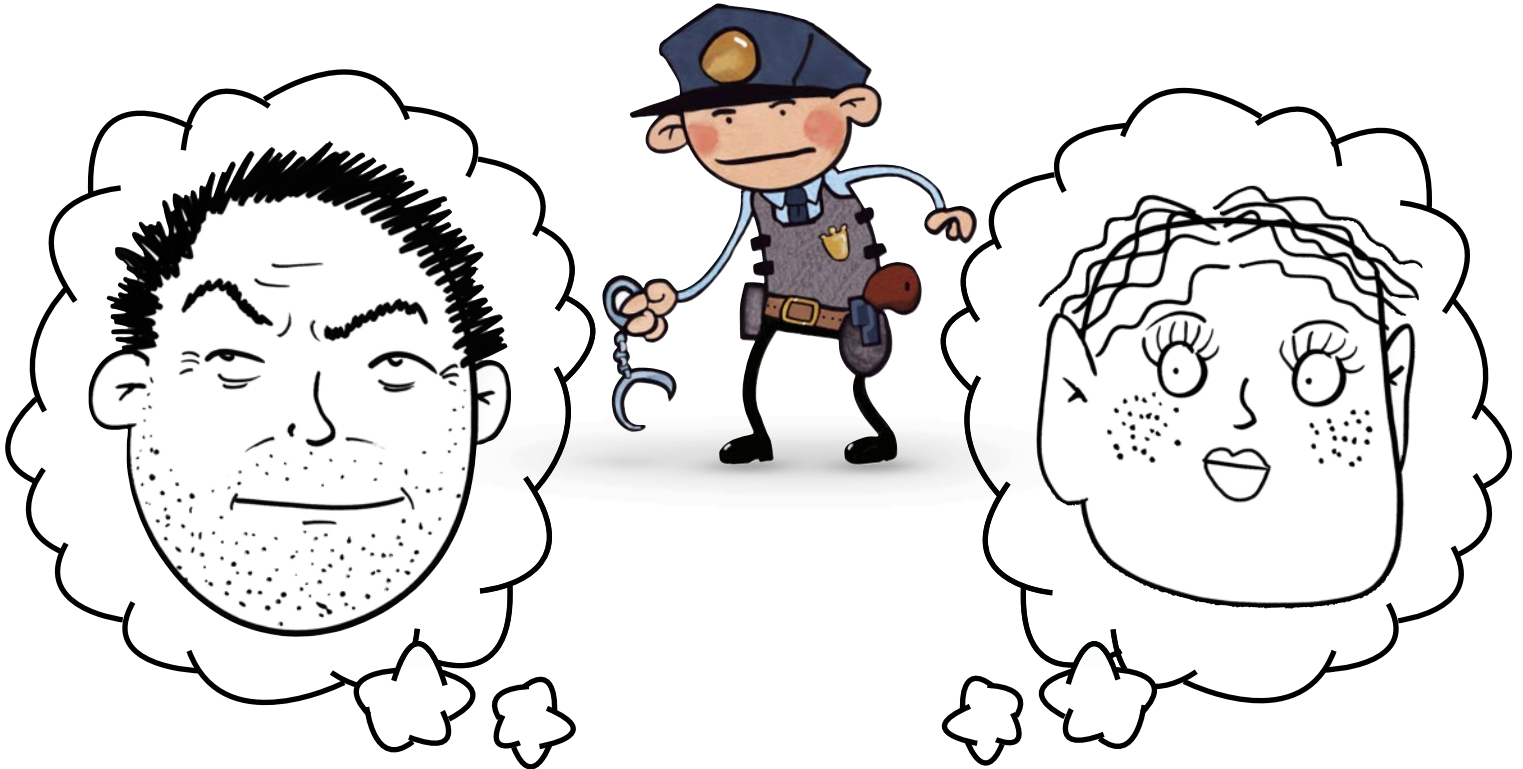


# Police Sketch Artist



A large, empty rectangular box with rounded corners, intended for drawing or writing.

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## **Police Sketch Artist**

Describing what people look like is a lot of fun. There are lots of times When I want to use this language to tell my friends what someone looks like. The police sketch artist role play is a great chance to be creative and let people let loose some really great language.

### **How to use the worksheet.**

**1.** Elicit an example from students. Ask them to describe someone from a movie, or a friend of theirs. This helps show the strengths or weaknesses of students and identifies the need for this particular practice. (At about this time I have the students tell me situations when they might want to describe what someone looks like.)

**2.** Set up the situation. There was a robbery, or some other crime, recently and the police need help finding the person who did it. Students will take turns describing the person they saw to their partners. Partners can ask questions to get more detail and the “witnesses” will be able to describe who they saw clearly.

**3.**

**Option 1** - Give students the pages above. One student describes the face to their partner and their partner draws it. I’ve been really surprised how alike my drawings my students’ images have been simply based on the descriptions given. You can also do this with real peoples’ faces but I find it works best to start with the drawings and move on to real people’s faces from there.

**Option 2** - If you have a particularly small class, have one person, or you yourself can read out a description for the others to draw and see whose image is closest to being correct. Do this in turns.

**Option 3** - You don’t need this worksheet at all if you’re clever. Ask students to describe someone while eliciting the information and get it down on paper for them. Practice describing real people in the room or from photos you’ve gathered.

### **Note:**

On several occasions my class hosted other visiting students for an activity in which the visiting students were of various levels. My students practiced explaining the situation the visitors would be taking part in, (describing a robber to police.) Once set up, even the absolute beginners were able to use the worksheet to communicate and were quickly able to do the task without the worksheet. For some higher level students the sentence patterns are easy but the vocabulary is the focus. So everyone I’ve done this with has had a great time while learning some great useful language.