



LEVEL 1
LESSON 15
I LOVE PEOPLE-
WATCHING

Topics

Describing differences and similarities
Watching people

Prepare Before Class

Thesaurus and dictionary
One clear photo of a famous person of your choice

Learning Strategy

Find Out

Goals

Grammar: Descriptive adjectives; tag questions

Pronunciation: Rising and falling intonation in tag questions

Speaking: Non-verbal expressions of happiness

Day 1

Introduce the Lesson Topic

Say to students, “Today we will learn to describe people. What do I look like?”

Point to your hair and give an example: “My hair is... (curly, straight, black, blond, dark, light or something else).”

Say “And am I tall or short? I am....(tall or short).”

Ask students, “Where or when do you need to describe a person?” Some answers may include, talking about a friend, looking for someone, or writing to a friend.

Continue, “There are many times when we need to describe people. Let’s find out how to do that today. We will learn how to look for new words to describe a person.”

Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

After the key words, the Speaking Practice video teaches how to show happiness without words. The word students will learn is “Ahh.”

Speaking Practice Script – Lesson 15

1. Showing Happiness Without Words:

In English, speakers make sounds that express feelings or ideas.

In the video, you hear Ashley and Anna make sounds that show they are happy:

Ashley: Yes, it is. Ahh. Ooh, we have to return to work!

2. Ms. Weaver: Let’s sit!

Anna: Sure!

Ms. Weaver: It’s a beautiful day, isn’t it?

Anna: Until next time. Ahh.

Now, you try it:

English is easy now. Ahh.

(students repeat)

Day 2

Learning Strategy

Ask students, “What do you do when you don’t know a word in English?” Possible answers may include, “I ask my classmate,” “I ask my (family member),” “I ask the teacher” or “I find the word in a dictionary.”

Explain to students, “It’s good to learn how to find out more about English for yourself. The strategy Find Out means to ask for or find information to help you use and learn English. When we are describing the people today, we will use the Find Out strategy to help us learn new words. Let’s try it.”

Ask students to make groups of four. Hand out copies of the Activity Sheet. Give a thesaurus to one person in each group. Give a bilingual dictionary to another person in each group. Make sure every student has paper and a writing tool to take notes. Tell students, “Look at the Activity Sheet. Match the words with the images of the people. When you finish, check your answers with a classmate.”

Say, "Let's imagine we are watching people today!" Hand out the image you have printed or cut from a magazine. Tell students, "To describe these people, I want you to use words that are NOT on the Activity Sheet."

Show students how to describe someone by using this picture of famous singer Beyoncé:



Say, "Beyoncé has long, wavy hair, painted eyes and shiny clothes."

Say, "Now, you try it. Find four or five new words (not on the Activity Sheet) that you can use to describe the person in the picture. Use your thesaurus or dictionary to help." Here are two online resources:

Thesaurus Dictionary: <https://www.thesaurus.com>

Learners' Dictionary: <http://learnersdictionary.com>

Present the Conversation

Tell students that the video will show Anna sitting in a park with friends. Play the main video or ask a few students to read the conversation.

Main Video Script – Lesson 15

1. Listen:

The weather is beautiful, isn't it?

Now, you try it:

The weather is beautiful, ____? (isn't it)

3. Listen:

What does she look like?

Now, you try it:

What does she ____ ____? (look like)

2. Listen:

Yes, it is.

Now, you try it:

Yes, ____ _____. (it is)

4. Listen:

She is short. She has straight hair.

Now, you try it:

She is _____. She has ____ hair. (short, straight)

Tag Question Practice

The Pronunciation Practice video teaches about tag questions. Before playing it, explain that tag questions are the short questions we add to the end of a sentence. Tag questions are often used for checking information that we think is true.

Pronunciation Practice Script – Lesson 15

1. English speakers sometimes add a short question to the end of a statement. These are called “tag” questions.

After positive statements, we use a negative tag:

Anna: Ashley, today the weather is beautiful, isn't it?

After negative statements, we use a positive tag:

It's not raining, is it?
(Rising intonation)

English speakers have two ways to say tag questions.

One way is to make your voice go up. This happens when the speaker is asking a question and wants the other person to answer.

Notice how Anna's voice goes up when she says the tag question:

Anna: Ashley, today the weather is beautiful, isn't it? (rising intonation)

2. The other way to say a tag question is to keep the voice level or go down. This happens when the speaker is sure of what she is saying.

Ms. Weaver: It's a beautiful day, isn't it?

Now, you try it:

You are studying English, aren't you?
You are studying English, ___ ___? (aren't you?)

Answer a tag question with a short “yes” or “no” answer:

Ashley: Yes, it is.

Listen:
You are studying English, aren't you?

Speak:
Yes, ___ ___. (I am)

Say, “Now we will practice tag questions some more.”

Write this example on the board:

You are studying English, aren't you?

Tell students that, in the tag question, you take the first part of the statement (“You are”) and put it at the end, then you change the position (“are you”). If the statement is positive, change the tag to negative (“aren’t you?”).

Put students into groups of four.

Write these examples on the board:

You aren’t from (city name), ___?

You like (food name) a lot, ___?”

We are studying English, ___?

The weather is (bad or good) today, ___?

“The baby is very pretty, _____he/she?

Tell students to work together to come up with the answers. Ask one student from each group to write the answers on the board. Check answers together as a class.

If there is time, ask each group to make one tag question and then ask one volunteer from each group to read it aloud.

Day 4

Quiz

This quiz does not have audio prompts. You can play the main video again so students can remember the conversation. Or, ask a few students to read the conversation aloud.

Give each student a paper copy of the quiz and ask them to choose the correct answer.

For teacher reference, here are the answers:

1. Anna says, “Ashley, today the weather is beautiful, isn’t it?”
2. Ms. Weaver does not have dark, curly hair. She has straight, light hair.
3. Keyana says, “It is. For example, Anna, you are tall. But Ashley and I are short.”
4. Anna says, “Ashley, you have straight hair. Keyana and I have curly hair.”

Collect the papers or ask students to trade papers and check the answers together.

Writing

Discuss the vocabulary that may be used for the topic, such as: *blue, brown, curly, dark, light, glasses, hair, long, short, skin, straight, and tall.*

Ask students to choose a classmate to describe but don't tell anyone whom they chose.

Write the writing topic on the board:

What does your classmate look like?

Tell students, "Write a few sentences. Be sure to use three or four descriptive words."

Afterward, ask students to exchange papers with another student and guess which classmate they described.

Conversation

- Anna: Hello! People from all over the world come to Washington, D.C. When I'm at work, I love eating lunch outside. I like to watch people walking by. They all look very different. Today, my friend Ashley is eating lunch with me.
- Anna: Ashley, today the weather is beautiful, isn't it?
- Ashley: Yes, it is. Ahh. Ooh, we have to return to work!
- Anna: No, we have time! Let's people-watch a little more.
- Ashley: Okay.
- Anna: Oh, I know her. She works in my office! Keyana, hi! Come and join us!
- Keyana: Hi Anna, how are you?
- Anna: I'm doing great! Keyana, this is my friend Ashley.
- Keyana: Hi, Ashley!
- Anna: We need to return to work. But the weather is beautiful and people-watching is fun!
- Keyana: I love people-watching too!
- Anna: Well, have a seat! It is fun to see how people are different or the same.
- Keyana: It is. For example, Anna, you are tall. But Ashley and I are short.
- Anna: And Keyana, you and Ashley have brown eyes; I have blue eyes.
- Keyana: You two have light skin and I have dark skin.
- Anna: Ashley, you have straight hair. Keyana and I have curly hair.
- Ashley: You have very curly hair, Anna.
- Keyana: I need to return to work. See you, Anna! Nice to meet you Ashley!
- Ashley: Bye, Keyana!
- Ashley: Anna, I have to go, too. Are you returning to work?
- Anna: I still have time. And this sun feels so good!
- Ashley: Um, Anna, what does your boss look like?
- Anna: She is short. She has straight, light hair.
- Ashley: Does she wear glasses?
- Anna: Yes. Yes, she does.
- Ashley: Is she wearing a blue sweater today?
- Anna: How do you know that?
- Ashley: She's coming this way.
- Anna: Oh no! Hide me!
- Ashley: Um, bye, Anna. Call me later.
- Anna: Bye, Ashley! Talk to you later!
- Caty: Anna? Is that you?
- Anna: Ms. Weaver! Hi!
- Caty: What are you doing behind that bench?
- Anna: I am looking for my, my ... stick. Here it is.

Anna: I am people-watching. Oh! But it's time to return to work!
Caty: No need to hurry. I love people-watching too! Let's sit!
Anna: Sure! Ahh.
Caty: It's a beautiful day, isn't it?
Anna: Yes. Yes, it is, Ms. Weaver.
Anna: People-watching in D.C. is fun. It makes me forget the time!
Anna: Until next time! Ahh.

Key Words

bench - *n.* a long and usually hard seat for two or more people

blue - *adj.* having the color of the clear sky

brown - *adj.* having a color like coffee or chocolate

curly - *adj.* formed into a round shape

dark - *adj.* of a person's hair, eyes, skin, etc.: black or brown in color

eyes - *n.* the part of the body that you see with

forget - *n.* to be unable to think of or remember (something)

glasses - *n.* a pair of glass or plastic lenses set into a frame and worn over the eyes to help a person see

hair - *n.* a thin threadlike growth from the skin of a person or animal

hide - *v.* to put (something) in a place where it cannot be seen or found

join - *v.* to come together with (something or someone)

light - *adj.* not dark or deep in color; pale

like - *prep.* similar to

look like - to have an appearance that is very similar to (someone or something)

people-watch - *v.* to spend time idly observing people in a public place.

seat - *n.* something (such as a chair) that you sit on; a place for sitting

have a seat - a polite invitation to sit down.

short - *adj.* having little height; not tall

skin - *n.* the natural outer layer of tissue that covers the body of a person or animal

stick - *n.* a cut or broken branch or twig

straight - *adj.* not having curves, bends, or angles

tall - *adj.* greater in height than the average person

Quiz - Level 1, Lesson 15 - I Love People Watching!

Circle the letter of the correct answer.

1. Choose the correct tag question:
“The weather is beautiful, _____?”

- a. isn't it?
- b. is it?
- c. it isn't?
- d. it is?

3. What does Anna look like?

- a. Anna is short.
- b. Anna has straight hair.
- c. Anna has dark skin.
- d. Anna is tall.

2. Which of these describes Ms. Weaver?

- a. She has dark, curly hair.
- b. She is wearing a blue sweater.
- c. She is wearing glasses.

4. How are Anna and Keyana different than Ashley?

- a. Ashley has curly hair, but Anna and Keyana have straight hair.
- b. Anna and Keyana have dark skin, but Ashley has light skin.
- c. Anna and Keyana have curly hair, but Ashley has straight hair.
- a. Ashley is tall, but Anna and Keyana are short.

STEP 1

Match the picture with the correct features. Draw lines from the pictures to the matching features.

young



short

short hair



straight hair

curly hair



old

no hair



long hair

tall



glasses

STEP 2

Now pretend you are writing about your best friend in an email. Describe how your friend looks using the features above.

To: learningenglish@voanews.com
 Subject: What does your best friend look like?

Dear VOA,
 My best friend's name is _____ . _____ has

SEND

STEP 3

Now turn your paper over. Listen to your partner read what they wrote. Draw a picture of their best friend on the back of this paper.

She has long hair and she is...



What does your best friend look like?