

Unit 2

What do you look like?

Function: *Talk about personal description*

Level: *Basic*

Grammar: *Verb to have (present tense) and adjective order.*

Vocabulary: *Words related to appearance*

Pronunciation: *sounds of /ei/ and /æ/*

Text genre: *E-mail (hypertext)*





Objective: *Enable students to describe themselves and others.*

What do you look like?

Who are they???

- ✓ What are your favorite characters?
- ✓ Can you describe them to the class?
- ✓ Read the information below and write the name in the blanks.



				
Rapunzel	Ben 10	Snow White	Sponge Bob	Shrek

- a) _____ is a large, green, physically intimidating ogre, with a Scottish accent. His background is something of a mystery. Though surly and misanthropic, he's peaceful and doesn't care to hurt anyone, but just wants to live his life in solitude and be left alone.
- b) _____ is characterized by her extremely long, golden hair. She has 70 feet of magical golden hair infused with power from the sun which enables her to heal others and reverse the aging process. _____'s hair is complemented by her luminous green eyes and cute freckled nose. She has thin brown eyebrows and naturally pink lips.
- c) _____ is a sea sponge, but he resembles a kitchen sponge. He has large blue eyes, many holes appearing all around his body and a mouth with prominent front buck teeth. He typically wears a white shirt with a red tie and brown square trousers, hence his family name "SquarePants".
- d) _____ has short brown hair, green eyes, pale skin, and he's quite skinny for his age, though he shows a lot of muscle definition due to being athletic. In the original series, his usual clothes consisted of a black-striped, white T-shirt with short sleeves, deep green cargo pants, and black and white sneakers.
- e) _____ has short, black, wavy hair and light brown eyes. She has cherry red lips and fair skin. _____ wears a dress that is blue, yellow, and red with a high white collar and puffy sleeves. She wears a red bow in her hair.

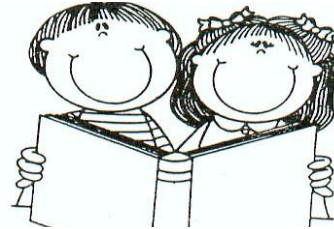
- ✓ What other words or expressions helped you to identify the characters? Circle them.

I have wavy hair and brown eyes. My little cat has blue eyes. How about you? Can you describe yourself and your best friends?



Let's talk !!!

Work in pairs.
Describe one of the celebrities.
Your classmate must guess the person!



She has short straight hair and blue eyes.



Listen !!!



✓ Have you heard of **Sesame Street**?

It is an American television series created by Joan Cooney and Lloyd Morrisett. The program is known for its combination of Muppets's (puppet character), animation, short films, humor, and cultural references. The program was conceived in 1966.

Listen to part of a famous song of Sesame Street. The song, which has made many people smile, was inspired by one father's love for his daughter. Joey Mazzarino, the head writer at "Sesame Street," who is also a puppeteer, adopted a little girl and wrote this song for her.



Based on what you just listened, answer these questions:

- What does the little girl sing?
"I really love my _____".

- In the song, she says she loves what she got on top. Choose the best answer about her physical description.
 - a) She has straight blond hair and brown eyes.
 - b) She has curly and brown hair.
 - c) She has wavy brown hair.

- According to her description, circle the puppet who sings the song:



- Now write a short description of them:
 - 1) _____
 - 2) _____
 - 3) _____



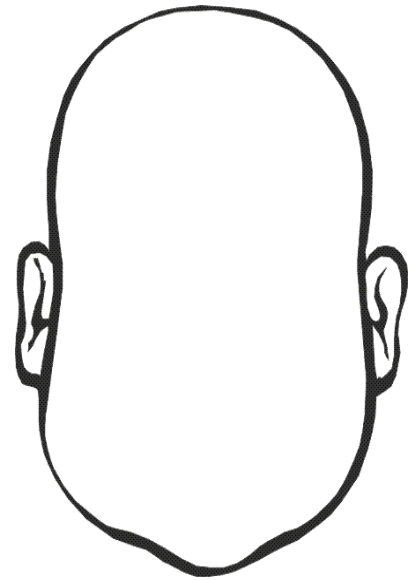
Do you love
your hair?
Let's sing
along!!!



I love my hair

Don't need a trip to the beauty shop,
'cause I love what I got on top.
It's curly and it's brown and it's right up there!
You know what I love? That's right, my hair!
I really love my hair.
I love my hair. I love my hair.
There's nothing else that can compare with my
hair.
I love my hair, so I must declare:
I really, really, really love my hair.
Wear a clippy or in a bow
Or let it sit in an afro
My hair looks good in a cornrow
It does so many things you know, that's why I
let it grow
I love my hair, I love my hair
I love it and I have to share
I love my hair, I love my hair!
I want to make the world aware I love my hair.
I wear it up. I wear down. I wear it twisted all
around.
I wear braids and pigtails too.
I love all the things my hair can do.
In barrettes or flying free, ever perfect
tresses you'll see
My hair is part of me, an awesome part of me
I really love my hair!

Draw yourself in your style!



Project time!!!

- ✓ Glue a picture of your family and describe yourself, your parents, brothers and sisters.



Grammar / vocabulary focus

✓ Read the sentence below. Circle the verbs and underline the adjectives. Jerry says

“I have black eyes. Tom has green eyes.”

✓ Do you notice any difference between the verb forms? Write it down.

✓ How about the adjectives? Where are they in the sentence?

✓ Based on your conclusion, try to complete the boxes on how we use verb to have and the adjectives:

Pronoun	have/has	_____	noun

✓ Complete the chart based on what you have learned:

Colors						
Hairstyle						

Pronunciation: / ei / and / æ / .

1) Practice saying these sentences:

/ ei / Your classmate must guess the person.

/ æ / I have black eyes.

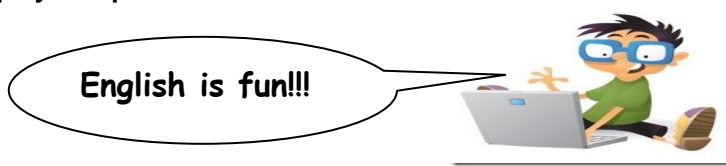
2) Complete the chart with these words: , wavy, hair, animation, adjectives, favorite, family, famous, character.

/ ei /				
/ æ /				

Secret Santa !!!

- To play **Secret Santa** is a fun and easy way for a group of friends and family members to exchange gifts. It is also known as Kris Kringle and is probably the most popular gift exchange game in the world.
 - a) Write the names of all the participants on small pieces of paper fold them into half and place them into a box. Make sure to mix them up properly.
 - b) Ask each person to then choose one name from the box, but not to tell anyone who name they picked.
 - c) In this manner let the hat make the round of the room till all names and all participants are exhausted.
 - d) The person who picked the name is now responsible for buying a gift for the person whose name they selected.
 - e) Put a limit to the amount of money that each person spends in buying the gift.
 - f) The purpose is not let anybody know whose name they picked. This is the main objective of the game.
- ✓ On the day the class decides to exchange the gifts students say a description of their Secret Santa in front of everybody and let others guess who the person is!!!

Let's play and practice!



Do you like computer games? So check the link below and have some fun!!! There you'll find lots of games related to descriptions. <http://learnenglishkids.britishcouncil.org/en/category/topics/human-body>

Self assessment



In this lesson I learned...

Recognize words and expressions related to physical description.	YES	I NEED MORE PRACTICE	NO
Describe myself and other people.	YES	I NEED MORE PRACTICE	NO
Pronounce the sounds /ei / and /æ/.	YES	I NEED MORE PRACTICE	NO
Recognize individual characteristics and realize people are beautiful now matter what they look like.	YES	I NEED MORE PRACTICE	NO

Unit 2 – What do you look like?

Lesson plan:

This lesson is designed to basic level (fifth grade) students and it can be developed in two hours (one hour each class). Due to Secret Santa activity this lesson can be used during Christmas time. It deals with personal description. The grammatical and lexical focus is on adjective order, the verb to have and specific vocabulary related to physical description. The pronunciation focus looks at the sounds of / ei / and /æ/ which occurs in some words and sentences through the lesson.

Part I (warm up)

Write the title of the lesson “What do you look like? “. Since it is a basic class, the teacher may use herself/himself as an example and start to introduce the some adjectives. Ask students to say as many words and expressions that come to their mind that relates to physical appearance. Instructions must be given in English as much as possible, but some words in Portuguese are allowed this time. Use some students` physical aspects to remind them of new vocabulary already introduced and practice. Ask questions “Are you short or tall?” “Do you have straight or wavy hair?” Write some words in English on the board. Repeat and check all the things written. Encourage SS to describe themselves first, and then describe a classmate.

Part II (speaking and discussing)

Give SS opportunity to read the questions. Help them to say the characters` names in English. Choose some students to go in front of the class and describe their favorite character. Others may guess who the person is. At this moment help students with vocabulary and encourage them to say sentences.

Part III (reading)

Focus on the characters and give SS some time to predict what kind of information they may find about the pictures. Explain that is not necessary to understand all the words. They may find some other clues to complete the task. SS read and complete the chart. Ask about some strategies they used to understand the texts. You may highlight some clothes descriptions.

Check answers:

- a) *Shrek*
- b) *Rapunzel*
- c) *Sponge Bob*
- d) *Ben 10*
- e) *Snow White*

Part IV (speaking)

After oral practice about themselves, it is time to work in pairs. Draw their attention to the picture of two kids reading a book and the girl`s speech balloon. Remind them to use the verb HAS when doing the activity. Advise SS that even if they do not know the celebrities` names they can point the person on the book. They may use as many characteristics as possible.

Part V (listening)

Talk about Sesame Street and its puppets. SS may find some information in the short text (where, when it was created by whom). Tell them the same TV program was known in Brazil as Vila Sésamo and probably their parents or grandparents watched it. Highlight the educational purpose of the series. Play the song “I love my hair” until 00.38 and let them complete the exercises. Repeat if necessary.

Check answers:

- *I love my hair.*
- *b) She has curly and brown hair.*

Possible answers:

- *She has short curly hair and black eyes.*
- *She has straight blond hair and blue eyes.*
- *She has short pink hair and blue eyes.*

This stage gives an opportunity to discuss physical differences. Explain to the class that Joey Mazzarino adopted a little girl from Ethiopia named Segi. Through the video he aimed to teach young, black girls that their hair is beautiful just the way it is. He wanted the little girls to feel positive about themselves. The video has been visited by a quarter of a million people on YouTube (2010). It is also worth mentioning that the 1960s "Black is beautiful" movement brought the Afro into fashion, but it was never able to completely drown out the historical and perhaps subliminal message for young black girls that their hairdo was a don't. Draw SS attention to their values and to understand that they must respect people no matter what they look like. Play the video and sing along.

Part VI (project time/writing)

Ask SS to bring to class a picture of their family in advance. Ask them to describe people adding their names, their ages and as much information as possible. This project can be done as homework. The final work can be exposed at school, so that classmates will be aware of the others' family.

Part VII (grammar focus/vocabulary)

Focus on the sentences and let SS realize the differences between HAVE and HAS. They must also be aware of adjective order. Use some other examples with vocabulary SS are familiar with to highlight the adjective position. Give time to complete the task.

Check answers:

Colors	<i>brown</i>	<i>black</i>	<i>red</i>	<i>blond</i>	<i>Blue</i>	<i>green</i>
Hairstyle	<i>curly</i>	<i>wavy</i>	<i>straight</i>	<i>short</i>	<i>Long</i>	

Part VII (pronunciation)

Introduce / ei / and / æ / sound and let them practice. Draw their attention to same spelling and different sounds. Ask SS to say other words that have the same sound. Write their suggestions on the board dividing them in two columns. Let students pronounce sentences first. Focus on the exercise.

Check answers:

/ ei /	<i>wavy</i>	<i>animation</i>	<i>favorite</i>	<i>famous</i>
/ æ /	<i>hair</i>	<i>adjectives</i>	<i>family</i>	<i>character</i>

Part VII (writing)

Discuss the importance of e-mails in SS lives. Talk about the advantages and how people usually use it. Most of them may be acquainted with this genre. Practice new words such as subject, attachment, etc. If there are available computers at school, ask them to save pictures to a pen drive to create their new faces. They send their puzzled picture to a classmate including some tips about themselves. Encourage them to write extra clues (nickname, age, likes and dislikes). The person must guess who the person is and send an answer to the question "Who am I?"

Part VIII (complementary activity)

If there is time organize the game Secret Santa with the students. They may already know how it works. Their challenge will be to describe their Secret Santa in English when they exchange gifts.

Evaluation / Further suggestions

1) Use the words below to complete the characters` description and match.

Colors	brown	black	red	blond	Blue	green
Hairstyle	curly	wavy	straight	short	Long	

- a) She has gorgeous long, _____, _____ hair, thick black eyebrows, and exotic dark eyes. Her lips are a dark red or mauve and complement her traditional Chinese dress.
- b) She is the only Princess with beautiful, _____ hair. She has large, inquisitive blue eyes and red lips. As a mermaid she has shimmering blue-green scales and a purple seashell top. In her human form she wears a lovely pink and white gown that is low on the shoulders.
- c) Her features reflect her African heritage. She has _____ hair , big _____ eyes, and full, dark red lips. She often wears purple or brown eye shadow and a beautiful leaf-green dress with a matching tiara.

d)



Ariel



Tiana



Mulan

2) Complete the dialogue with suitable questions:

What's the color of your eyes?	What's your hairstyle?
What do you like most about you?	What does your mother look like?

A: _____

B: It's long and wavy.

A: _____

B: Blue.

A: _____

B: My eyes.

A: _____

B: She has black hair and brown eyes.

3) Listen to a question and answer. Write as much as you can.

Student: _____

4) Listen again and circle who the second girl is:



Teacher's guide – Complementary suggestions

Part I

There are three descriptions that students may read and complete with vocabulary given in the chart. They may not use all the words and maybe repeat some others. Remind them to look for tips in the texts that allow them to discover who the character is.

Check answers:

- a) She has gorgeous long, **STRAIGHT, BLACK** hair, thick black eyebrows, and exotic dark eyes. Her lips are a dark red or mauve and complement her traditional Chinese dress.
- b) She is the only Princess with beautiful, **LONG, RED** hair. She has large, inquisitive blue eyes and red lips. As a mermaid she has shimmering blue-green scales and a purple seashell top. In her human form she wears a lovely pink and white gown that is low on the shoulders.
- c) Her features reflect her African heritage. She has **CURLY, BLACK** hair, big **BROWN** eyes, and full, dark red lips. She often wears purple or brown eye shadow and a beautiful leaf-green dress with a matching tiara.

Part II

Do not show students the video. It is part of the cartoon Beetle Juice. Tell students they will hear a question and must answer considering their own characteristics. Play from 1.29 and stop at 1.33. Repeat if necessary.

The question is: *Do you have blue eyes, blond hair and perfect teeth?*

Possible answers: It is expected the students to write yes or no and complement with their physical description.

Part III

Play the video again from 1.29 to 2.09. Based on the girl's answer students may circle the FIRST character.

Transcripts: B: Blond girl

L: Lydia

B: Do you have blue eyes, blond hair and perfect teeth?

L: No.

B: You don't? Oh, dear! Then you need our ugly make over.

L: Ugly?

B: Put in those blue contact lenses, flop up that cute little blond wig and use pearly white on those ugly yellow teeth. Paint your teeth white then paint the town red.

L: So my hair isn't blond and my eyes...well, I like my eyes. And my teeth certainly aren't... green? Beetle Juice!!

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