*. Encourage them to give extra information about the people's appearance and to ask follow-up questions. Make note of any errors or problems to review later.
- End the activity promptly after 20 minutes. Have each group share a few of their revised sentences with the class.

## Procedure

- Tell students they are going to arrange words to make sentences describing people's physical appearance.
- Put students in pairs or groups of three or four. Give each pair or group one set of cards.
- Model the activity. Use a pair or group's cards to form the sentence *His sister has straight brown hair*. Tell students that there are many correct ways to arrange the cards to make sentences. Each pair or group should make 7 to 8 sentences and try to use all of the cards.
- Have pairs or groups work to arrange the cards into sentences. As students are working, walk around to monitor the activity and help as needed.

# Scrambled sentences

His sister

has

straight

brown

hair

Her grandfather

has

a long

white

beard

She

is

tall

and

thin

Homer

is

short

and

overweight

My friend

has

blue

eyes

and red hair

The children

have

curly

blond

hair

Mr. Jones

is

an elderly

man

of medium  
height

That man

is

bald

and has

a mustache