

Unit Overview

Objectives

- To identify people and what they look like
- To talk about what you like about people
- To write about and describe people's appearance and personality
- To describe and talk about works of art

Language

| | |
|--------------------------|---|
| Target Vocabulary | Physical appearance: dark hair, light hair, spiky hair, bald, handsome, beautiful, good-looking, cute Adjectives to describe personality: bossy, kind, sporty, lazy, clever, shy, talkative, helpful, friendly, hardworking |
| Target Structures | What does he/she look like? He/She's good-looking. He/She has straight, dark hair and brown eyes. What do they look like? They're tall and good-looking. They have short, light hair and blue eyes. He/She doesn't have light hair. / They don't have light hair. What's he/she like? He's/She's sporty and he's/she's clever. He's/She's bossy but hard-working. I like him/her because he's/she's kind. |
| Features | Cross-curricular: Art: Warm and cool colors Values: Help your friends in class. |

Materials

- Student Book 5 pages 12–21
- Audio CD tracks A:10–23
- Picture Cards: (5) dark hair, (6) light hair, (7) spiky hair, (8) bald, (9) handsome, (10) beautiful, (11) good-looking, (12) cute, (13) bossy, (14) kind, (15) sporty, (16) lazy, (17) clever, (18) shy, (19) talkative, (20) helpful, (21) friendly, (22) hard-working
- Story Cards
- Activity Sheets 1–2
- Workbook 1 pages 8–17
- Unit 1 Test

Student Book page 12

Objectives

- To listen to a conversation
- To ask about and describe the physical appearance of people and animals

Target language

dark hair, light hair, spiky hair, bald, handsome, beautiful, good-looking, cute

Materials

Picture Cards 5–12

Warm-up

Ask students to look at the scene and talk about what they think is happening.

Using the page

1 Listen and read. Who lives at number 12?

- Play the audio and have students listen. Ask students to identify the characters.

Emma: There's a new family ... at number 12!
Robbie: What do they look like?
Dan: The dad is tall and bald. There is a girl, too. She has curly blond hair.
Emma: Hi. I'm Emma. Can I help?
Maddy: Thanks! I'm Maddy.
Dan: Is that your cat?
Maddy: What does it look like?
Robbie: It has spiky red hair.
Maddy: Spiky red hair? My cat, Kipper, doesn't have red hair. He's black and white.
Robbie: Oh no! Red paint!

2 Listen and say.

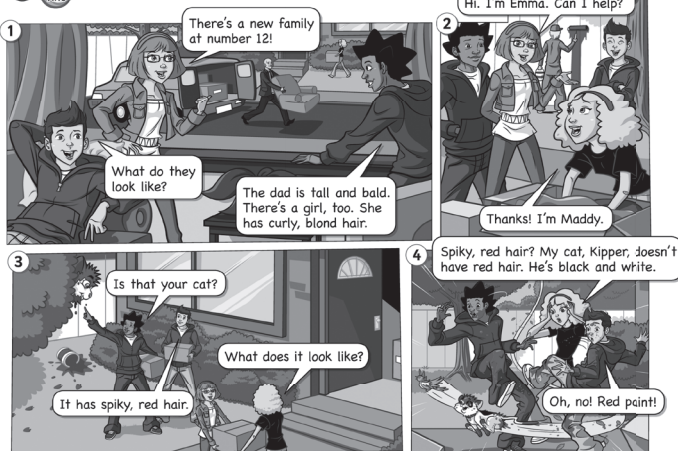
- Focus on the people's faces. Play the audio and have students repeat the audio after each word they hear.

1. dark hair 2. light hair 3. spiky hair 4. bald
 5. handsome 6. beautiful 7. good-looking 8. cute

3 Who's who? Listen and number using the words in Activity 2.

- Play the audio again. Have students number the boxes according to the adjectives of physical appearance they hear.

1 Listen and read. Who lives at number 12?



2 Listen and say.



3 Who's who? Listen and number using the words in Activity 2.

a brother 1 b Jack 3 c aunt 6 d Grandpa 4
 e uncle 5 f sister 8 g best friend 2 7

12

Presentation

Physical appearance

- a. **Girl 1:** This is my brother, Joe.
Girl 2: He has lovely dark hair and glasses. Cool!
 b. **Girl 1:** This is my friend Jack. He has spiky hair. Do you like it?
Girl 2: Yes, I do.
 c. **Girl 1:** My aunt Sara is great. She's very beautiful.
Girl 2: This is my grandpa. He's bald.
 d. **Girl 1:** The handsome man is my uncle.
 e. **Girl 1:** And this is my baby sister Rose. She's cute.
Girl 2: So cute!
 g. **Girl 2:** I know this one. She has light hair and is very good-looking!
Girl 2: Yes! She's my best friend and I think she's very good-looking!

- Pair students and have them compare their work with partners. Invite pairs to give their answers to the class.

Online task: Direct students' attention to the penguins. Tell students to go online to Ice Island and find the item that they are holding. Once students click on it, they are taken to a supplementary language task.



Assign Workbook page 8. For the answers, see page 165.

| | |
|--|--|
| What does he/she look like? | He's/She's good-looking. He/She has straight, dark hair and brown eyes. |
| What do they look like? | They're tall and good-looking. They have short, light hair and blue eyes. |
| He/She doesn't have light hair. They don't have light hair. | |

4 Listen and read. Then look and say the names.

- 1 She has light hair and blue eyes.
- 2 He has spiky hair and brown eyes.
- 3 She has straight hair and glasses.
- 4 He has brown hair and green eyes.
- 5 They have brown hair.



Maddy



Emma



Robbie



Dan

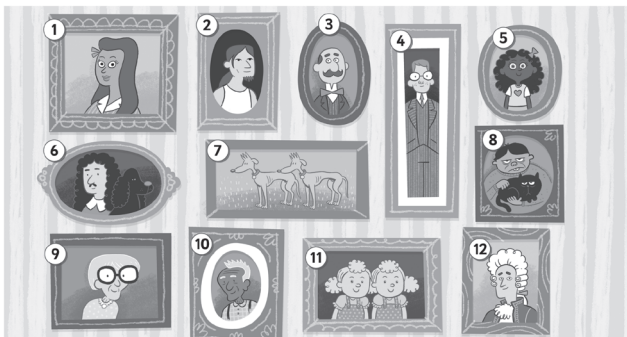
5 Ask and answer. True or False?

- A: What does Maddy look like?
B: She has dark hair.
A: False! She has light hair.

6 Ask and answer.

- A: He.
B: What does he look like?
A: He has long hair and a beard. He doesn't have a mustache.
B: He's number 2!

long short spiky straight curly
a beard a mustache glasses
fat thin ugly old young bald
good-looking beautiful



Presentation / Practice

Asking and answering about what someone looks like

13

What does he look like?
What does she look like?

He's good-looking.
She has straight, dark hair, and brown eyes.
They're tall and good-looking.
They have short, light hair and blue eyes.

What do they look like?
What do they look like?

He doesn't have light hair.
They don't have light hair.

Using the page

4 Listen and read. Then look and say the names.

- Review the names of the characters. Say, *Listen and repeat after me.*
- Tell students they will listen to a woman talking about their physical appearance. Play the audio and have students match the description to the character by saying the name/names after each statement.
- To review comprehension, say the name *Maddy!* Elicit, *She has light hair and blue eyes.* Continue for the remaining pictures.

5 Ask and Answer. True or False?

Ask students to go into pairs and practice the exchange in Activity 5. Tell them to repeat the exchange with the remaining pictures and to continue with well-known people if there is time.

6 Ask and Answer.

- Point to the word list. Read the words chorally. Pre-teach *straight hair* and review *long, short, curly, fat, thin, ugly, old, young, glasses, mustache*, by saying, for example: *(Name) has long straight hair.* (mime straight hair).
- Ask students to find a different partner and practice the exchange in Activity 6. Tell them to repeat the exchange with the remaining pictures and to continue with well-known people if there is time.



Assign Workbook page 9. For the audio script, see page 160. For the answers, see page 165.

Student Book page 13

Objectives

- To ask about and describe the physical appearance of people, and identify them
- To say if people have, or do not have, a physical feature/features

Target language

What does he/she look like? He's/She's (good-looking). / He/She has straight, dark hair and brown eyes.

What do they look like? They're (tall and good-looking). / They have (short, light hair and blue eyes).
He/She doesn't have light hair. / They don't have light hair.

Materials

Picture Cards 5–12

Warm-up

- Ask the class, *What does (Name of school principal) look like?* Elicit responses from students. Continue this game, using well-known singers and actors.

Extension

Describing people

Ask students to refer to the pictures in Activity 6 and to stand up and talk about them. Tell them to suggest if he/she/they look like someone famous. To make the instructions clear, you can say: *Look at photo number 9. She has gray hair and glasses. She is old. She looks like my Aunt Mabel.* Have students get into groups of 4 and practice together.

7 **Listen and say.**

VOCABULARY

8 **Listen to the song and write.**

SONG

You have me, and I have you.
You help, you listen, and I do, too.
We're friends. We're friends.
Ben's lazy at home,
He's shy at school.
But he's sporty and clever.
And very cool.
We're friends. We're friends.
Jim's sometimes bossy.
But I don't mind.
I like him, because he's kind.
We're friends. We're friends.
We're friends. We're friends.

9 **Look at Activity 8 and write.**

1 What's Ben like? Ben is lazy and shy.
He's sporty and clever, too.

2 What's Jim like? Jim is bossy but kind.

14 Presentation *Adjectives to describe personality*

Using the page

7 Listen and say.

- Play the audio and have students listen as they look at the vocabulary in their books.
- Play the audio again and have students repeat the new vocabulary.
- Then ask students to look in their books and match the words to the pictures in Activity 7. Ask, *Who is lazy? (The girl in Picture D is lazy).* Ask two students to stand up. One student asks a question and the other responds. Repeat the exchange a few more times.
- Ask the class to go into pairs and practice this matching game for all the new words.

8 Listen to the song and write.

- Introduce the song by saying: *This is a song about friends/friendship. Everyone has friends. What kind of friend are you? Are you a helpful friend? Are you a good friend? Are you a lazy friend? Are you a bad friend?... Think about it!*
- Play the song audio and have students listen.
- Play the audio again and ask students to write the number word in the space. Have students check their answers with partners.
- Play the Karaoke version of the song (CD track A:17) and encourage students to sing along. Divide the class in half and have a singing competition: Both sides sing, one side at a time, and then choose the best team.

9 Look at Activity 8 and write.

- Ask students questions about the picture. Say, *This is Ben and Jim. The song is about Ben and Jim. What are they like? Look at the words to the song.* Prompt students to answer, *Ben is shy at home. Jim is bossy and kind.*
- Tell students to fill in the blanks in Activity 9. Then pass to a friend for checking.

WB Assign Workbook page 10. For the answers, see page 165.

Student Book page 14

Objectives

- To extend the unit vocabulary set
- To practice the vocabulary with a song
- To write descriptions about people

Target language

bossy, kind, sporty, lazy, clever, shy, talkative, helpful, friendly, hard-working

Materials

Picture Cards 13–22

Warm-up

- Review appearance words. Describe three or four students to the class without saying their names. Students guess who they are.
- Ask students to think about what kind of person they are. Say, *I am friendly... and funny. Do you think?* Elicit, *Yes/No*, then point to a student and prompt them to follow your example. Invite others to describe themselves to the class using any words they can.

Extension

Find Your Match

Have each student think of an adjective of character that describes his/herself. Then ask all students to stand up and mingle around the room. They must find their match by saying, for example, *I am shy and clever*. If the other person uses one similar word, they can stay together. When everyone has a match, the pairs take turns describing their partner: *He is sporty and kind / She is friendly and hard-working*.

10 **Listen and match. Then ask and answer.**

LOOK!

What's he/she like?
He's/She's sporty and he's/she's clever.
He's/She's bossy but hard-working.
I like him/her because he's/she's kind.

1 Dan 2 Emma 3 Maddy 4 Robbie

a) sporty / bossy b) kind / funny
c) sporty / clever d) clever / lazy

What's Maddy like?
She's clever but lazy.

11 **Circle.**

1 I like my new teacher (because / but) she isn't bossy.
2 He's sporty (and / but) clever. Perfect combination!
3 My best friend is talkative (and / but) funny. She makes me laugh!
4 She gets good grades (because / but) she's very hard-working.
5 He's lazy at home (but / and) he's hard-working in class. Strange!
6 He doesn't have many friends (because / but) he's very shy. Let's talk to him!

12 **Write about two people in your family. Then tell a friend.**

1 I like my grandma because she isn't bossy.
She's funny and kind.
2 I like my sister because she's helpful.
She isn't lazy.

Suggested answers
Students' answers can vary

Presentation / Practice Asking and answering about what someone is like 15

Using the page



What's he like? He's sporty and he's clever.
What's she like? She's bossy but hardworking.
I like him because he's kind.



10 Listen and match. Then ask and answer.

- Play the audio and have students say the answers along with the audio. Ask them to draw lines to match the letter and the number.

- Dan has spiky hair and brown eyes. He's kind and funny.
- Emma has gray eyes and wears glasses. She's sporty and clever.
- Maddy has blond hair and blue eyes. She is clever but lazy.
- Robbie has green eyes. He's sporty but sometimes bossy.

- Point out to students the use of words like *and*, *but*, *because*: *and* is for additional information, *but* shows that there is some opposition, and *because* leads into a reason for something.
- Pair students and have them ask each other about the characters. Ask, *What's Maddy like?* Help students answer, *Maddy is clever but lazy*. Partners play until they have practiced all the target items.

11 Circle.

- Ask students to read the sentences and circle the correct word: *and*, *but* or *because*.
- Have students pass their book to a partner for marking, and invite students to read the answers.

12 Write about two people in your family. Then tell a friend.

Show a photo of someone you know well and say, e.g., *I like my grandpa because he isn't lazy. He is helpful and friendly*. Ask students to read the example at the bottom right corner of page 15 chorally. Students complete the activity and share the information with a friend.

WB Assign Workbook page 11. For the audio script, see page 160. For the answers, see page 165.

Extension

What are they like? quiz game

Have students sit in a circle and ask each student to stand up and talk about one person they know. Keep notes about who they are talking about. When everyone is done, say for example, *Tell me about my grandpa. (He isn't lazy. He is helpful and friendly.)* The first person to answer gets a point.

Student Book page 15

Objectives

- To ask and answer about people and their character
- To say why you like someone, and their character

Target language

What's he/she like?
He's/She's sporty and he's/she's clever.
He's/She's bossy but hard-working.
I like him/her because he's/she's kind.

Materials

Picture Cards 5–12; 13–22, a photo of someone you know well

Warm-up

- Ask students to sit in a circle on chairs and have one student stand in the centre of the circle. Explain that when you show a picture card, the student must say the word, then they must point to a person and say a sentence (*Name*) *is* (*clever*). The student can also add a second adjective if they wish, and can describe how they look if they want to. He/She may also point to him/herself. The person who is named should go into the circle next. Repeat the process, so everyone has a turn.

13 **Read. Is Seb happy?**

The Torres family

Skills

From: seb@yahoo.com
To: matt@gogmail.com
Subject: Spain!

Hi Matt,

I'm having a great time here in Spain. I'm staying with the Torres family this summer. They have a beautiful home in Madrid. It's very nice here!

Carlos is twelve. He's shy but he's very kind. He's smart, too. My Spanish isn't very good but he speaks great English! His grandma lives in Los Angeles and she speaks English with Carlos.

He has two sisters, Nerea and Lucia. Nerea is eighteen. She has beautiful, black hair and she's very sporty. She isn't at home this week because she's playing in a big tennis competition. Lucia is nine. She's funny but she's very bossy. She wants to play games all the time!

See you soon,
Seb

14 **Circle T = True or F = False.**

1 Seb is in Spain. ☒ T / F 2 Seb is staying in a nice home. ☒ T / F
3 Carlos is smart. ☒ T / F 4 Nerea likes sport. ☒ T / F
5 Carlos has a shy sister. ☒ T / ☒ F

15 **Write Seb's conversation with his mom. Then role-play with a friend.**

Seb's mom Seb

Are you having a good time? I'm having a great time!

1 Are you having a good time? I'm having a great time!

2 What's Carlos like? Carlos is shy but kind.

3 What does he look like? He has short, dark hair.

4 Does he have a brother or sister? He has two sisters.

5 What are they like? They're sporty and funny.

Suggested answers
Students' answers can vary.

16 Skills

Student Book page 16

Objective

To skim and scan for information in a story

Additional language

nice, Spain, Spanish, Los Angeles

Materials

Picture Cards 5–12; 13–22, map of the world, Activity Sheet 1, scissors

Warm-up

- Revise adjectives to describe personality. Mime one for the class to guess. Ask students to volunteer and continue.
- Explain the concept of foreign exchange visits.

Using the page

13 **Read. Is Seb happy?**

- Direct students' attention to the photos. Ask, *Who are they? (They are the Torres Family.) What is his name? (His name is Seb.)*

- Give students time to quickly scan the email. Set a time limit to focus your students' attention. Ask students to scan the email for names of people and places. Have them circle the names in the text while volunteers write them on the board: Spain, Torres, Carlos, Los Angeles, Nerea, Lucia, Seb.
- Go over the pronunciation of the names with the students.
- Play the audio and have students listen to the story as they follow along in their books.
- Check students' understanding of the email by asking questions and pointing to the pictures. Ask, *What does Nerea look like? (She has brown hair.) Where do they live? (They live in Madrid, Spain.) How many sisters does Carlos have? (He has two sisters?) How old is Lucia? (She is nine.) What is Carlos like? (He's shy but very kind.)*
- Play the audio again. Have students speak along to the audio.

14 **Circle T = True or F = False**

- Give students time to read the questions and circle the T for true or F for false.
- Ask and answer questions as a group. When checking answers, ask students to correct the false statements by writing the correct statement below the false one.

15 **Write Seb's conversation with his mom. Then role-play with a friend.**

- Direct students' attention to the questions that Seb's mom is asking him. Tell your students they are pretending to be Seb and then ask some students the various questions. Mime the action of being on the telephone.
- Give students time to write Seb's answers down in the SB. Then have the class go into pairs and practice the conversation, taking on both roles. Circulate, prompt and correct as needed. Then invite some pairs to come forward and role-play the conversation in front of the class.

WB Assign Workbook page 12. For the audio script, see page 160. For the answers, see page 165.

Extension

Activity Sheet 1

Pair students and give each student Activity Sheet 1, which they cut out. Let them play *Concentration* using the strips; if they get a match, they keep the pair of strips, but must make a statement using the word. Alternatively, have pairs categorize the adjectives (physical appearance and personality) select one from each category, then make a statement using both words in a sentence.

ART 1

16 Look and read. Do you like the pictures? Why?

A

This picture is by Auguste Renoir. It is in warm colors. Renoir is an artist from France. He lived from 1841 to 1919.

B

This picture is by Vincent van Gogh. It is in cool colors. Van Gogh is an artist from the Netherlands. He lived from 1853 to 1890.

17 Look and say.

It's Picture A!

1 This picture has a lot of yellow and red.
2 This picture has a lot of green and white.
3 This picture has cool colors.
4 This picture has warm colors.

THINK!

What colors make you feel happy?
What colors make you feel sad?

18 Imagine and answer the questions. Then share with a friend.

1 What time of day is it in Picture A?
2 How do the girls in Picture A feel?
3 How does Picture A make you feel?
4 How does Picture B make you feel?
5 How do you think Van Gogh felt when he painted Picture B?

MINI-PROJECT
Find a painting you like and write about it.

Cross-curricular Art: Warm and cool colors 17

Using the page

16 Look and read. Do you like the pictures? Why?

- Give students time to admire the two paintings on the page.
- Play the audio and have students listen to the story as they follow along in their books.
- Give students plenty of time for individual reflection before you ask them for their ideas. Encourage students to explain their reactions. Ask, *Why do you like Picture A?*

17 Look and say.

Give pairs time to do the activity. Make sure they understand that they have to match the statements to Pictures A and B. When you are checking answers, check comprehension of warm and cool colors, e.g ask, *Are yellow and red cool colors? (No.)*

18 Imagine and answer the questions. Then share with a friend.

- Ask, *What time of the day is it now? Is it morning, evening?*
- Students look at the two pictures again. Give pairs time to do the activity. Explain that there are no correct answers.
- Ask fast finishers, *What are the girls doing? What kind of flowers are they? (They guess.)*
- Ask the class for their ideas.

WB Assign Workbook page 13. For the answers, see page 165.

Student Book page 17

Objective

To integrate other areas of the curriculum into the English class; to develop the cross-curricular topic through a short project

Additional language

colors, feelings, dates, France, the Netherlands

Materials

pictures of or by Renoir and Vincent van Gogh from the Internet, including self-portraits, slips of paper

Warm-up

- Write *Auguste Renoir* and *Vincent van Gogh* on the board and go over the pronunciation of them.
- Show some pictures of paintings by Renoir (such as *The Theatre Box*) and Vincent van Gogh (*The Starry Night*) which can be found on the Internet. Ask the students if they like the pictures. Ask *How does it make you feel? (It makes me feel sad/happy etc.)*
- Ask the students to name the colors they see in the paintings. Explain that red, yellow and orange are warm colors, and that blue, purple and white are cool colors.

Extension

Art appreciation quiz

Post the printouts of Renoir's *The Theatre Box* and Van Gogh's *The Starry Night* on the board. Ask the students to describe them and say how they feel about them. Ask if they can identify the artists.

Mini-project

Find out about the life of the painter of the picture you chose for the mini-project. Then do a short presentation about him/her in front of the class. Tell students to use the new vocabulary words to describe the artist.

Using the page

19 Listen and read.

- Direct students' attention to the story and ask questions about the characters and the scenes: *Who can you see in Picture 1? (Dylan, Finn and Jenny.) What are they doing? (They are drinking.)*
- Play the audio and have students listen to the story and follow along in their books.
- Check students' understanding of the story by asking questions and pointing to the pictures. *Who is the man in Picture 3? (It's Captain Formosa.) What does he look like? (He is old. He is bald. He has a mustache. He has one eye.) What's that? (It's a submarine.) What is he holding? (He is holding flags.)*
- Play the audio again. Encourage students to read aloud to the audio and mime Captain Formosa's actions.

20 How does Dylan know what the message is? Discuss your answers.

Ask students: How does Dylan know what the message is? Have students discuss in groups and then invite one person to write their group's answer on the board. Discuss all the different ideas.

WB Assign Workbook page 14. For the answers, see page 165.

Extension

International Maritime Signal Flags

Hand out Activity Sheet 2 and have the students color the six International Maritime Signal Flags. Tell the students what the meanings are for the flags and give them time to remember. Then put the class in groups and say the meanings, one by one. The groups must decide and raise a flag. This quiz can be played for points. After, give students time to discuss the meanings again and write the meanings on the backs of the flags for their reference.

STORY

19 Listen and read.

20 How does Dylan know what the message is? Discuss your answers.

18 Consolidation

Student Book page 18

Objective

To consolidate target language in the story

Additional language

submarine, penguins, emergency, map, flag

Materials

Activity Sheet 2, scissors, colored pencils

Warm-up

- Review the characters in the story: *Captain Formosa, Finn, Dylan and Jenny.* Ask, *Who is this?*
- Invite students to describe them, say, *What does Dylan look like? What is he like?*

21 Write.

- Who has an emergency? Captain Formosa.
- What does Captain Formosa want? He wants his map.
- Where's Captain Formosa? He's on the submarine.
- What does he look like? What's he like? He's old and kind.
- Is he dancing? No, he isn't.
- Are Finn, Dylan, and Jenny helpful? Yes, they are.

22 Role-play the story.

23 Read and write 1 to 5 (1 = not important, 5 = very important). Then compare with a friend.

VALUES
Help your friends in class.

| How can you help? | You | Your friend |
|---|-----|-------------|
| 1 Listen when your friends speak. | 5 | 4 |
| 2 Be helpful. Share your things. | 3 | 5 |
| 3 Be polite. Let others speak. | 4 | 5 |
| 4 Be friendly. Invite shy friends to work with you. | 4 | 4 |
| 5 Offer: "Can I help you?" | 5 | 3 |

Listen when your friends speak. 5.

Be helpful. Share your things. 4.

Suggested answers
Students' answers can vary.

HOME-SCHOOL LINK
Tell your family how you helped your friends in class today.

Comprehension / Values

Helping your friends in class

19

Student Book page 19

Objectives

- To provide story comprehension
- To role-play a story
- To talk about being a good friend

Materials

Picture Cards 5–12; 13–22, poster paper

Warm-up

- Have the students sit in a circle and spread all the Picture Cards on the floor inside the circle. Model the activity by taking Card 13 and saying, e.g. *They are friends. The girl is tall and the boy is short. The girl is sometimes bossy. She is always talking. Sometimes she is not a good friend. Listen when your friends speak.*
- Give students time to look at the cards and think about what they want to say. Then go around the circle, giving everyone a chance to speak.

Using the page

21 Write.

- Give students time to read the story on SB page 18 once more. Then invite students to read the six questions in the activity.
- Give students time to write answers to the questions then ask the questions one by one. Invite confident students to give their answers.

22 Role-play the story.

- Divide students into groups, making sure there is the same number of students in each group as there are characters in the story. Give each group a set of Story Cards and have students place them in order. Then ask each group to act out the story. Circulate, prompt and correct as needed.
- Have each group come forward to act out the story in front of the class. Have the class vote on the best version of the story.

23 Read and write 1 to 5 (1 = not important, 5 = very important). Then compare with a friend.

- Draw students' attention to the Values section. Ask students to read chorally. Discuss.
- Draw students' attention to the chart for Activity 23. Read the heading *How can you help?* And the five sentences that follow. Have students repeat.
- Explain that you and a friend will discuss and rate these ideas. One means it is important. Five means it is not important. Give pairs time to discuss and fill in the chart.
- Discuss the results among all the students in the class. Come to an agreement about the ratings and invite a student to come to the board and write down the results.

WB Assign Workbook page 15. For the answers, see page 165.

Extension

Me and my friends – Friends Forever

Give each student a piece of poster paper and have them draw picture of themselves with their friends. Have the students label the pictures with the target vocabulary and also their favorite ideas about friendship from Activity 23.

Home-School link: Read the directive with the class: *Tell your family how you helped your friends in class today.* Remind students to do this at home.

24 Create a new character.

HAVE FUN!

1 Circle. My new character is

thin fat ugly
handsome happy
beautiful bald
scary sporty
good-looking short
tall

2 Write. My new character has (thin, long, short, pink, etc.)

long red hair
a fat body long legs
a small head short arms
a scary face green eyes
a big mouth round ears

3 Draw. Then tell a friend.

4 Listen to your friend. Draw his/her new character.

5 Tell the class about your character. What is it like?

helpful bossy clever lazy
sporty shy friendly kind
funny talkative hard-working

My new character is tall and handsome. He has short, dark hair and green eyes. He's shy but helpful.

20 Review

Using the page

24 Create a new character.

- Direct students' attention to SB page 20 and tell students they are going to design and draw their own new character.
- Explain that they must first choose the description by circling the words in Activity 1. Then have students read the words chorally by pointing to the word and having students read along in their books. Give students time to think about their design and circle the words they want.
- Then tell students they must specify the look of body parts by filling the blanks in Activity 2. Give students time to do this. Circulate, prompt, and correct as needed.
- Draw students' attention to the blank space for Activity 3. Give students time to draw and color their new character in the space. Circulate and offer help as needed.
- When students have finished Activity 3, tell them to find a partner. Explain that they will take turns describing their character to their partner, and the partner will draw it in the space for Activity 4. Explain that they must talk only, and not show their drawings to their partner. The partner must then try to draw the character. You can also invite pairs of students to come forward so the class can compare how similar the drawings of the characters are.
- When this is completed, invite students to come forward to show and talk about their new character using the adjectives of character (*helpful, bossy, clever, etc.*).

WB Assign Workbook page 16. For the answers, see page 165.

Student Book page 20

Objectives

- To review unit language with a game
- To find the unit's quest item

Materials

colored pencils, popular comic books, Picture Cards 13–22, sheets of paper

Warm-up

- Show some popular comic books to the class. Have students take turns pointing to a character in the book and describing them using target language.
- Invite students to name some other characters seen on television or movies and then ask students to describe them.
- Using the words in Activity 1 on SB page 20, play a game of charades by saying the word and having students mime the description/adjective.
- Review adjectives of character by showing the picture side and having students talk about a person they know using the target word. Encourage students to use more than one target word in a sentence.

Extension

A new story

Have students get into groups of three or four and think of a story with their new characters. Give each group a sheet of paper. Give students time to draw the story in comic style, similar to the story on SB page 18. Circulate, prompt, and correct as needed. Invite groups to come forward to read their story, then post all the stories on the class bulletin board.

PROGRESS CHECK 1

25 Listen and check (✓), or write.

1 a b 2 a b

3 a b 4 a b

5 What does her sister look like?
She has long hair and brown eyes.

6 What does their new teacher look like?
He is tall and bald.

26 Write. Then match.

clever are cute friendly look do

1 Is your sister cute? a They like tennis and math.
2 What do rabbits b Yes, she's beautiful.
look like? c He likes playing with me.
3 My dog is friendly! d They have long ears and round tails.
4 My friends are sporty and clever.

ICAN I can answer questions about what people look like.
I can talk about the personalities of my friends and family.

TEACHER

Now go to Ice Island.

Review & Assessment 21

Using the page

25 Listen and check (✓), or write.

- Have students look at the pictures. Ask students to think about what these people look like, and what they may be like. Ask about the other pictures they can see.
- Have students listen to the audio and check the box next to the item they hear or, for numbers 5 and 6, they will fill in the blanks.

1. They have spiky hair and mustaches!
2. She has light hair and glasses.
3. My dog is smart but lazy.
4. My friends are talkative and I like them because they're kind and they aren't bossy.
5. Her sister has long hair and brown eyes. She's very beautiful.
6. Our new teacher is tall and bald.

- Play the audio again for students to check their answers.
- Students speak along to the audio. Pair students. Have them ask and answer about the pictures they didn't check.

26 Write. Then match.

- Read the words in the answer box chorally. Then give students time to fill in the blanks. When they are done, give students time to match the two sentences.
- Correct the activity together by having students pass their book to a partner and going over the answers together.

WB Assign Workbook page 17. For the audio script, see page 160. For the answers, see page 165.

Student Book page 21

Objectives

- To complete a progress check
- To provide an opportunity for self-assessment

Materials

Picture Cards 5–12; 13–22

Warm-up

- Divide the class into two teams. Place the Picture Cards (Physical appearance) picture-side up and the Picture Cards (Adjectives of personality) word-side up on the board. The teams must think of a sentence about a fictional person that includes a word from each set of cards, e.g. *(Name) has long dark hair and is always helpful*. Give the students time to make up a sentence. Invite a student from each team to come up and say their sentence to the class, until all students have taken a turn. Give two points for each correct sentence.

Extension

Spelling bee

Divide the students into two teams. Choose a picture card and show the picture. Ask the first person from a team to spell the word and use it in a sentence. If they make a mistake the first person on the other team gets a chance. The winner gets a point for their team. The next question is first offered to the second team, and so on, until all the cards have been used (or students have had a turn).

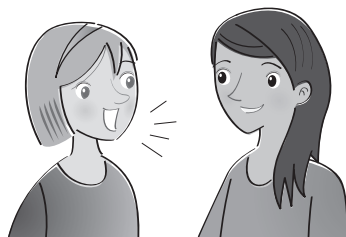
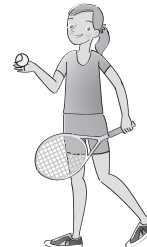
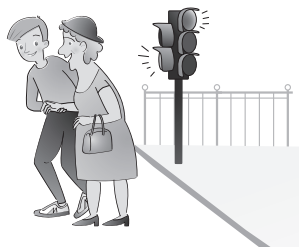
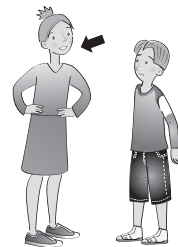
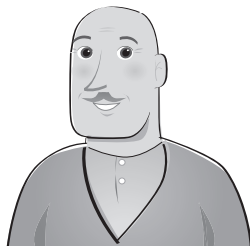
Unit wrap-up

I Can: Read the two statements with students and invite students to check the boxes. Say, *Good job!* Then walk around the class and initial the page.

Tests: You may wish to give Unit 1 Test (see page 198) at this time.



Students can now go online to Ice Island.



| | | |
|---|-------------|--|
| A (yellow) | (dark blue) | D (white) |
| B (red) (yellow) | | E (white) (red) (dark blue) |
| C (yellow) | (black) | F (yellow) |
| (black) | (yellow) | (blue) |
| A I want to communicate with you. | | D I need help. |
| B Man overboard. | | E I need medical help. |
| C Stop your boat now! | | F Stay clear! I am driving with difficulty. |



