

Map of the book

Listening	Speaking: functions and activities	Reading	Writing and translation	Educational and cross-cultural dimension	Vocabulary and structures
UNIT 1 People with personality Page 18					
Lessons 1–2 What we look like					
listening for detail: <i>A new teacher</i>	Describing appearance		Writing a paragraph: <i>Description of a person</i>	Developing learning strategies	arrogant, cruel, enormous, fragile, lovely, muscular, obstinate, odd, oval, overweight, plain, plump, skinny, slim, square, wavy Suffix <i>-ish</i> to modify adjectives
Lessons 3–4 What we are like					
	Describing a personality		Writing a descriptive paragraph	Developing critical thinking Developing different registers in writing Developing vocabulary strategies	(easy) to get along with, gentle, helpful, let somebody down, loyal, socialise, sporty, witty Suffix <i>-ful</i>
Lesson 5 The person I admire					
	Describing a person: <i>The person I admire</i>	Reading for gist: <i>The person I admire</i> Interpreting the implied meaning		Developing a value system	admire, respect Intensifying words: <i>such, what, quite, so, rather; a</i> with intensifying words
Lesson 6 What is friendship?					
Listening for gist and for detail: <i>A conversation between Janet and Mrs Jefferson</i>	Giving a one-minute role talk			Developing a value system	Text grammar: Structuring a paragraph
Lesson 7 Check your progress					
Lesson 8 Express yourself					

People with personality

Lessons 1–2 What we look like

Lesson objectives

Ss will

- refresh their language skills
- be the aware of polite ways of describing people with the suffix -ish, not very and a choice of adjectives
- develop learning strategies

Skills development

Ss will practise

- listening for detail
- writing a short of description appearance
- giving an oral of description appearance

Vocabulary

New

Active: arrogant, cruel, enormous, fragile, lovely, muscular, obstinate, odd, oval, overweight, plain, plump, skinny, slim, square, wavy

Revision: curly, round, straight

Word-building

Suffix *-ish* to modify adjectives

Procedure

	Stage	Purpose	Classroom management
1	Warm-up	to start a school year to introduce the topic	individual whole class
2	Listening	to practise listening for detail	individual, pairs, whole class
3–4	Vocabulary	to recycle and expand topic vocabulary to present and practise ways of describing people in a polite way	individual, pairs
5	Language work	to raise Ss' awareness of the fact that choice of vocabulary shows the speaker's attitude to the person described	individual, pairs, whole class
6	Speaking	to practise giving an oral description of appearance depending on the speaker's attitude	groups, whole class

Warm-up

1a 1b To get Ss interested in the topic, to create a positive emotional atmosphere and encourage them to speak English.

Don't make it a vocabulary exercise by introducing new words.

- Ask Ss to look at the title of the unit and the lesson and say what they may be about. Do it very quickly.
- Tell students to look at the picture and explain the situation. Lead them to the following explanation, *The girl is looking at two photos of Igor. One is taken before the summer holidays, the other after the holidays. She can see how much he has changed. She says, "He has grown a moustache." What else has changed?*
- Tell Ss to use the example. If necessary write the structure of the present perfect tense on the blackboard.
- Help with the words if necessary (*bigger, stronger, taller, brown, long hair*).
- Tell Ss that you can see that they also have changed a lot. Ask them to talk about it.

1a Possible answers

- Igor has longer hair.
- He has become stronger.
- He has become tanned.
- His hair has grown longer.
- Etc.

- f) Arrange pairs or small groups of Ss so that there are only boys or only girls in each pair, as Ss of this age find it embarrassing to talk about their appearance with the opposite sex.
- g) Remind Ss to be positive while describing their classmates.

Listening

2 To refresh listening skills and the topic vocabulary.

- a) Tell Ss that they are going to solve a puzzle. Ask them to look carefully at the pictures and read the instruction. Draw their attention to the grades, as they will have to notice details while listening and doing the puzzle. Explain that not all the information is in the listening texts. They will have to deduce some of the information, e.g. the grades where the teachers are going to teach.
- b) Play the recording for the first time and let them fill in the badges individually.
- c) Let Ss compare their results in pairs.
- d) Listen for the second time and let Ss correct or add more information to the badges.
- e) Check the answers with the class.

2 Answers

Picture 1 (Script B)

Name: Yevgenia Petrovna
Subject: Chemistry
Grade: 9

Picture 2 (Script C)

Name: Natalia Fyodorovna
Subject: almost all subjects
Grade: 1

Picture 3 (Script A)

Name: Lydia Ivanovna
Subject: Literature
Grade: 5

Script

A: Lydia Ivanovna teaches Literature. She's not very tall, a bit plumpish. She has ice-blue eyes and shoulder-length dark blonde hair that looks very tidy. She is wearing a long, black jacket, a knee-length skirt and shoes with low heels. She always carries a pointer in her hand.

B: Yevgenia Petrovna is tall. She has long light brown hair in a ponytail. She has beautiful blue eyes, and she's wearing gold hoop earrings.

She's wearing a white sweater, black trousers and a short black leather jacket. She teaches Chemistry.

C: Natalia Fyodorovna is small and slim. She has very short hair and very kind brown eyes. This is her first year at school after graduating from college. She looks a bit nervous. She's going to teach almost all subjects in her class.

Vocabulary

3a To revise previously learnt vocabulary and to focus on combinability of some words.

- a) Tell Ss that the words in the box are their active vocabulary for the unit and that some of them are new. That is why they may skip the words they don't know. Give two or three minutes to do the task. Meanwhile copy the table on to the board.
- b) Invite five Ss to come to the board to check the exercise. Assign one column to each Ss and let them fill it in. Check with the whole class.
- c) Draw Ss' attention to the fact that such adjectives as *pretty* and *beautiful* are generally used when we talk about females, while *handsome* is used for talking about males.

3b To extend the range of active vocabulary.

This exercise also demonstrates strategies for understanding the meaning of words (from short texts, definitions, pictures, parts of the word, etc). You may also use it for developing vocabulary-storing strategies.

- a) Let Ss go through the notes and add to their tables. Allow five to seven minutes for this, then fill in the table on the blackboard with their help. The fact that Ss place the words in the right column will be evidence that they deduced their meaning correctly. If you are still not quite sure, ask Ss to give the Russian equivalents for some of the words.

Optional

- You may wish to ask Ss to use their tables for making sentences e.g. ask them to describe each other.
- In stronger groups you may wish to explain to Ss that to describe appearance we may use compound adjectives where the second part is formed with an adjective + noun + ed. E.g curly – haired, blue – eyed, oval – faced.
- Draw Ss’ attention to the way the words are presented in the SB and tell them that these are options they may use themselves for storing their vocabulary. Ask Ss which way they find most suitable for them.
- If you want to have more practice on the use of these adjectives, do the optional exercise on the photocopyable page 213.

3a 3b Possible answers

Describing appearance in general	Hair	Face	Eyes	Body
beautiful handsome good-looking pretty ugly lovely short tall plump slim fat muscular enormous odd plain overweight skinny	long curly beautiful ugly lovely thin short thick wavy straight	oval square long beautiful pretty ugly lovely thin fat plump round	big small beautiful lovely enormous round	long beautiful ugly lovely thin fat muscular short plump slim enormous

4a To teach Ss the ways of describing appearance politely.

- Let Ss do the exercise first individually or in pairs.
- Analyse the pairs of sentences together with the whole class. Elicit the following ways of making descriptions more polite:
 - Using *not very* with the opposite e.g. *She is not very clever* instead of *She is stupid*.
 - Choosing a milder word. e.g. *He is overweight* instead of *He is fat*.
 - Using a softener *-ish* e.g. *Her nose is longish* instead of *Her nose is long*. Use Russian *коричневый – коричневатый* (for *brown – brownish*) to explain that *-ish* softens the meaning of the adjective.

4a Answers

1B 2B 3A 4A

Background information for the teacher

The suffix *-ish* can be used with gradable adjectives and colours (except black and white), which are usually monosyllabic. E.g. *darkish, lightish, yellowish, fattish, shortish*.

The suffix *-ish* is also used to show uncertainty, when you cannot make your mind e.g. *reddish* means that you are not sure if it is really red.

4b To practise describing appearances in a more polite way.

Ss work individually. Do not ask them to write. Give them 1–2 minutes and then check the answers.

Suggested homework

TB Photocopiable materials, WB Unit 1, Lessons 1–2, Ex. 1.

4b Possible answers

- 1 not very beautiful / plain
- 2 thin
- 3 biggish
- 4 not very kind
- 5 not very tall / shortish
plump / overweight

Suggested lesson break

Language work**5a 5b To raise Ss' awareness of the fact that choice of vocabulary shows the speaker's attitude.**

- a) Introduce *obstinate* and *arrogant*. Give Ss a couple of minutes to read Text A and ask them about the author's attitude to Mrs Trunchbull. If Ss feel uncertain make the question more definite, *Do you think he likes her or not?* Ask Ss to give reasons for their opinion. They may quote from the text e.g. *Her face... was neither a thing of beauty... , etc.*
- b) Give Ss one or two minutes to read Text B, then they work in pairs and compare the texts using the table. The exercise also helps Ss to recycle degrees of comparison of adjectives. You might wish to remind Ss that short adjectives (*long, short*) form the comparative degree with the help of the suffix *-er*.
- c) After Ss present their answers, ask them what makes the first text more emotional and colourful. Elicit the answer *choice of words and length of the sentences*.

5a Possible answer

The author doesn't like Mrs Trunchbull.

5b Possible answer

Text A is more emotional, colourful and detailed. It is longer. Text B is shorter. It is less emotional and detailed and more neutral.

5c To practise describing in a neutral and more polite way.

Introduce *fragile* and *pale* and let Ss work individually or in pairs in weaker groups. Ask Ss to write only phrases or words to replace the underlined ones.

5c Possible answer

...Their teacher was called Miss Honey, and she was about twenty-three or twenty-four. She had a pale oval face with blue eyes and her hair was light brown. Her body was very slim and fragile-looking.

Speaking**6 To practise giving an oral description of appearance depending on the speaker's attitude to the person described.**

- a) Divide the class into three groups. By the end of the lesson there should be three descriptions written in
 - an emotional positive way (you know this man and he is your best friend)
 - an emotional negative way (you know this man as a dangerous criminal)
 - a polite way (neutral, you don't know this man)
 Help Ss with vocabulary if necessary.
- b) Each group presents their description.

Suggested homework

WB Unit 1, Lessons 1–2, Ex. 2.