

# 1A

## What are they like?

### 1 Use the words below to complete the definitions.

bad-tempered bossy cautious gullible industrious  
selfless sociable spontaneous stingy vain

- 1 \_\_\_\_\_ people don't like spending money.
- 2 \_\_\_\_\_ people work very hard.
- 3 \_\_\_\_\_ people think about other people before themselves.
- 4 \_\_\_\_\_ people love spending time with other people.
- 5 \_\_\_\_\_ people often do something without planning it first.
- 6 \_\_\_\_\_ people are always thinking about what they look like.
- 7 \_\_\_\_\_ people like telling other people what to do.
- 8 \_\_\_\_\_ people believe other people's stories even when they're obviously not true.
- 9 \_\_\_\_\_ people can get angry very quickly.
- 10 \_\_\_\_\_ people don't like taking risks.

### 2 Choose the correct words to complete the text.

My sister Monica is an artist and she's very <sup>1</sup>**quick-witted / creative**. She writes poetry and draws amazing pictures. But she can also be quite <sup>2</sup>**cruel / eccentric**. Her clothes are often very unusual and she always sings loudly when she's walking down the street! She's friendly and <sup>3</sup>**untrustworthy / outgoing** and she loves meeting new people. My brother Ted has a very different personality. He's quite <sup>4</sup>**insecure / judgemental** and worries a lot about what other people think of him. On the other hand, that makes him really <sup>5</sup>**considerate / passionate** because he thinks about other people's feelings. He's also very <sup>6</sup>**sympathetic / self-satisfied** if you ever have a problem. But he can be quite <sup>7</sup>**shrewd / stubborn**. If he's decided to do something, he won't change his mind.

### 3 **SPEAKING** Work in pairs. Choose one of the scenarios (1–4). Then follow the instructions below.

- Choose one adjective each from the box.
- Act out one of the scenarios to another pair. Try to show your adjective in the way that you behave. Can the other students guess the adjective?

bad-mannered easy-going hard-working light-hearted open-minded  
quick-witted self-confident single-minded thick-skinned well-behaved

#### Scenario 1

- A You want to buy two train tickets to Rome.
- B You are selling train tickets. There is a big queue of customers.

#### Scenario 2

- A You want to order an unusual pizza.
- B You work in a pizza restaurant. The chef is very bad-tempered.

#### Scenario 3

- A You don't feel well.
- B You want to go out for the evening.

#### Scenario 4

- A You don't understand your coursework.
- B You are very busy.

## 1A What are they like?

**Aims:** To review and practise personality adjectives and to act out some role-plays using the target language.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### Exercise 1

- Give each student a handout and ask them to work individually or in pairs to do the exercise.
- Students should know all the adjectives from lesson 1A in the Student's Book. Give them time to read the definitions and choose the best adjective for each.
- Check answers with the class, focusing on the correct pronunciation for each adjective.

#### KEY

1 Stingy 2 Industrious 3 Selfless 4 Sociable  
5 Spontaneous 6 Vain 7 Bossy 8 Gullible  
9 Bad-tempered 10 Cautious

### Exercise 2

- Students choose the correct options to complete a short description. Tell them to read through the whole text first, to get an idea of the general meaning. They should then read it again and do the exercise. Remind them that they should look carefully at the words and sentences before and after each gap.
- Check answers by asking different students to read out a completed sentence in turn.

#### KEY

1 creative 2 eccentric 3 outgoing 4 insecure  
5 considerate 6 sympathetic 7 stubborn

### Exercise 3

- Students work in pairs to choose one of the scenarios and role-play a dialogue. They each choose one of the adjectives and demonstrate it in the way they behave, the things they say and the things they do. Encourage students to have fun with this activity and to act their parts.
- Go through each scenario with the class first and then give students, in their pairs, a few minutes to prepare their scenarios. They then act it out to another pair who tries to guess the adjectives.
- Ask one or two confident pairs of students to perform their dialogues to the class.