

Week 3 · Writing

Writing · Day 1 — Describe a Person

Part 2

~30 min · Flexible · class time or home practice

Welcome to the Part 2 weeks. The long turn is a 1–2 minute monologue from a cue card with four bullets and one minute to prepare. We start with the friendliest category — describing a person — and we run it as timed pair work.

Say: *All week your speaking practice steps up to Part 2 — the long turn. One card, one minute to plan, up to two minutes to talk, no interruptions. Today: describe a person. Think of someone real; real people are easier to talk about for two minutes.*

How to run it

Pairs, A and B. A is the examiner: hand B the cue card, give exactly one minute of silent prep (B makes notes), then B talks for one to two minutes while A times and listens. A gives one concrete piece of feedback, then they swap. Re-pair and run a second round for a tighter, more confident version.

Cue card — Describe a person you admire

You should say:

- who the person is
- how you know them or know about them
- what they are like
- and explain why you admire them

Examiner-partner: allow 1 minute to prepare, then time the talk (1–2 minutes). One follow-up question is fine at the end.

More cue cards (same category)

Cue card — Describe a person who has influenced you

You should say:

- who the person is
- how you know them
- what they did
- and explain how they influenced you

Examiner-partner: allow 1 minute to prepare, then time the talk (1–2 minutes). One follow-up question is fine at the end.

Cue card — Describe an older person you respect

You should say:

- who they are
- your relationship with them
- what they are like
- and explain why you respect them

Examiner-partner: allow 1 minute to prepare, then time the talk (1–2 minutes). One follow-up question is fine at the end.

Cue card — Describe a person you would like to meet

You should say:

- who they are
- how you know about them
- what you would ask or do
- and explain why you'd like to meet them

Examiner-partner: allow 1 minute to prepare, then time the talk (1–2 minutes). One follow-up question is fine at the end.

Model note-plan & sample answer**1-minute note-plan:**

WHO: my grandmother, Indira · KNOW: she lived with us when I was small · LIKE: calm, patient, quietly funny · ADMIRE: raised five children alone, never complained

Sample long turn (~2 minutes):

I'd like to talk about my grandmother, Indira. I knew her well because she lived with us when I was small, so she was a daily part of my childhood. What was she like? Calm and endlessly patient, but also surprisingly funny — she had a dry sense of humour that caught you off guard. The reason I admire her so much is that she raised five children largely on her own after my grandfather died young, and I never once heard her complain about how hard it must have been. She passed away a few years ago, but honestly, when I'm stressed I still ask myself how she would have handled it — and that usually calms me right down.

Part 2 follow-up questions

1. Is it better to be influenced by family or by friends?
2. Do you think famous people make good role models?
3. How have the qualities people admire changed over time?

Pair-work sequence (~30 min)

- **Model & prep · 5 min** — Read the card aloud. Show how to turn the four bullets into a quick note-plan — one phrase each — inside the 1-minute prep window.
- **Talk · round 1 · 10 min** — A times B's 1-min prep + up-to-2-min talk and notes one strength and one fix; swap (~5 min each).

- ▶ **Talk · round 2 · 12 min** — Re-pair. Same card — or a fresh one from the extras below — second attempt, smoother, with a clear past-present-future shape and at least one vivid descriptive phrase. Swap.
- ▶ **Feedback · 3 min** — Hands up: who lasted the full two minutes the second time? Spotlight one good signposting phrase you heard.

Listen for / feedback: Did they keep going for the full two minutes without drying up? Did they touch all four bullets? Flag anyone who finishes in 40 seconds — they need feelings, detail and a short story. Praise good signposting: “The thing I remember most is...”, “What made it special was...”.

Flexibility: *Short on time today? Assign the whole set as paired home practice — a quick voice call or an in-person run — and have each student record one answer to bring back. If the room runs ahead of schedule, this slots straight in after the wrap-up.*