Unit 1 "What does he look like?"

教学目标

层次	板块	目标
Core（核心）	Vocabulary Builder	• 掌握与外貌描述相关的词汇。
	Show Time	• 听懂视频中与人物描述相关的对话； • 学会如何描述自己及他人的主要特征。
	Reading	• 理解故事内容，掌握有关人物描写的表达； • 学会如何叙述简短的故事； • 明白不要以貌取人的道理。
Bonus（星奖）	Chat Time	• 了解如何谈论外貌改变。
	Writing	• 学会如何描写他人的外貌及性格特征。
Super Bonus（超星奖）	Grammar	• 掌握嵌入式问句的用法。
	My Story	• 学会介绍自己的年龄、外貌、住址等基本情况。

教学过程建议

WARM-UP

Teaching Steps

● Lead into the exercise by choosing one student from the class to come to the front. Ask other students to describe his / her appearance, e.g. hair, eyes, height, build.

● Ask students to look at the picture. Give students several minutes to complete the diary with words from the boxes.

● Allow students to check their answers with a partner before conducting class feedback.

Answers

(1) blonde	(2) muscular	(3) dark	(4) overweight

▦ VOCABULARY BUILDER

Teaching Steps

Exercises A & B

- Have students listen and repeat the words. For the definitions, start with the words related to hair, *blonde*, *curly*, *bald* and *straight*. Look around the class and describe a student's hair.

- Ask students to describe other students' hair. You may need to teach a few more adjectives, such as *dark* or *wavy*. Another option is to get some photos of celebrities, either from magazines or the Internet. Have students describe the celebrities' hair.

- Teach the words that describe body types, *slim*, *overweight* and *muscular*. Repeat the process of describing yourself, other students or famous people by using these adjectives.

- For the word *familiar*, write the word on the blackboard and break it into syllables. For longer or more difficult words, breaking them down into syllables is always a good idea. Spend a little more time to make sure students get the pronunciation of this word right.

- Have students complete Exercise B and switch books. Go through the answers, calling on different students each time. Correct any mistakes.

Exercise C

- Tell students that they will hear a conversation between a man and a woman. The woman is looking for someone, and she is describing that person to the man.

- Have students listen to the conversation and complete the sentences. Correct any mistakes.

- Put students into pairs and have them act out the conversation.

- Choose some good role-plays and have students act them out in front of the class.

Exercise D

- Focus students' attention on the picture. Ask students: What is happening here? Challenge students to see who can be the first to correctly label the picture. Check answers around the class.

- Organize students into pairs. Tell them that they are going to use these words to describe the picture, and encourage them to use sentences whenever possible. Circulate as

students complete this task, prompting them and offering support when it is necessary.

● Conduct class feedback. Nominate a confident pair of students to talk about the picture.

Answers

Exercise B

1. straight	2. overweight	3. curly	4. bald	5. familiar
6. slim	7. blonde	8. muscular		

Exercise C

(1) look	(2) bald	(3) Room 304	(4) 1 p.m.	(5) back

Exercise D

(1) ponytail	(2) curly	(3) slim	(4) bald	(5) overweight
(6) blond	(7) straight	(8) dark		

Script

Exercise C

Woman:	Excuse me, can you please tell me where Mr. Lin is?
Man:	Mr. Lin? Is he a teacher here?
Woman:	Yes, he is.
Man:	What does he look like?
Woman:	He is short, around thirty years old and bald.
Man:	Oh, yes. I know who you are talking about. You will find him in Room 304.
Woman:	Room 304. Thanks, I'll go there now.
Man:	Wait. He won't be there now. He doesn't have class until 1 p.m.
Woman:	OK, I'll come back later.

🖥 SHOW TIME

Teaching Steps

Exercise A

- Tell students to look at the pictures and ask some basic comprehension questions, such as: Who are these people? Where are they? What are they doing?
- Ask students to guess what happened in this video and to match the pictures to the sentences according to their understanding.
- Have students watch the video in its entirety. Ask them to check answers with a partner.

Exercises B, C & D

- For Exercise B, ask students to write the words that describe each customer.
- Play the video again. Ask students to complete the conversation in Exercise C. Have a group of students read the conversation with one student playing the role of Mateo, and the other as Mr. Patel. For an extension activity, you can also have students rewrite the conversation. Students can also role-play, using the expressions taught in this unit.
- For Exercise D, start by asking students if they can identify each person in the video. Change the pronoun in each option to "who", asking students: Who finds the wallet? Who returns the wallet?
- Check the answers to Exercises B, C, and D. Students can exchange books and listen as you go through the answers.

Answers

Exercise A

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

Exercise B

	First Customer	Second Customer
1. 30s or 40s?	30s	40s
2. Blond hair or bald?	bald	blond hair
3. Blue shirt or red shirt?	red shirt	blue shirt
4. Khaki pants or brown pants?	khaki pants	brown pants

Exercise C

(1) customer   (2) like   (3) wife   (4) curly   (5) section

(6) blond

Exercise D

1. b, d   2. a, c   3. e

Script

Mr. Patel:	Good morning, Mateo.
Mateo:	Good morning.
Mr. Patel:	How is everything?
Mateo:	Good.
Mr. Patel:	Can you do me a favor?
Mateo:	Sure. What is it?
Mr. Patel:	I need to go out for a few minutes. Can you look over the store while I'm out?
Mateo:	Sure. No problem.
Mr. Patel:	Thank you. I'll be back soon.
Customer 1:	Excuse me. I'm looking for a gift for my wife. Can you direct me to the women's section?
Mateo:	Yes, that would be right over there.
Customer 1:	Thanks.

Mateo:	Can I help you find something?
Customer 2:	Yes, I'm looking for a shirt. Not for me—for my son.
Mateo:	How old is your son?
Customer 2:	He's 12.
Mateo:	That would be in the boys' section. That's right over there.
Customer 2:	OK, thanks.
Mr. Patel:	Hey Mateo, I'm back. Was everything OK?
Mateo:	I think so. But look what I found.
Mr. Patel:	A wallet? Does it have a driver's license?
Mateo:	No, but it has a credit card. It says Timothy Roberts.
Mr. Patel:	Who was this person? Can you tell me what he looks like?
Mateo:	Well, there were two customers, and I'm not sure which one left the wallet.
Mr. Patel:	OK. Can you describe the first customer? How old was he?
Mateo:	Thirties.
Mr. Patel:	And what did he look like?
Mateo:	Bald, red shirt, khaki pants. And he needed something for his wife, so I directed him to the women's section.
Mr. Patel:	Very good. Now tell me about the second customer.
Mateo:	Forties, blond curly hair, blue shirt, brown pants.
Mr. Patel:	Where did he go?
Mateo:	He needed something for his son, so he went to the boys' section.
Mr. Patel:	Very good. I'll see if I can find this Timothy Roberts.
Mateo:	Forties, blond curly hair, blue shirt, brown pants.
Mr. Patel:	Excuse me, are you Timothy Roberts?
Customer 2:	Yes, I am. How did you know?
Mr. Patel:	I might have something of yours. Are you missing anything?
Customer 2:	I don't think so. Wait a minute... Where's my wallet?
Mr. Patel:	Does this look familiar?
Customer 2:	Yes, that's it. Thank you very much!
Mr. Patel:	You're very welcome, sir. I'm glad I could help.

📖 READING

Teaching Steps

Exercise A

● Focus students' attention on the picture and the heading of the story. Ask them to describe the man and the woman, e.g. appearance and clothing. Get students to predict what kind of story this is going to be.

● Pre-teach students the vocabulary in WORDS & EXPRESSIONS. Model the correct pronunciation. Give students several minutes to read the story.

● When students have read the story, read the true or false statements aloud to them. Before conducting class feedback, allow students to discuss their ideas with a partner.

Exercise B

● Ask students to read the story a second time and to answer the questions.

● Check answers around the class.

● Encourage students to give reasons for the answer they chose for Question 4. Ask students: Do you feel sympathy for the characters in this story? Why (not)? Do you know any similar stories or have you ever experienced anything like this in real life?

Exercise C

● Read the words in the left column aloud, modeling the correct pronunciation and asking students to repeat.

● Get students to match the words to the definitions. Fast finishers can try to write sentences using these words.

● Check answers around the class.

Exercise D

● Read the words and expressions in the boxes, modeling the correct pronunciation and asking students to repeat.

● Ask students to complete the sentences with the correct words or expressions.

● Check answers around the class.

Exercise E

- Read the question in the rubric aloud to students and get them to read the ideas of Paul and Elsa.
- Organize students into small groups to share their ideas. Circulate, prompting them and offering support where necessary. Get students to write down their ideas.
- Bring the class together again to discuss the answers.

Answers

Exercise A

1. T	2. F	3. T	4. T	5. F

Exercise B

1. b	2. c	3. c	4. c

Exercise C

1. f	2. c	3. d	4. b	5. e
6. a				

Exercise D

1. turned to	2. at the end of	3. recognize	4. pointed
5. looked up	6. took his place		

Exercise E

Sample:

I think that they didn't tell each other the truth, as they were both attracted by each other, and they wanted to seem interesting to the other person.

BEYOND THE TEXT

Teaching Steps

Exercise A

- Read the rubric and EXAMPLE aloud to students.
- Organize students into pairs to share their ideas and ask them to write a sentence or two stating what they think might happen if the two characters meet again.

Extra Activity!

- Get students to make a role-play based on what they think might happen if the two characters meet again.
- Nominate a few pairs to perform their role-plays to the rest of the class.

Exercise B

- Focus students' attention on the two pictures. Nominate a couple of students to describe what they see. Ask students: What's your first impression of each picture? Elicit as much vocabulary as possible and write any new words on the blackboard.
- Read the questions in the rubric aloud to students. Give them several minutes to discuss their answers in small groups. Conduct class feedback.

Answers

Exercise A

Sample:

I think that the young man would make a joke out of the lies they had both told in their previous meeting. The girl would be annoyed.

I think the young man would go to eat in the restaurant, so that he could have the chance to see the girl again. But the relationship wouldn't become anything more serious, as their social classes are just too different.

Exercise B

Sample:

In the first picture, the young girl looks very sweet and innocent. She is wearing a pretty white dress, and it looks like she comes from a good family. In contrast, the man is dirty and untidy. He doesn't seem trustworthy. In the second picture, however, we see that the young girl is holding an ax behind her back, while the man is holding a bouquet of flowers. From these pictures, we can learn that you shouldn't judge people only by their appearance.

I remember one time I was on holiday and I got lost. There was only one other person on the street and I didn't want to ask him because I felt he looked untrustworthy. His clothes were shabby and he was very thin, so I thought he might rob me. After a few minutes, he came and asked me if I was lost. He gave me directions, and he was so kind that I felt bad about misjudging him.

核心 教学笔记

💬 CHAT TIME

Teaching Steps

Exercises A & B

● Explain to students that they will hear a conversation in which two women discuss beauty. Introduce the key words in this conversation.

● Tell students to listen carefully and to write down what they hear in the blanks in Exercise A. If necessary, pause the audio so that students have time to write.

● For Exercise B, have students practice talking about things they do to be good-looking, monitoring them while they do so.

● Have students read through LANGUAGE NOTE, teaching the word *selfie*. This is a new word, which has now entered *The Oxford English Dictionary*. Ask students to think of any other new words that they have heard or used.

● For an extension activity, you can ask students to come up with their own new words. Get students to read them out and then have the class vote on which new word they like best.

Exercise C

● Organize students into pairs and allocate roles. Read the role-play clues to students and give them several minutes to study the clues.

● Focus students' attention on Useful language. Read the expressions aloud and get students to repeat.

● Get students to work in pairs to practice their role-plays. Circulate as students do this, offering support where necessary.

● Nominate a confident pair of students to perform their role-play to the rest of the class.

Answers

Exercise A

(1) Thanks! I just went to the beauty salon

(2) I know the place. What did you do there

(3) It wasn't cheap, but it was totally worth it

Exercise B

Open-ended.

Exercise C

Sample:

A: Hey, you look amazing! What's your secret?

B: Thanks! I've been trying to eat healthier food and exercise regularly.

A: Well, it really pays off! I think I need to do something similar. I've not been feeling so good recently. I've got no energy, and I think I'm putting on weight too.

B: Why don't you come to the gym with me? I'm going there tomorrow afternoon.

A: Yeah, why not? I might come along. Hey, do you mind if I take a selfie with you? It might motivate some of my other friends to come to the gym too, if they see how good you look!

B: Sure! See you later!

Script

Exercise A

Mandy: Hello, Jessica. Long time no see.

Jessica: Hi, Mandy. Wow, you look great! Have you changed something about yourself?

Mandy: Thanks! I just went to the beauty salon.

Jessica: Nice. Can you tell me which one?

Mandy: The one over on Oak Street.

Jessica: I know the place. What did you do there?

Mandy: Let me see… I got a manicure, a pedicure and a facial. Then I had a massage and dyed my hair.

Jessica: Sounds expensive.

Mandy: It wasn't cheap, but it was totally worth it.

Jessica: Hey… What are you doing?

Mandy: I'm taking a selfie. I want to post it to Facebook and show everyone the "new" me.

Jessica: Cool! You look awesome!

✍ WRITING

Teaching Steps

Exercise A

- Challenge students to see who can be the first to place the words beside the correct headings.
- Make sure that students know the meanings of the words.
- Check answers around the class. Model the correct pronunciation when it is necessary.

Exercise B

- Get students to write sentences about each person. Focus students' attention on the example sentences.
- As students write their sentences, be on hand to offer help and support.
- When they have finished writing their sentences, ask students to exchange books and to make any corrections if necessary.

Exercise C

- Focus students' attention on the picture and elicit what the girl is doing. (*She is dreaming of her Mr. Right.*)
- Read the words in the boxes aloud and make sure that students understand their meanings.
- Give students several minutes to read the description and to fill in the blanks.
- Read the completed description around the class. You may ask your female students if they agree with this girl's idea of the ideal man.

Exercise D

- Read the rubric aloud to students.
- Get students to note down words and expressions associated with their ideal man / woman. Ask them to consider personality, appearance (e.g. hair, eyes, weight, build) and hobbies. Be on hand to provide any additional vocabulary, and get them to use the language they have learned in this unit.
- Students should write sentences about their ideal man / woman. Get them to refer to the text in Exercise C if they need help.

● Ask students to swap their texts with a partner and to get feedback. Give them time to make any corrections.

Answers

Exercise A

Sample:

Wendy		**Elsa**	
Hair:	ponytail, long, dark, straight	**Hair:**	long, blonde, wavy
Build:	slim, slender	**Build:**	slim, slender
Skin:	freckled, fair	**Skin:**	fair
Style:	plain	**Style:**	trendy
Personality:	quiet, shy	**Personality:**	kind

Paul		**Sam**	
Hair:	brown	**Hair:**	dark
Build:	muscular	**Build:**	overweight
Skin:	tanned	**Skin:**	fair
Style:	sporty	**Style:**	plain
Personality:	intellectual	**Personality:**	funny

Exercise B

Open-ended.

Exercise C

(1) kind   (2) intellectual   (3) tall   (4) curly

Exercise D

Sample:

My ideal woman would probably not be too short, as I'm quite tall. I think that most women with black hair and brown eyes are beautiful, but to tell the truth, looks

really aren't the most important thing for me. My ideal woman would be funny and intelligent. She would be someone I could talk to about important things. I'm not really interested in trendy women who want to talk about clothes and make-up all the time.

Finally, I love travel, so my ideal woman wouldn't be a stay-at-home type. She would be adventurous like me.

星奖 教学笔记

📋 GRAMMAR

Teaching Steps

Exercise A

- Explain that an embedded question is a question that appears within another question.

- Divide the blackboard into three and write the first rule on it. Underneath the rule, write an example and then choose a student to give another example. Repeat this process for rules two and three.

- Spend more time explaining the second rule as it involves changing the verb to the correct tense. In these examples, we only use the present simple and past simple tenses. It also is a good opportunity to review the auxiliary verbs used with each of these tenses, e.g. *do, does* and *did*.

- Have students complete the exercises and then exchange books, going through the answers and correcting any mistakes.

Exercise B

- Focus students' attention on the picture. Ask them to describe what they see and to guess what is happening.

- Get students to complete the conversation with embedded questions.

- Nominate a couple of students to role-play the conversation in front of the class. Encourage students to use the appropriate intonation and pronunciation.

Answers

Exercise A

1. who he spoke to
2. if / whether she is going to the zoo
3. when the party starts
4. which languages you speak
5. if / whether he plays the piano

Exercise B

(1) if / whether anyone has found her

(2) how old she is

(3) what she looks like

(4) what she was wearing

(5) what direction she went in

⊗ MY STORY

Teaching Steps

Exercises A & B

- Tell students that they will see a video in which real people talk about their appearance.
- Have students watch the video and complete the true or false statements in Exercise A. In some cases, you may need to pause the video to help students.
- Have students tell you the answers, correcting any mistakes.
- For Exercise B, have students watch the video again and fill in the blanks, pausing the video if necessary.
- Check students' answers, correcting any mistakes.

Exercise C

- Read the questions aloud to students. Organize students into small groups to share their ideas. Monitor as students conduct their discussions, prompting them and offering support if necessary.
- After students have had the chance to share their ideas, open this up into a class discussion. Generate as much vocabulary as possible and write any new words or expressions on the blackboard.

Answers

Exercise A

1. F	2. F	3. F	4. T	5. T

Exercise B

1. skinny	2. hazel	3. athletic	4. 25	5. blond

Exercise C

Open-ended.

Script

Nick:	My name is Nick Raducanu. I'm 23 years old and I'm from the United States. I speak English and I also speak French.
Woo Sung:	My name is Woo Sung. I'm from Seoul. I am 20 years old and I'm a student. I speak English, Korean and French.
Natalie:	My name's Natalie Danglade. I'm 25 years old. I live in the United States and I'm a reporter at a television station.
Dayanne:	My name is Dayanne Leal. I am from Brazil and my first language is Portuguese. I'm not very tall and also I'm not very skinny. I have brown eyes and short brown hair.
Dan:	My name is Dan and I'm from the United States. I'm 28 years old and I work at a hospital. I speak English, and Spanish, and Portuguese. I'm pretty tall. I'm about six feet. I have a muscular build and short blond hair. I have hazel colored eyes.
Kevin:	My name is Kevin Truong. I'm 24 years old. I have short black hair, brown eyes and an athletic build. I have a sister named Sabrina. She is short, muscular and tan.
Dayanne:	I have a friend who looks like Antonio Banderas. He's tall, dark hair, brown eyes, but he's thin and Antonio Banderas is a little more muscular.
Woo Sung:	I don't really look like my parents. They're both short and I'm tall. I do look like my sister. She's tall and thin like me.
Natalie:	My daughter has curly black hair. She's short, light-skinned and she's really cute.

超星奖 教学笔记