

Planner

Objectives

- describe yourself and others
- use quantifiers to enhance description
- extend sentences using simple connectives

Resources

Students' Book, pages 30–31
 CD 1, tracks 32–33
 Foundation Workbook, page 19
 Higher Workbook, page 19
 Foundation Workbook audio, tracks 23–24
 Higher Workbook audio, tracks 24–25
 Interactive OxBow, Unit 1A
 Copymasters X
 Assessment X

Key language

el pelo; largo; corto; liso; rizado; ondulado; de punta; los ojos; bigote; barba; pecas; llevo gafas; alto/a; bajo/a; delgado/a; gordo/a; de talla mediana ordenado/a; desordenado/a; simpático/a; antipático/a; paciente; impaciente; estudioso/a; perezoso/a; testarudo/a; extrovertido/a; tímido/a; inteligente; bobo/a; maduro/a; inmaduro/a

Grammar

- use quantifiers to enhance description

Renewed Framework references

1.1, 1.5, 2.1, 2.4, 4.3, 4.4, 5.1, 5.4, 5.8

PLTS

Activity 4: Reflective learners
 Grammar: Reflective learners
 Challenge: Creative thinkers; Reflective learners

Starters

- Display some adjectives from the spread in the masculine form. Give students a time limit (of your choosing) to write down the feminine and plural forms of the adjectives listed. Check answers as a class.
- Play a 'description' game as a class. Ask students to think of a famous person. Explain that they are going to pretend to be this person and will describe themselves (as the famous person). They write the description out on paper first. A volunteer reads out his/her description. The class tries to guess who he/she is pretending to be.
- Call out a personality trait, e.g. *inteligente* and ask students to give you the opposite trait, e.g. *bobo/a*. The first student to answer correctly gets to call out the next trait, and so on.

Plenaries

- Challenge students to write five sentences using quantifiers to make them more sophisticated. Compare the sentences which include quantifiers with sentences without these to illustrate the difference they can make.
- Challenge students to come up with the most unusual description (physical and personality).

Homework/Self-study

Activity 2: Students write a sentence describing their own hair. More able students can also describe other people's hair. Provide less able students with a model sentence to adapt.

Challenge: Students go on to describe a nightmare teacher. They should be as creative as possible.

AT 1.2 1 Escucha y elige.

Students listen to the customers and note down which of the wigs they have bought.



CD 1, track 32

página 30, actividad 1

- a Tengo el pelo pelirrojo, largo y rizado.
- b Tengo el pelo castaño, largo y liso.
- c Tengo el pelo negro de punta.
- d Tengo el pelo rubio, corto y liso.
- e Tengo el pelo castaño, corto y ondulado.
- f La peluca me ha costado 55€.
- g Tengo el pelo pelirrojo, largo y ondulado.
- h Tengo el pelo negro, corto y rizado.

Answers:

a 4; b 5; c 8; d 2; e 6; f 1; g 3; h 7

AT 3.2 2 ¿Qué significa...?

Students draw upon what they have heard in Activity 1 to work out the English meaning of the words in the vocabulary box.

Answers:

rubio – blond; **pelirrojo** – red-headed; **castaño** – brunette; **largo** – long; **corto** – short; **liso** – straight; **rizado** – curly; **ondulado** – wavy; **de punta** – spiky

AT 3.2 3 ¿Verdad o mentira?

Students look at the illustration and answer 'true' or 'false' to each of the statements.

Answers:

1 Mentira: Tengo los ojos verdes. **2** Verdad; **3** Mentira: Tengo los ojos azules. **4** Mentira: Tengo los ojos grises. **5** Verdad; **6** Mentira: Tengo los ojos rojos.

AT 3.2 4 ¿Cómo eres? ¡Describete!

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Students use the vocabulary they have learnt on the page to write a description of themselves.

AT 3.2 5 ¿Qué dicen las chicas?

Students look at what the boys say. They then note down what the girls would say.

Answers:

1 Soy alta. **2** Soy baja. **3** Soy gorda. **4** Soy delgada. **5** No soy ni alta ni baja, ni gorda ni delgada: soy de talla mediana.

PLTS Gramática

Explain to students that quantifiers are words such as 'very', 'too', 'quite', 'a little', 'extremely', etc. Encourage them to think about the difference these could make in an English sentence. Explain that it is by using words such as these that they will get higher marks in Spanish.

AT 3.2 6 Empareja los contrarios. ¿Qué significan?

Students find the eight pairs of opposite personality adjectives and then note down what they mean. They can use a dictionary to help them.

Answers:

ordenado/a – tidy	desordenado/a – untidy
simpático/a – friendly	antipático/a – unfriendly
paciente – patient	impaciente – impatient
estudioso/a – studious	perezoso/a – lazy
extrovertido/a – outgoing	tímido/a – shy
inteligente – intelligent	bobo/a – silly
flexible – easy-going	testarudo/a – stubborn
maduro/a – mature	inmaduro/a – immature

AT 1.3 7 Escucha. ¿Es el chico a o el chico b?

Students listen and note down who is being described. They also make a list of all of the adjectives they hear.



CD 1, track 33

página 31, actividad 7

¿Pepe? ¿Cómo es Pepe? Bueno, ummm... la verdad es que es bastante inteligente pero no es ni estudioso ni responsable y eso puede ser un problema. En mi opinión, pienso que Pepe es un poco inmaduro para su edad: siempre discute con sus padres y es demasiado testarudo. Deberías ver su dormitorio... ¡buff! Es super desordenado. ¡Ah! Y es muy, ¡pero que muy perezoso!

Answer:

Person being described: Pepe; He is quite intelligent (inteligente), but isn't studious (estudioso) or responsible (responsable); a little bit immature (inmaduro); too stubborn (testarudo); untidy (desordenado); lazy (perezoso)

AT 2.3 8 Describe al otro chico.

Students describe the boy from the other photo.

AT 4.2-3

Challenge

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Students use what they have learnt in the spread to prepare a written description of one of their teachers. In small groups, they take it in turns to read their description out loud and work out who others have described. Remind students to try to use one or more of the connectives listed.