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978-1-107-55697-3 – Guess What! American English Level 4 Teacher's Book with DVD
Lucy Frino
Excerpt
More information



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Unit aims Students review and learn to talk about physical appearance. This includes:

- asking about and describing hairstyle, hair color, and eye color
- talking about the height of people and objects in meters and centimeters

Background information The photograph shows children walking to school with their teacher in China.

Introduction to the unit

- Greet the class and introduce any new students: *Hello. My name's (Mrs. Jones). What's your name? This is (Lara).* Students can also make a name badge or sticker to wear. Distribute or make sure each child has a Student's Book.
- Say *Open your books to pages 4 and 5, please.* Give the students a minute to look at the photograph. Then ask them to close their books. Ask questions: *Is the photograph of a city or the countryside? Is it a cold day? Are there any trees? How many children are there? What's the teacher wearing? What color's her shirt?* Students answer from memory. They can discuss in pairs. Do not confirm answers.
- Ask students to open their books and look at the photograph to check their answers. Ask *Where are the children? What are they doing? What does the teacher have?*
- Encourage students to describe the girl without correcting language at this stage, to see what they know about describing people in English. Tell them that they will learn to describe people's appearance in this unit.
- Elicit some example sentences about the photograph. Students talk about the photograph in pairs. Encourage them to give their opinions. Circulate and supply new words as necessary.

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3 CD1 04 **Listen and say the names.**

4 Think **Describe and guess who.**

Is it a girl or a boy? It's a boy.

Does he have dark hair? No, he doesn't.

Is it Tom? Yes, it is.

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Lesson aims Students review character names, introductions, likes and dislikes, and pets. Students learn to ask and answer about someone's appearance.

New language *dark, straight, fair, curly, glasses*

Recycled language parts of the body | *hair, black, brown, red, green, blue, eyes, long, short* | *Is it a … or a … ? It's a …* | *girl, boy* | *I have … / He/She has … Does he/she have … ? Yes he/she does. / No he/she doesn't.*

Materials CD1 | Flashcards 1–11 | A photograph of a famous person for each pair of students (optional)

Warmer

- Review parts of the body by giving instructions, e.g., *Stand up. Stand on one leg. Put your hands on your head. Point to your nose. Point to your eyes.* Say *Sit down.*

Student's Book page 6

1 Listen and point.

- Stick the five character flashcards up on the board. Ask *What are their names?* Write the five names on a different part of the board: *Lucas*, *Max*, *Lily*, *Tom*, and *Anna*. Say the names aloud and ask students to guess which name is whose.
- Say *Open your books to page 6, please.* Play the recording. Students listen and point to the characters. Play the recording again, pausing to ask questions to review ages, likes and dislikes, and family relationships, e.g., *How old is Lucas? What's the dog's name? What's Lily's favorite sport? How old is Tom? What does he like doing? Who's Tom's sister? What does she like?*

CD1:02

Lucas: Hello. I'm Lucas. I'm ten. I have short dark hair and brown eyes. I love sports, and I love animals, too. This is my dog. His name's Max, and he's four. He loves soccer. Shh, Max.

Lily: My name's Lily. Lucas and Tom are my friends. I'm eleven, and I have long straight hair. I have brown eyes, and I have glasses. I love music and sports. My favorite sport is roller-skating.

Tom: And I'm Tom! I'm twelve, and I have short fair hair. I like science, and I like art, too. I love painting and drawing. I have lots of pets. This is my sister. Her name's Anna, and she's five.

Anna: Yes! I'm Anna. I have red hair and green eyes. I like animals, too. This is my doll. She has curly hair.

Lucas: Max! Come here!

Presentation

- Hold up flashcards 6–11 in turn and say each new word/phrase. Students repeat in chorus and individually.
- Stick the flashcards on the board and number them 1 through 6. Say a sentence about one of the flashcards, e.g., *He has curly hair.* Students say the correct number.

2 Listen, point, and repeat.

- Say *Now listen, point, and repeat.* Play the recording. Students listen and repeat the phrases while pointing to the correct characters in the picture. Then play again. Students repeat while reading the phrases in the vocabulary list.

CD1:03: see Student's Book page 6

3 Listen and say the names.

- Tell the students to listen and choose the character. Play the first sentence on the recording. Elicit the answer. Play the rest of the recording, pausing for students to answer.

Key: **1** Anna **2** Lucas **3** Lily **4** Tom **5** Lily

CD1:04

1 *She has red hair and green eyes.*
2 *He has dark hair and brown eyes.*
3 *She has long straight hair and brown eyes.*
4 *He has short fair hair.*
5 *She has glasses.*

4 Describe and guess who.

- Read the questions. A volunteer reads the answers. Encourage the students to ask you questions in the same way to guess which character you're thinking about. They repeat the activity in pairs.

Workbook page 4

1 Look and write the number.

- Students match the pictures with the correct phrases.

Key: **2** fair hair **3** curly hair **4** dark hair **5** red hair **6** straight hair

2 Look and write the words.

- Students look at the pictures and complete the sentences.

Key: **3** dark/curly **4** glasses **5** curly/dark **6** red/curly **7** glasses **8** red/curly

3 Look at activity 2. Write the words.

- Students look at the pictures in activity 2 and complete the sentences.

Key: **2** dark, red / short, long **3** glasses, glasses **4** dark, red / short, long

My picture dictionary → Go to page 84. Find and write the new words.

- Students turn to the picture dictionary on page 84. They write the new words and phrases under the pictures.

Key: curly hair, dark hair, fair hair, glasses, red hair, straight hair

Ending the lesson

- Describe a student in the class (without looking at him/her). Students guess who you're talking about.

Extra activities: see page TB111 (if time)

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Lesson aims Students ask what someone looks like and practice describing appearance.

New language *What does he/she/*(name)*/your (cousin) look like? He's/She's tall/short. He/She has (short hair).*

Recycled language hair color and hairstyles, eye color | describing people | family | *He's/She's …* | *tall, short*

Materials CD1 | Flashcards 6–11

Warmer

- Say *Listen and say Yes or No.* Make true and false sentences about your appearance, e.g., *I have blue eyes. I have long hair. I'm wearing pants.* Students respond to each sentence by saying *Yes* or *No*. They correct the false sentences. Make some of your sentences funny, e.g., *I have purple hair. I'm ten years old.*

Presentation

- Show one of the flashcards and ask *What does she look like?* Make an example sentence, e.g., *She has long curly hair.* Show another flashcard and ask *What does he look like?* Volunteers make sentences. Repeat with the rest of the flashcards.
- Draw a tall stick man on the board with short curly hair. Next to him draw a short stick man with straight hair. Point to the first man and ask *What does he look like?* Elicit sentences. Encourage students to say *He's tall.* Repeat for the second picture and *He's short*. Draw tall and short stick women on the board and repeat with *What does she look like?*

Student's Book page 7

5 Listen and match. Then sing the song.

- Say *Open your books to page 7, please.* Point to person a in the picture and ask *What does she look like?* Don't focus on the song words. Repeat for the other two people. Encourage students to say whether each person is tall or short.
- Say *Listen and match*. Play the recording. Students listen, read, and match the people (a through c) to the verses (1 through 3). Ask questions, e.g., *Does Fred have green eyes? Is Jane short? Does Paul have dark hair?*
- Then say *Sing the song*. Play the recording again as often as necessary, until students are singing confidently.
- Students can sing along to the version of the song with words or to the karaoke version of the song.

Key: **1** c **2** a **3** b

CD1:05: see Student's Book page 7

6 Look at page 6. Read and match.

- Read question 1 aloud. Say *Turn to page 6, please. Where's Lucas?* Students point to Lucas in the picture. Ask *What does Lucas look like?* Elicit sentences about his hair and eyes. Point to activity 6 on page 7 and say *Now read and match*. Students read and match the rest of the questions and answers, using the picture on page 6.

Key: **1** b **2** a **3** d **4** c

7 Think about your family. Ask and answer.

- Draw your family tree on the board, showing any brothers and sisters, parents, aunts and uncles, and one or two cousins. Write your family's names. Then point to, for example, your mother and say *This is my …* Students say *Mom*. Repeat for the other family members. Tell the students to draw a similar family tree in their notebook. They should include brothers and sisters, parents, aunts and uncles, and cousins if they have them. If they have a big family, tell them to include only one side. Set a time limit of two minutes.
- Read aloud the question at the bottom of the Student's Book, page 7. Choose a volunteer to ask you about someone in your family (e.g., *What does your dad look like?*). Describe hair and eyes and say if the person is tall or short. Repeat with a different volunteer.
- Students work in pairs. They ask and answer questions about their family trees. They use the examples in the Remember! box to help them.

Workbook page 5

4 Read and match.

- Students match the pictures to the correct sentences.

Key: **2** d **3** a **4** e **5** c

5 Look and complete the questions and answers.

- Students look at the pictures and complete the questions and answers.

Key: **1** He's, He has **2** she look like, She's, She has **3** he look like, He's, He has **4** she look like, She's, She has

6 Write about a person in your family.

- Students write a short description of a person in their family.

Key: Answers will vary, for example: My sister's tall. She has long fair hair. She has glasses.

Ending the lesson

- Books are closed. Divide the class into four teams. Ask each team three questions about the characters on Student's Book page 6, e.g., *Who has red hair? Is Lily tall?* Students discuss before they answer. Keep score.

Extra activities: see page TB111 (if time)

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5 CD1 05 Listen and match. Then sing the song.

1 What does Fred look like?
He's tall, he has blue eyes,
And he has red hair.
He has short red hair.

2 What does Jane look like?
She's tall, she has brown eyes,
And she has straight hair.
She has long straight hair.

3 What does Paul look like?
He's short, he has brown eyes,
And he has dark hair.
He has short dark hair.



6 Look at page 6. Read and match.

1 What does Lucas look like?	a She's tall. She has long straight hair.
2 What does Lily look like?	b He's short. He has brown eyes.
3 What does Tom's sister look like?	c He's tall. He has short fair hair.
4 What does Anna's brother look like?	d She's short. She has red hair.

7 About Me Think about your family. Ask and answer.

What does your cousin look like?

She's short, and she has straight dark hair.

Remember!
What does **he look like**?
He's tall.
He has blue eyes.

→ Workbook page 5

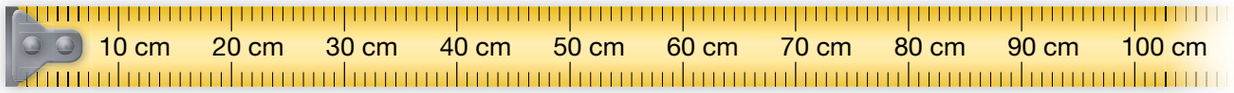
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8 CD1 06 Listen and repeat.

100 cm = 1 m



9 CD1 07 Listen and match. Then ask and answer with a friend.

a 76 cm

b 1 m, 32 cm

c 91 cm

d 1 m, 67 cm

e 1 m, 19 cm



Marcos



Elena



teacher



chair



desk

How tall is Marcos? He's 1 meter, 32 centimeters.

How high is the chair? It's 91 centimeters.

10 About Me Measure your friends. Then ask and answer.

How tall are you? I'm 1 meter, 25 centimeters.

Remember!
100 centimeters = 1 meter

11 CD1 08 Go to page 102. Listen and repeat the chant.

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Lesson aims Students learn numbers 30–100. Students talk about the height of people and objects in meters and centimeters.

New language *How tall is he/she? He's/She's 1 meter, (32) centimeters.* | *How tall are you? I'm …* *How high is the (table)? It's (91) centimeters.* | *meter, centimeter*

Recycled language Describing people. | Numbers 1–100.

Materials CD1 | Measuring tapes (one per pair of students) or a height chart for each group of four to six students

Warmer

- Count aloud with students from 1 to 20. Play a counting game. Tell students that if a number is a multiple of three, they clap when they say it. Start counting from 1 around the class, e.g., *1, 2* … The third student claps and says *3*, and so on until you reach 29. Then present/elicit *thirty!* Everyone claps and says *30* at the same time. Repeat the game, starting with a different student.

Presentation

- Write 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 on the board. Point and say the numbers. Students repeat. Show a ruler or a tape measure. Ask *How many centimeters?* Say *one hundred centimeters*. Students repeat. Say *one hundred centimeters is one meter*. Students repeat.
- Write some numbers between 10 and 100 on the board. Point to each number. Students say it in chorus.

Student's Book page 8

8 Listen and repeat.

- Say *Listen and repeat.* Play the recording. Students repeat the numbers and the sentence. Point to the figures on the board and the rule/tape measure as prompts.

CD1:06

Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred!
100 centimeters is one meter!

9 Listen and match. Then ask and answer with a friend.

- Say *Open your books to page 8, please.* Point to the photographs and read the labels aloud. Tell students to think about how to say the measurements in orange.
- Say *Listen and match*. Play the recording. Students match each photograph to a measurement.
- Point to the questions and explain that we say *How tall is … ?* for people but *How high is … ?* for things. Say the questions for students to repeat.
- Say *Ask and answer*. Students ask and answer about photographs 1 to 5 using the measurements in orange. Check that they're using *How tall* and *How high* appropriately.

Key: **1** 1 m 32 cm **2** 1 m 19 cm **3** 1 m 67 cm **4** 91 cm **5** 76 cm

CD1:07

How tall are you, Marcos?
I'm 1 meter, 32 centimeters.
How tall is Elena?
She's 1 meter, 19 centimeters.
How tall is your teacher?
She's 1 meter, 67 centimeters.
How high is the chair?
Let me see. It's 91 centimeters.
How high is the desk?
Hmm. It's 76 centimeters high.

10 Measure your friends. Then ask and answer.

- Students work in groups of four to six. They write the names of the people in their group and their own name in their notebook. Hand out measuring tapes or a wall chart to each group. Students work in pairs to measure each other and then report back to rest of the group, e.g., *Franklin is 1 meter, 24 centimeters*.
- Students work in pairs. They ask and answer about the students in their group, e.g., *How tall is Arazne? She's 1 meter, 36 centimeters. How tall are you? I'm …*

11 Go to page 102. Listen and repeat the chant.

- Say *Go to page 102. Listen and repeat.* Play the recording. Students listen and repeat the number chant, following the text on page 102. Repeat until students are chanting confidently.

CD1:08: see Student's Book page 102

Workbook page 6

7 Look and match. Then write the answers.

- Students match each person or thing in the picture to a measurement in the box. Tell them to look carefully at the picture to see the different heights. The girl is the tallest and then the boy, and so on. Then they write the sentences.

Key: **2** 86 centimeters **3** She's 1 meter, 55 centimeters. **4** It's 28 centimeters. **5** It's 64 centimeters.

8 Answer the questions.

- Students write sentences to answer the questions.

Ending the lesson

- Ask students to guess your height (in English). Write their guesses on the board, each labeled with a student's name. Choose a volunteer to measure you. Write your height on the board to see whose guess was closest.

Extra activities: see page TB111 (if time)

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Lesson aims Students reinforce language of the unit and practice the skills of reading and speaking, with extended writing in the Workbook.

New language *best friend* | *have recorder lessons, go horseback riding* | *every (Wednesday)* | *take care of*

Recycled language numbers 1–100 | describing people | talking about height, hobbies, and sports | days of the week | *after (school)* | *meter, centimeters* | *We like … -ing* | *favorite, beautiful*

Materials CD1 | Ten photographs or pictures of activities from the lesson e.g., a piano, a recorder, someone painting, sports such as gymnastics, badminton, volleyball, horseback riding, soccer, Ping-Pong, swimming (optional)

Warmer

- Divide the class into two teams. Write 12 measurements (in meters and centimeters) on the board. Choose two volunteers, one from each team. Give each of them a marker/piece of chalk. They stand on opposite ends of the board, facing the class. Say *Listen and circle.* Say a measurement from the board, e.g., *1 meter, 48 centimeters*. The two students race to find it and circle it. Whoever does this first gets a point for his or her team. They sit down and two more students (one from each team) come to the front. Repeat until all the measurements have been circled. Keep score and declare the result.

Student's Book page 9

Let's start! What activities do you do with your friends?

- Say *Open your books to page 9, please.* Ask the opening question *What activities do you do with your friends?* Give some examples to make the meaning clear (e.g., playing soccer, riding bikes). Write the activities students mention on the board. Encourage students to think of a variety of activities, e.g., music – playing the piano/recorder; art – making models, painting; sports – doing gymnastics, playing badminton/volleyball; culture – listening to music/watching movies. Ask *When do you play the recorder/do gymnastics?* to practice time expressions: *on (Saturday)s*, *after (school)*.

12 Read and listen. Then match.

- Talk about photographs a through c. Ask *What can you see? What are they doing?* Present *go horseback riding* and *have recorder lessons*. Ask students if they have any lessons outside school.
- Tell students to read and listen only. Play the recording. Students read as they listen. Say *Now read, listen, and match*. Point to paragraphs 1 through 3 and photographs a through c. Play the recording again. Students match each paragraph to a photograph.

Key: **1** c **2** b **3** a

CD1:09 : see Student's Book page 9

13 Read again and answer the questions.

- Read the questions aloud with the class and check comprehension. Students read the text again and answer the questions individually. Elicit/Explain the meaning of *best friend*, *every*, and *take care of*.

Key: **1** She's 1 m, 36 cm. **2** No, she doesn't. She has recorder lessons on Wednesdays. **3** Louis has straight dark hair and green eyes. **4** They go horseback riding on Sundays.

14 Think of a friend and answer the questions.

- Tell students to think of their best friend. They write notes in answer to the questions in activity 14. Make pairs (make sure students are not sitting next to their best friend). They ask and answer the questions about their friend. Encourage students to ask extra questions, e.g., *Is he/she tall? When do you (play soccer) together?*

Workbook page 7

9 Read the paragraph and write the words.

- Students complete the paragraph with words and numbers from the box.

Key: **2** short **3** dark **4** playing **5** blue **6** bike **7** 71 cm **8** movie theater

10 Answer the questions.

- Students write short answers about a friend.

Key Answers will vary, for example: **1** My friend's name is Suzy. **2** She's 1 m, 22 cm. **3** She has brown hair and brown eyes. **4** She likes playing basketball and doing gymnastics.

11 Write about your friend.

- Students write their own paragraph about a friend, using the answers they gave in activity 10 and following the text in activity 9 as a model.

12 Think of a friend. Ask and answer with another friend.

- Students work in pairs. They ask and answer about a different friend from the one they wrote about in activity 11.

Ending the lesson

- Play *Sentence chain game* (see page xvi) about an imaginary girl. The first sentence can be *My friend's name is Olivia*. The next student might say, e.g., *My friend's name is Olivia. She has fair hair*. The next student might add *She likes playing volleyball*.

Extra activities: see page TB111 (if time)

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Skills: *Reading and speaking*

Let's start! **What activities do you do with your friends?**

12 CD1 09 **Read and listen. Then match.**

My friends

1 My best friend's name is Rosa. She's very tall. She's 1 meter, 36 centimeters! She has long dark hair, and brown eyes. We like music, and we like playing the recorder together. We have recorder lessons every Wednesday.

2 This is my friend Louis. He has straight dark hair, and green eyes. We're in the same class at school. We like playing Ping-Pong. We play after school on Wednesdays. We like badminton, too.







3 This is me with my friends Sally and James. We like horseback riding. We have riding lessons on Sundays, and we like taking care of the horses, too. Horses are my favorite animals. They're beautiful.

13 **Read again and answer the questions.**

1 How tall is Rosa?
2 Does Rosa have recorder lessons on Sundays?
3 What does Louis look like?
4 What day do Sally and James go horseback riding?

14 About Me **Think of a friend and answer the questions.**

What's his or her name?
What does he or she look like?
Do you like the same things?
What activities do you do together?

Writing

Workbook page 7: Write about a friend and what he or she likes doing.

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