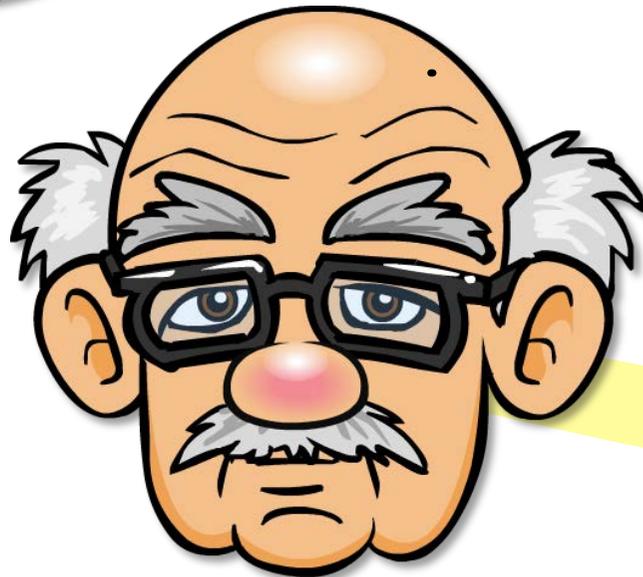


We are learning:

- to describe our appearance



Teacher notes

Additional resources

Character 'Guess Who' cards.

Activities

For the first few minutes of the lesson greet the children in a warm and friendly manner, asking them questions they should now be very familiar with:

- ¿qué tal? ¿cómo estás?
- ¿dónde vives?
- ¿qué fecha es hoy?
- ¿qué tiempo hace hoy?

Introduce the lesson by using the phrase “**hoy vamos a aprender sobre la apariencia de las personas**” – “today we are going to learn about people’s appearances”.

Start by reminding the children of the verb **tener** (to have). Can they remember the contexts in which they have they come across it before? Remind the children that we need to change the verb ending, depending on the tense we are using and also depending on who we are referring to. This concept should be starting to become more familiar to the children.

Tell the children that in this lesson we are going to use the present tense form, starting with the first person, **tengo** (I have).

Show the slide of the three characters explaining what colour eyes they have. Listen to the dialogue. What colour eyes do they each have? Revise the colours **marron** (brown), **verde** (green) and **azul** (blue) shown. Also tell the children that they should also remember **gris** (grey).

Teacher notes

The following slide introduces pronouns and negatives. Listen to each character. What are they saying? Notice how **el** (he) and **ella** (she) can be used as pronouns instead of a name, just like in English. Also notice how negatives and **y** (and) can be used.

Martha says: I have blue eyes. He has brown eyes. She has green eyes.
Juan says: I have brown eyes. Martha has blue eyes and Cristina has green eyes.
Cristina says: I have green eyes. She has blue eyes and he has brown eyes.

The next slide introduces the verb **llevar** (to wear). Explain that we use this verb in the present tense to say if someone wears glasses, or not.

The following slide introduces the phrase **llevo gafas** (I wear glasses) and shows how a sentence about eye colour can be extended using this phrase. The following slide uses **no** to explain how to say **no llevo gafas** (I don't wear glasses) and shows how a sentence about eye colour can be extended using this phrase.

The next slide introduces, **el lleva gafas** (he wears glasses), **ella lleva gafas** (she wears glasses), **nosotros llevamos gafas** (we wear glasses) and **ellos llevan gafas** (they wear glasses). The conjunction **pero** (but) is also used in the dialogue. Go back to the grammar slide showing the verb conjugations for **llevar** if the children need further consolidation.

The following slide, the family tree, revisits vocabulary for family members and uses the different phrases the children have been learning in a family context. Listen to each person. What are they saying? Who are they talking about in each example?

Teacher notes

The following slide introduces adjectives to describe hair, using the verb **tener** (to have) in the first person (**tengo**). The negative **no** can be used to say that you don't have any hair.

The next grammar slide shows the conjugations for the verb **ser** (to be) in the present tense. In Spanish, there are two verbs that mean 'to be', **estar** and **ser**. These are often muddled up. One of the rules is that we use **ser** for permanence and **estar** for transience and is used for describing something in the moment. In this case, physical traits such as hair colour are permanent, so we use **ser**.

Yo soy is the first person, present tense form of **ser**, and is used to describe having red hair. For other colours we use **tengo**.

yo soy pelirroja (f)

soy pelirrojo (m)

The dialogue slide shows how these phrases can be used.

The following vocabulary slide introduces adjectives to describe hair. The next slide shows a variety of characters describing their hair using adjectives. Ask the children to use the model dialogue to describe their hair to a partner or the class.

The next slide introduces a character with a beard and shows how to say "I have a beard" – "**tengo barba**".

Teacher notes

The following slide shows a conversation between Maria and Juan. Listen to the dialogue by clicking the speech bubbles. An information panel shows what Juan is telling Maria about himself.

The next slide shows information panels about different characters. Ask the children to work in pairs, one partner being a character on the screen, and use the dialogue model from the previous slide to talk about 'themselves' to the other partner.

The final slide shows a grid of characters. Ask a child to choose a character, but not to tell anyone. The other children must ask questions to try and establish the identity of the chosen character. The person who selected the character must respond with "sí" or "no" until the identity of the character is guessed correctly. Questions should be asked in the second person verb form.

¿lleva gafas? – does he/she wear glasses?

¿tiene barba? – does he have a beard?

¿tiene pelo corto? – does he/she have short hair?

¿tiene pelo rizado? – does he/she have curly hair?

¿tiene pelo lacio? – does he/she have straight hair?

¿tiene pelo? – does he/she have hair?

¿tiene pelo muy corto? – does he/she have very short hair?

¿tiene pelo corto? – does he/she have short hair?

¿tiene pelo largo? – does he/she have long hair?

¿tiene pelo castaño? – does he/she have brown hair?

¿tiene ojos azules? – does he/she have blue eyes?

Teacher notes

National Curriculum coverage

- **listen attentively to spoken language and show understanding by joining in and responding**
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- **engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help**
- **speak in sentences, using familiar vocabulary, phrases and basic language structures**
- **develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases**
- **present ideas and information orally to a range of audiences**
- **read carefully and show understanding of words, phrases and simple writing**
- appreciate stories, songs, poems and rhymes in the language
- **broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary**
- **write phrases from memory, and adapt these to create new sentences, to express ideas clearly**
- **describe people, places, things and actions orally and in writing**
- **understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.**

grámatica grammar



- el verbo 'tener'
 - yo tengo
 - tú tienes
 - el / ella tiene
 - nosotros tenemos
 - vosotros tenéis
 - ellos / ellas tienen
- the verb 'to have'
 - I have
 - you have
 - he / she has
 - we have
 - you have (plural)
 - they have (male / female)

Tengo los ojos azules.

Tengo los ojos marrones.

Tengo los ojos verdes.



Tengo los ojos azules.
El tiene los ojos marrones.
Ella tiene los ojos verdes.

Martha



Tengo los ojos marrones.
Martha tiene los ojos azules y
Cristina tiene los ojos verdes.

Juan

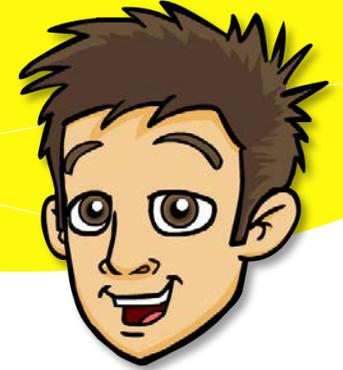


Tengo los ojos verdes.
Ellos no tienen los ojos verdes. Ella tiene los ojos azules y el tiene los ojos marrones.

Cristina



grámatica grammar



- el verbo 'llevar'
 - yo llevo
 - tú llevas
 - el / ella lleva
 - nosotros llevamos
 - vosotros lleváis
 - ellos / ellas llevan
- the verb 'to wear'
 - I wear
 - you wear
 - he / she wears
 - we wear
 - you wear (plural)
 - they wear (male / female)



Tengo los ojos
verdes.

Llevo gafas.

Tengo los ojos verdes y
llevo gafas.



gafas



Tengo los ojos
marrones.

No llevo gafas.

Tengo los ojos
marrones y no llevo
gafas.



Maria

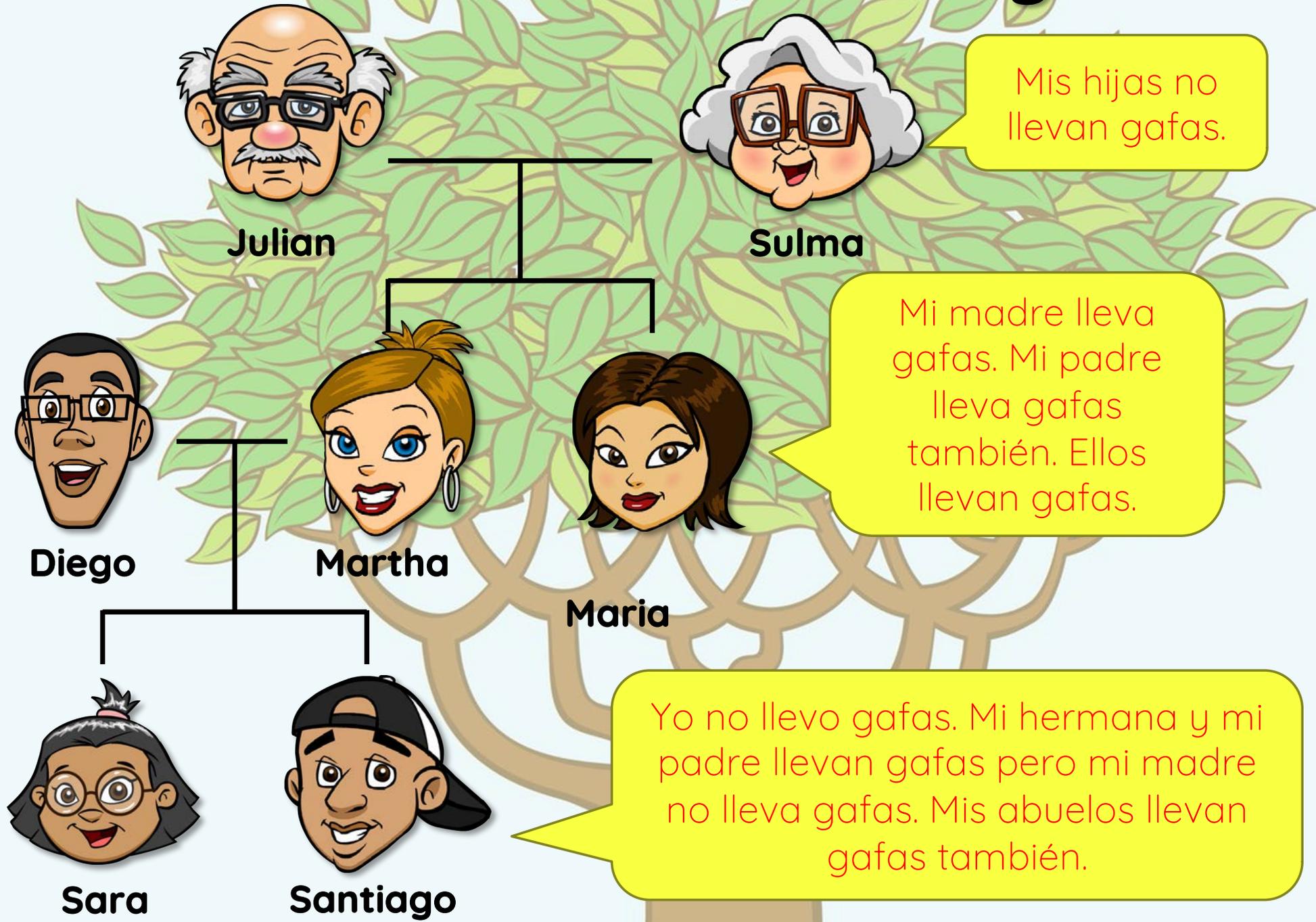


El lleva gafas y
ella lleva gafas.
Ellos llevan
gafas.

Nosotros
llevamos gafas
pero Maria no
lleva gafas.



árbol de familia family tree





No tengo pelo.

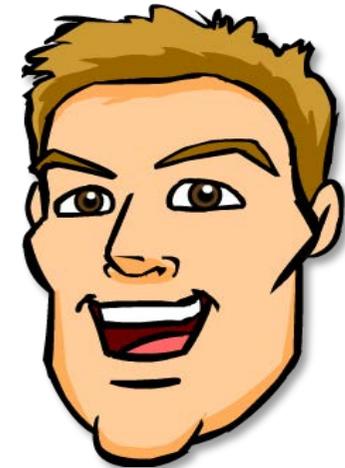


Tengo el pelo castaño.



Tengo el pelo gris.

Tengo el pelo rubio.



Tengo el pelo negro.



grámatica grammar



- el verbo 'ser'
- yo soy
- tú eres
- el / ella es
- nosotros somos
- vosotros sois
- ellos / ellas son

- the verb 'to be'
- I am
- you are
- he / she is
- we are
- you are (plural)
- they are (male / female)



Yo soy
pelirrojo. El es
pelirrojo.

Tengo los
ojos verdes.
No llevo
gafas.

Soy pelirrojo.
Tengo los ojos
marrones y llevo
gafas.



grámatica grammar



- pelo
- barba

- corto / corta
- lacio
- rizado
- largo / larga

- muy

- hair
- beard

- short
- straight
- curly
- long

- very



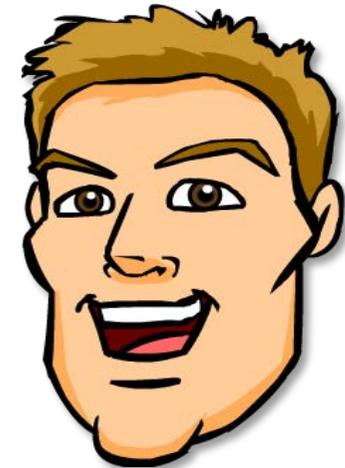
Soy pelirroja.
Tengo pelo
lacio y corto.



Tengo el pelo
castaño.
Tengo pelo
lacio y largo.



Tengo el pelo
gris y rizado.



Tengo el pelo
rubio. Tengo
pelo corto.



Tengo el pelo
negro y muy
corto.



Tengo el pelo
castaño y
corto.

Tengo barba.

Llevo gafas.



Hola.
¿Cómo te llamas?

Me llamo Juan. Y
tú?

Me llamo Maria.
¿Cómo eres?

Tengo los ojos
marrones y el pelo
rubio.

¿Llevas gafas?

No. No llevo
gafas.

Juan

ojos: marrones

pelo: rubio

gafas: no

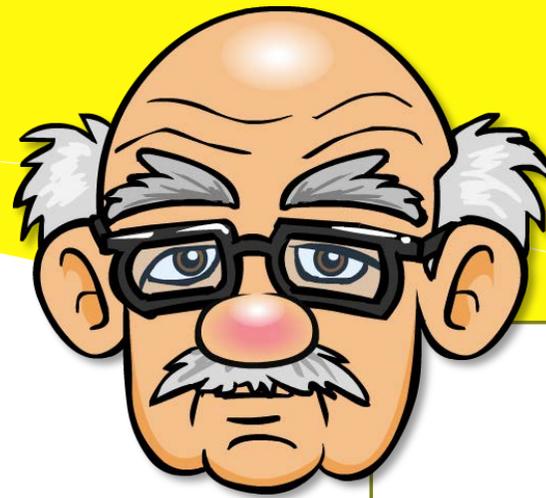
Martha

ojos: azules
pelo: castaño
gafas: no



Julian

ojos: marrones
pelo: no
gafas: sí



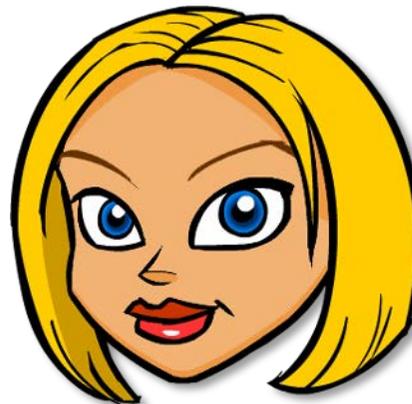
Sulma

ojos: marrones
pelo: gris
gafas: sí



Marina

ojos: verdes
pelo: pelirroja
gafas: no





¡Hasta pronto!