

1 What do they look like?

OBJECTIVES

- Tell the difference between characters and real people.
- Describe people's physical appearance.
- Describe people's personality.
- Read an e-mail where new friends are described.
- Listen to a radio programme about local heroes.
- Ask about physical appearance.
- Ask about personality.
- Talk about the frequency of actions.
- Write an article for a magazine.

VOCABULARY

- Physical characteristics, hair styles, personality adjectives

GRAMMAR

- Simple present tense, frequency adverbs, word order

NAPs

www.me.gov.ar/consejo/resoluciones/res12/181-12_01.pdf
Pages 30-36.

Foreign Language Guidelines of C.A.B.A

www.buenosaires.gob.ar/areas/educacion/curricula/dle_web.pdf
Pages 99-110, 201-206.

Foreign Language Guidelines of Province of Buenos Aires

<http://servicios2.abc.gov.ar/lainstitucion/organismos/consejogeneral/disenioscurriculares/documentosdescarga/secundaria1.pdf>
Pages 155-168.

Learner's Book, pages 10-11

1

Move onto

Give students a few minutes to look at the pictures and discuss them with their partners. Ask them whether they know the people in them. Discuss the difference between fictional characters and real people. Ask them to decide who is real and who is fictional.

Mixed-ability

- Students will match some short physical descriptions with the celebrities in the pictures. Explain that there may be many words they don't know in the descriptions but there will be one or two words that will be enough to allow them to do the activity. Tell them they should never be discouraged by the words they don't know. They should make use of those they do know, which are the ones that will make it possible to understand ideas and deduce meanings.

- 2 Ask students to match the descriptions with the pictures.

Answer key

a. Johnny Depp; b. Pocahontas; c. Batman; d. J. K. Rowling

- 3 In this activity, students will play with actors and characters from films they have probably seen or heard of. Ask them to classify the given names into *real* or *fictional* characters.

Answer key

Real: Robert Downey Jr., Jennifer Lawrence, Kristen Stuart, Rupert Grint
Character: Bella Swan, Tony Stark, Katniss Everdeen, Ron Weasley

Digital awareness

If appropriate, you could ask the students to extend the game to challenge their partners. They can use their mobile phones in class or they can ask their ICT teacher to spare a few minutes of his/her class to allow them to use the internet for research. If none of these options are possible, they can do it as homework.

Move onto

Introduce the characters that will appear in each one of the units: a group of friends who go to the same school, Tracy, Helen, Mark (Tracy's twin), Gary and Steve.

4



Track 3

Tell students they are going to listen to a group of friends. Ask them to follow the text in their books as they listen.

Mixed-ability

- If you feel that after the first time you play the audio there are students who seem to be at a loss, tell them that the words they should listen to are the names of the people and/or characters that appear on the previous page.

Audioscript

Track 3 | Listening 02 | Page 11, Activity 4.

Tracy Hi, everybody! Are you busy? Can you help me with my homework?

Gary Sure! What is it about?

Tracy I have to write 'real' or 'fictional' next to these pictures.

Gary Let's see. Oh! Batman! He's definitely fictional. He's so *strong!*

Mark Who is the Chinese girl with the sword?

Steve She's Mulan. The *beautiful, brave* soldier in Disney's film.

Helen I think there's a real Mulan, a Chinese warrior from the year 617.

Tracy Great! Real then.

Helen What about the lady with the *long, blonde hair*?

Gary She's J. K. Rowling, the *talented* author of the Harry Potter saga. She's real.

Mark And the *tall* girl with the *long, dark hair*?

Gary She's Pocahontas. There is a real Pocahontas, the *fearless* daughter of an American Indian Chief.

Tracy Thanks a lot! You're the best!

Answer key

a. Batman; **b.** Mulan; **c.** Mulan; **d.** J.K. Rowling; **e.** Harry Potter; **f.** Pocahontas; **g.** Pocahontas

- 5** Ask students to focus on the words in italics that appear in the dialogue. Some of them have to do with appearance, some others with personality. Students will have to identify and classify them into a chart.

Mixed-ability

- Ask students to read carefully. They should pay special attention to the context and to the similarity of some words to their Spanish translation. That will help them decide on the meaning of the words.

Answer key

Appearance: strong, beautiful, long blonde hair, tall, long dark hair; Personality: brave, talented, fearless

Move onto

Focus students' attention on the 'Look' box. Ask them to read the two questions and to tell the difference between them (one has the verb *to look* and the other one has the verb *to be*).

Now draw their attention to the answers to those questions (the one with the verb *to look* asks about physical appearance, the one with the verb *to be* asks about personality).

- 6** Ask them to try answering the questions about themselves. They will describe themselves physically and they will say something about their personality. Tell them to use some of the words in activity 5.

Answer key

Students' own answers.

- 7** Ask students to put into practice what they have learned from the 'Look' box by answering the questions about the different persons and characters on page 10.

Answer key

a. He's strong. **b.** She's beautiful. **c.** She is brave. **d.** She's got long, blond hair. **e.** She's talented. **f.** She's tall and has got long, dark hair. **g.** She is fearless.

Move forward

You can ask students to bring photographs from magazines or from the internet of fictional characters or real people (actors). They can take turns to show them and to ask their partners to identify the character or actor, to say which book, film, comic, anime or TV series he/she is from, and to describe him/her. It would be a good idea to stick the pictures to the board and, once the oral interchange is over, you can ask them to choose four people from the pictures and describe them in their folders.



More practice
Practice Book, pages 80-81, activities 1-5

Learner's Book, page 12

Reading 1

Move onto

Ask students to look at page 12 and discuss what type of text they can see, who wrote it and to whom it is directed.

Digital awareness

Ask students how often they communicate through emails and who they write to. Find out which media they use more often to communicate. Discuss the use of different

media to communicate with different people. Do they write e-mails to their grandparents? Do they send WhatsApp messages to their relatives? Do they use social media to communicate with their parents or teachers?

Answer key

a. It's an email. b. It is written to Andy. c. It is from Helen.

- 2 Give students a few minutes to play this guessing game. Without looking at the text, tell them to guess the names of the different teenagers in the illustration. Ask them to work in pairs, but each of them can make different choices. Then, they will see who was right or who had the most correct guesses.

Answer key

(From left to right)

Steve, Gary, Mark, Sue, Helen

- 3 Ask students to read the email paying special attention to the physical description of the teens. Once they identify them, they will write the corresponding number on their shirts. Ask volunteers to read out the answers so that everybody can check.

Mixed-ability

- Once again, advise students to stick to the words they know and to avoid being discouraged by any new vocabulary.

Answer key

(From left to right)

Steve - number 9; Gary - number 16; Mark - number 22; Sue - number 8; Helen - number 17

- 4 To reinforce the understanding of the descriptions in the text, ask students to match the questions to answers. Discuss the answers with the class.

Answer key

a. 2; b. 4; c. 1; d. 3

Move forward You may ask four of five students to come to the front and have their partners take turns to stand up and describe one of them. Tell them to try not to look at the person they are describing so as not to give away the identity of the one being described. The student who feels his/her partner is describing him/her should step forward. You may assign points to those whose description was successful.



More practice
Practice Book, page 82, activities 1-4

Learner's Book, page 13

Grammar in use

- 5 Ask students to scan the text and underline all the words that are used to describe people.

Answer key

medium height; medium build; short, wavy, hazel hair; blue eyes; tall; thin; short, spiky, dark hair; brown eyes; heavy; short, straight, ginger hair; green eyes; short; long, straight, black hair

- 6 Once they have underlined all the words connected with description of people, they will classify the vocabulary items into the charts provided. Explain that the words related to hair are not written at random. They follow a specific order, which is stated in the second chart: length, style and colour.

Move forward

Draw the chart on the board and invite students to come to the front to complete it with the words they have found in the text. It would be a good idea to enrich the chart with a few more items of vocabulary which students can use to describe people later on. This is a good moment to refer them to the 'Word bank' section on page 77.

Answer key

Weight: medium build, thin, heavy; Height: medium height, tall, short; Hair length: short, long; Hair style: wavy, spiky, straight; Hair colour: hazel, dark, ginger, black

- 7 Students will practise the word order they have just learned by using the scrambled prompts to write sentences.

Answer key

a. Sue has got long straight, dark hair. b. Helen is tall and blonde. c. Steve is tall but heavy. d. Mark is medium height and of medium build.

- 8 Students will work in pairs in this gap-filling activity. Student A has to discover the identity of the three girls in the illustration by asking questions to Student B. Student B will be looking at page 64 where he/she will have the identity of each one of the girls, so he/she will answer Student A's questions and guide

him/her to identify the characters correctly.

Learner's Book, page 14

Listening

1

Move onto

Talk about the pictures with the students. Ask them what the people in them do, if they are important for their communities and why their occupations are necessary for the rest of the people. Ask if they know people who do similar activities in their neighbourhoods.



2 **Track 04** Students are going to listen to a radio programme. Four people phone to nominate somebody from their community who deserves to be called a Local Hero.

Tell students to relax and listen, ask them to leave their pens on the desks and just try to understand the general idea.

In this first activity, students just have to write the names of the people who phone.

Mixed-ability

- Some students may have problems with the spelling of the names. A good idea would be to write many names on the board among which you will write the answers to the activity, therefore students can listen, identify the names among the ones on the board and spell them correctly.

Audioscript

Track 4 | Listening 03 | Page 14, Activity 2.

- Good morning. I'm George from Manchester. My local hero is a firefighter called Jake Walsh. He's big and strong. He's brave and responsible. He sometimes visits schools and talks to children about fire prevention and safety. The kids like him because he's very friendly. He's a great guy!
- Hi. My name is Daniela, from York. I nominate Mrs. Collins as my local hero. She lives in my neighbourhood. She's not a veterinarian, but she knows how to cure sick animals. People always take sick animals to her house. She's a very gentle and helpful person and I admire her a lot.
- I'm Jeremy. I live in the suburbs of Brighton. I really admire my neighbour Julie Evans. She's a nurse at the County Hospital. She's hard-working, dedicated, and very kind. Every day after work, she visits her grandparents. They are very old. She never misses a day. To me, she is a hero.
- I'm Rachel from Liverpool. My neighbour Mr. Palmer is my hero. He's not a firefighter or a soldier or anything like that. He's a teacher. He is very dedicated and professional. And he's also very generous. He often donates his time to give extra classes to children from poor communities.

Answer key

a. George; b. Daniela; c. Jeremy; d. Rachel

3

Give students a few minutes to read the sentences before playing the audio for the second time. Tell them that the sentences describe what makes the different persons good candidates for the 'title' of Local Hero. They have to identify the names of the candidates mentioned in the sentences.

Answer key

a. Jake Walsh; b. Mr. Palmer; c. Julie Evans; d. Mrs. Collins

4

Draw students' attention to the words in bold in the previous activity. Ask them to place them on the line in order of frequency. Correct this as a class.

Answer key

always; often; sometimes; never

5

Allow students to work in pairs. They will look for the opposite of the adjectives describing the local heroes' qualities. If available, it would be a good idea to ask them to work with dictionaries.

Digital awareness

They could also use online dictionaries, either on their mobile phones or the school ICT classroom.

Ask volunteers to read the opposites and find out if there are other students who have found different words to share.

Answer key

a. brave - fearful; b. responsible - irresponsible; c. friendly - unfriendly; d. gentle - rude; e. helpful - unhelpful; f. hard-working - lazy; g. dedicated - inconstant / lazy; h. kind - unkind; i. professional - incompetent; j. generous - selfish



More practice
Practice Book, page 83, activities 1-3

Learner's Book, page 15

Grammar in use

6

Ask students to talk about themselves and their qualities. They have to explain why they chose a certain adjective to describe themselves and include a frequency adverb in that explanation. Read the example with the students so that they understand what they have to do.

Draw their attention to the 'Look' box and remind them of the position of frequency adverbs in the sentence: before the verb or after the verb *to be*. They will be using the adjectives from the listening activity and the opposites that they found. As there is not a single answer for this activity, ask volunteers to share their sentences with the class.

Answer key

Suggested answers

a. I'm helpful. I always help at home. **b.** I'm responsible. I always study and do my homework. **c.** I'm friendly. I often go out with friends. **d.** I'm lazy. I never help my mum with the washing up. **e.** I'm gentle. I often help senior citizens in the street. **f.** I'm generous. I always lend my books.

- 7** In this activity, students will use their creativity. Allow them to work cooperatively in the description of the two characters from films. Encourage them to go through the unit looking for vocabulary and structures to use in the descriptions. Ask volunteers to read their descriptions and suggest improvements on a general basis.

Answer key

Students' own answers.

- 8** This time, students will work individually. Using the descriptions they wrote in the previous activity and taking into account the suggestions for improvements you made, students will think of a character to describe. Explain that they will have to describe a character and not a real person because it is possible to know a character's personality through a film or a book, but we generally don't know an actor's real personality. Go around the classroom helping and guiding students as they write. Once their descriptions are ready, ask them to read them aloud to see if their partners can guess who they are describing.

Answer key

Students' own answers.

See more
Grammar reference, page 69

Learner's Book, page 16

Integration

- 1** The three personal files offer information for students to integrate what they have seen up to now

in units 0 and 1. They are going to use them to write down a seven-question interview for each one of the celebrities. The interview will cover the celebrities' personalities as well as their physical descriptions. Encourage students to include any other question they may want.

Monitor their work and offer guidance as you walk around the classroom.

Answer key

What is his/her name? What is his/her surname? What does he/she do?

What is his/her nationality? What colour are his/her eyes? What colour is his / her hair? How tall is he/she?

- 2** Give students some time to get together, choose the celebrity they like best and role-play the interviews. Ask volunteers to act out the dialogues in front of the class. Work on the pronunciation and intonation. Praise students' performance and encourage their participation.

Answer key

Students' own answers.

- 3** Tell students to revise the questions about appearance and personality. They will classify the vocabulary items according to what they describe. Correct it with the class.

Answer key

What is she like?

Friendly, hard-working, responsible, generous, gentle.

What does she look like?

Medium build, brown eyes, straight hair, medium height, brown hair.

Move forward

You can ask students to use the vocabulary in Activity 3 to write a descriptive paragraph about Patsy. If there isn't enough class time, you can set this as homework.

- 4** Individually, students place the frequency adverbs in the right place of the sentence.

Answer key

a. They often help their mother at home. **b.** Sam's teacher is always very patient with him. **c.** We sometimes have lunch at fast food restaurants. **d.** She's very nice. She never answers rudely. **e.** My friends are always ready to go out.



More practice
Practice Book, pages 84-86, activities 1-10

