

## Unit 2: Describing people

### SUMMARY

You can use this summary to guide the learning objectives and target setting for your class.

#### Can-do statements

By the end of this unit, students will be able to say:

- I can describe a person's personality.
- I can describe a person's appearance.
- I can use the schwa sound /ə/ correctly.
- I can use intonation to express approval and disapproval.

#### Vocabulary

Appearance: *tall, odd, short, plump*

Personality: *a good laugh, name-dropper, control freak, two-faced, know-it-all*

Qualifiers: *kind of ..., looks a bit ...*

#### Appropriateness

Use of negative expressions

#### Pronunciation and intonation

Schwa /ə/

Linking sounds

Stress in positive and negative expressions

#### Function

Describing appearance: *He's kind of tall. She looks a bit odd.*

Describing personality: *They're a funny bunch. She's got a heart of gold.*

### CLASSROOM EXTENSION IDEAS

You can use some or all of these ideas to check and enhance your students' understanding as they work their way through *Unit 2 of Speaking A2* in class.

#### Using *Getting started*

You can use the *Getting started* questions to brainstorm the students' descriptive vocabulary.

1. Bring one portrait photograph, from magazines or books, for each student, and attach them to a white sheet of paper so that students can write something on them.
2. Ask the *Getting started* questions about the man in the photograph at the top of the unit. You can elicit simple physical description but also encourage the students to use their imagination (*middle-aged, older, getting on, grey-haired, clean-shaven, likes to wear a hat, maybe he's going bald, likes strong coffee, addicted to the internet, lives in the country*).

3. Give students a photograph each and ask them to quickly add a description to it. They can give the person a name if they are stuck.
4. When they have finished they can pass it on to the next student who must add another description and so on.
5. Monitor to help students who are struggling and stop when you feel the students are running out of ideas.
6. At the point at which you stop, the picture the student is holding is their 'friend' and they must come to the front of the class to introduce them to the rest of the class.  
*This is my friend Hector. He's ....*
7. Encourage the other students to ask one or two questions at the end of each introduction.

#### Using *Conversations*

The variety of short scripted conversations in these units gives students ample opportunity for tightly controlled practice. After completing the *Conversations* section always ask the students to rehearse and perform one of the dialogues for the class. It is a good idea to get them to come to the front to perform rather than letting them talk from their chairs. There are six roles across the three conversations here; you can repeat one scene more than once if you have more students, but there are plenty of other opportunities in other units.

#### Using *Useful tip: negative expressions*

At this point you may want to expand the students' receptive vocabulary of qualifiers – maybe they will start to use them in their roleplays.

1. Read through the *Useful tip: negative expressions* and ask students, in pairs, which speakers were more tentative in their views. *Which speakers were careful about sounding rude?* (Jon – *looks a bit odd* and Charlie – *kind of short and a bit plump*).
2. Ask students if they can identify intensifiers in the conversations. *Which speakers wanted to make their comments stronger? Which words did they use?* (Adam – *very intelligent*; Rosa – *really strange* and Charlie – *so two-faced*).

#### Using *Saying it accurately*

Use the students' new vocabulary in a more improvised setting.

1. Make sure the new vocabulary for physical and personality descriptions is on the board: (*a bit odd, very intelligent, a good laugh, funny, name-dropper, control freak, two-faced, has a heart of gold, smiley, know-it-all*).
2. Brainstorm more descriptions and add them to the board too: (*modest, kind, hairy, short-tempered, boastful, extrovert, easy-going, introvert, athletic, a bit of a Romeo*).

3. Get students to write them down on separate bits of paper and put them in a hat, bag or bowl, so that they can be picked out at random.
4. Get a student to come to the front of the class and say to them: *Tell me about your boss.*
5. Let the student reach into the 'hat' and take a description and speak: *Well, he's ... short-tempered. Last week he ...*
6. Try to get the student to come up with one example of behaviour and prompt them if necessary.
7. Encourage the use of the qualifiers: *Well, he's a bit short-tempered.*
8. You can ask the same student about someone else, move on to another student, or get pairs of students to perform this activity more like a roleplay conversation.

### Using *Get speaking*

In the book, *Get Speaking* is a roleplay activity that self-study students perform with the CD, but the classroom environment allows you the scope to make this an improvisation.

1. Photocopy the *Get speaking* roleplay cards below.
2. Put students in pairs of A and B and give the student in each pair the appropriate role card.
3. Let students practise in pairs before performing the scene for the whole class.

### Using *My review*

Activate *My review* by getting pairs, small groups, or even the whole class to challenge each other on the various can-do statements.

*Mikael, can you describe a person's appearance?*

*Yes, I can. I can talk about their height, or weight, or the colour of their hair.*

*What about their personality – that's harder?*

*Well, I know some words like ...*

Always encourage students to keep an active record of their can-do achievements and follow up with you if they are unsure.

### PHOTOCOPIABLES

*Get speaking* roleplay cards

#### STUDENT A

You are at a party talking to your friend. Ask about a male guest in the room.

... (partner speaks)...

Listen to the reply and acknowledge it. Now ask about a female guest.

...(partner speaks)...

Listen to the second reply and acknowledge it. Now ask if your friend knows the group of people in the corner.

...(partner speaks)...

Listen to the reply and acknowledge it. Now ask if your friend knows the strange looking group by the bar.

...(partner speaks)...

#### STUDENT B

You are at a party with a friend and he/she asks you about a male guest in the room. Say his name and then say two negative things about him, and explain your opinion.

...(partner speaks)...

When your friend asks you about a female guest, say her name, two positive things about her, and explain your opinion.

...(partner speaks)...

When your friend asks you about a group of people in the corner, say two negative things about them and explain your opinion.

...(partner speaks)...

When your friend asks you about a group of people by the bar, say two positive things about them and explain your opinion.