She Has Dark Hair
Describing People

Target patterns:	What does he/she look like?
	What's he/she like?
Communication skills:	Describing people's appearance
	Describing people's character
Language sets:	Beard, mustache . . .
	Shy, serious, selfish . . .
	Dark hair, brown eyes . . .

Warm Up
Asking About Family

Ask individual students what members of their family or their favorite sports players, singers, movie stars, etc. look like. The students then do the activity in pairs, groups, or as a class.

What Does She Look Like?

The students can listen to the dialog, read it, or do both.

Anticipation questions
Who is Manuel looking for?
Where is she?

Follow-up question
What does Carmen look like?
What do you look like?

What is she wearing?
What are you wearing?

Comprehension – personalization
T: *Carmen has green hair and yellow eyes.*
All students:
        No! She has dark hair and brown eyes!

T: *She's very short.*
All students:
        No! She's quite tall!

T: She's *wearing a pink blouse and purple jeans,*
All students:
        No! She's wearing a white T-shirt and a yellow skirt

T: *Kenji* (one of the students in the class) is *wearing an orange hat and pink pajamas*
All students:
        No! He's wearing . . .

Personalization

In pairs, groups or as a class, students make incorrect statements about what others are wearing. The other student(s) corrects them. They can talk about what people in pictures, other students, people they can see from the window, etc.

Warm Up
Pairs of Questions

Ask *"What's he/she like?"* and *"What does he/she look like?"* about individual students' family members of favorite sports players, singers, movie stars, etc. The students then do the activity in pairs, groups, or as a class.

What's She Like?

The students can listen to the dialog, read it, or do both.

Anticipation questions
Why is Marc at the airport?
How do you think Sachiko is feeling?

Follow-up questions
Who doesn't Carmen know very well?
Who don't you know very well?

What does Marc think Sachiko is like?
What do you think Sachiko is like?

Comprehension – personalization
T: What *does Marc think Sachiko is like?*
S1:   *He thinks she's quite nice.*
S2:   He *thinks she's bad-tempered.*

T: What do *you think Marc is like?*
S3:   *I think he's . . .*
S4:   *I think he's . . .*

T: What do *you think (a famous* person) *is like?*
S5:   *I think he/she's . . .*
S6:   *I think he/she's . . .*

Personalization

Write a list of words that describe people's character on the board. For example: nice, selfish, bad-tempered, shy, friendly, honest, serious, kind, active, etc. .

In pairs, in groups, or as a whole class, the students make *"I think . . ."* using each of the words.

Word Building
People

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers
> *My uncle has a beard.*
> *My favorite singer has a mustache.*
> *My sister wears glasses.*

Controlled Practice
What Does He/She Look Like?
What's He/She Like?

The students make sentences about each picture.

Sample answers
1. *She has black hair, and I think she's serious.*
2. *She has long brown hair, and I think she's friendly.*
3. *He has a long nose, and I think he's cool.*
4. *He has brown hair, and I think he's active.*
5. *He has red hair, and I think he's bad-tempered.*
6. *He has a red jacket, and I think he's shy.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers
> *I think my dog is bad-tempered.*
> *I think my teacher is shy.*
> *I think my father is honest..*

Warm Up
Describing Famous People

Describe a famous person and encourage the students to guess who you are describing. The students then do the activity in pairs, groups or as a class.

Mr. Universe

The students can listen to the dialog, read it, or do both.

Anticipation questions
Where is the first contestant from?
Why is Atchoo's shirt so special?

Post-listening questions
What does Hic look like?
What does one of your friends look like?

What is Atchoo wearing?
What are you wearing?

Recalling the dialog
Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

Students pretend they are models and announcers. *"Models"* can walk up and down in front of the class or, if this is not appropriate, they can just pretend to be a model in a more quiet way while sitting at a desk. Announcers describe what the models are wearing.

Communication Activities

A. Pictures of People
The students look at pictures of people, describe them, and imagine what their characters are like. The pictures can be photographs of family, friends, famous people, or people from around the world (either from the past or present), or they can be drawings, paintings, or flash card pictures.

B. Criminals
Divide the class into two teams (or pairs if the class is large). A student from one team quickly flashes a

picture of a person. The other team has to describe the picture, getting a point for each correct detail.

C. The Zodiac
Give the students copies of the zodiac character chart. The students see if the character descriptions are accurate for themselves and for people they know.

Review Exercises

Crossword
ACROSS
1. so
3. just
6. going
8. saves
10. around
13. fast
15. quickly
17. first
18. for
21. have
24. neither
25. heavy

DOWN
1. says
2. home
4. us
5. then
7. graduate
9. away
11. once
12. day
14. twice
16. look
19. wash
20. late
22. any
23. are

Personal Record

Questions
It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection
Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.