

The most energetic person

Aims

Practice talking about character traits.

Language focus

Vocabulary

Character traits

Set-up

Pair work

Lesson link

For use after Unit 6, Lesson A

Time

25 minutes

Preparation

Duplicate one copy of the worksheet for each pair. Cut the worksheets in half for Student A and Student B.

4. After 10 minutes or so, ask students to take turns talking to their partner about their answers. Their partner should listen carefully and ask follow-up questions as appropriate to elicit more information so that they understand why the student chose each adjective and person.
5. As students are working, walk around to monitor the activity and help as needed. Make note of any errors or problems to review later.
6. If time permits, as a follow up, ask few pairs to tell the class some of the interesting things they learned during the activity.

Procedure

1. Tell students they are going to think about people they know – friends, family members, classmates, colleagues, and neighbors. Write a character trait adjective from Lesson A on the board, for example: *imaginative*. Ask students to think about the people they know and decide which one is the most imaginative. Ask a volunteer to say the name of this person and write that name on the board. Then ask why the student says this person is imaginative. *What does he or she do? Why is he or she able to be so imaginative? What does being imaginative allow this person to do?*
2. Put students in pairs and distribute the worksheets. In each pair, one student receives the Student A worksheet and the other the Student B worksheet. Tell students that they should not look at their partner's worksheet.
3. Have students work individually to write their answers. For each statement, they should choose one adjective from the box at the top of the sheet and the name of a person who is most like that adjective. Below each statement, students should make note of a few reasons they say that person is the adjective they chose.

The most energetic person

Student A

| | | | | |
|-------------|-----------|--------------|------------|-------------|
| competitive | energetic | enthusiastic | idealistic | imaginative |
| independent | logical | loyal | rebellious | studious |

| | |
|----|----------------------------------------|
| 1. | The most _____ person I know is _____. |
| 2. | The most _____ person I know is _____. |
| 3. | The most _____ person I know is _____. |
| 4. | The most _____ person I know is _____. |
| 5. | The most _____ person I know is _____. |
| 6. | The most _____ person I know is _____. |



Student B

| | | | | |
|-------------|-----------|--------------|------------|-------------|
| competitive | energetic | enthusiastic | idealistic | imaginative |
| independent | logical | loyal | rebellious | studious |

| | |
|----|----------------------------------------|
| 1. | The most _____ person I know is _____. |
| 2. | The most _____ person I know is _____. |
| 3. | The most _____ person I know is _____. |
| 4. | The most _____ person I know is _____. |
| 5. | The most _____ person I know is _____. |
| 6. | The most _____ person I know is _____. |