



LEVEL 2
LESSON 26
LOOK-ALIKES

Topics Talking about similarities and differences	Prepare Before Class Print the two-page Describing People handout Print out the student Activity Sheet
Learning Strategy Find and Apply Patterns	Goals Learn language for describing people Review comparatives

Day 1

Introduce the Lesson

Say, “In this lesson Anna learns that there is someone who looks just like her. In English, we call such a person a ‘look-alike.’ Have you ever met or heard of two people who are not related but look like each other?” Give students a few minutes to tell about look-alikes they know.

Continue, “In this lesson, we will learn how to talk about similarities and differences between people.”

Teach Key Words

Have students repeat the new words for this lesson after you say them. The list of words can be found in the Resources section. Choose a vocabulary practice activity from the How-to Guide to help students learn the new words. Make sure students understand that “evil” means “bad” or “causing harm or injury to someone.”

Say, “In this lesson, Anna meets her ‘evil twin.’ Her name is a play on words: ‘Evil Anna.’ The evil twin, or two different personalities within one person, is an idea from fiction. Have you read any stories that use that idea? One is ‘The Strange Case of Dr Jekyll and Mr Hyde’ by Robert Louis Stevenson. Because of this book’s popularity, English speakers use the expression, ‘Jekyll and Hyde’ to describe opposite characteristics in one person.” Ask

students to share similar stories from their own culture.

Day 2

Present the Conversation

Tell students that the video shows Anna meeting her look-alike at work. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Introduction

Two Annas? Today, we're reviewing ways to describe and compare people. Keep watching for descriptions of people!

Describing people

So, did you find anything? Here are a few things I found: Anna uses the words "look alike" to talk about the new consultant. She says, "We look alike, don't we?"

Penelope uses "than" and the comparative adjective "nicer" to compare Anna with the new consultant. She says, "You're much nicer than she is." Keep watching for more!

Describing People Activity

Give students the Describing People handout. Explain the activity: "Let's review the words we use to describe people. Then we will describe peoples' facial features." Ask for volunteers to read the sections on page one of the handout. For the section on body type, note that it is considered unkind to talk about someone's weight or body size. In this handout, the word "heavysset" is best avoided in direct conversation with the person being described.

For page two, pair students and ask them to apply their knowledge of describing facial features to describe the pictures of people. Have them write three sentences about the people.

Learning Strategy

Say, “The learning strategy for this lesson is Find and Apply Patterns. When Pete and Penelope tell Anna about her look-alike, they talk about her pattern of behavior. Can you find examples of what they say about Evilana?” As student respond, write the examples on the board:

She always wears a hat.
She’s not nervous or shy.
She’s mean.

Continue, “Pete applies those patterns by making a general comment about Evilana: ‘I met her and she is very difficult.’ Anna thinks the problem may be that Evilana is new. She thinks it is normal to feel nervous at a new job.”

Conclude, “Now let’s think about the patterns we use when learning English. When you started learning English, did you notice some patterns?” Ask students to talk in pairs and come up with some examples of patterns they know in English. One might be that when people talk about more than one of a thing, the /s/ sound follows the noun. Or the past tense usually sounds like /ed/ but after some sounds, like /p/ it becomes /t/. Explain, “When we understand a pattern like this, we can apply it by using it when we talk. In this lesson, you will learn some patterns for describing people. You can apply these in many other situations as you practice English.”

Activity

In this activity, students will review the language used to describe clothing and then describe what people are wearing. They will use the strategy Find and Apply Patterns to guess which people their partner is describing.

Pair students and give them the Activity Sheet. Ask each student to follow the instructions for Step One: review the sentences in the present, past, and present continuous tenses. Ask students to think of additional articles of clothing to add to the list. If they are having trouble thinking of items, there are some in the picture: vest, tie, belt and sandals.

For Step Two, ask students to choose two people from the picture and describe them to their partner without pointing them out. The partner should then guess who it describes. Then they should listen to their partner’s description and guess.

After students have completed their descriptions, have several describe people for the class and have the class guess which people they are describing.

Listening Quiz

To review the conversation before the quiz, play the video, have students act out the conversation or let students refer to their printed copy. Then ask students to put their papers away.

Give each student a paper copy of the listening quiz. Play each question's video or read the sentences and questions below aloud and pause for students to choose the correct answer.

1. Pete says, "Yesterday at work, I met a woman who looks just like you. She's tall and has curly hair. But even her face looks like yours. I met her and she is very difficult. She always wears a hat."

The question is: What does Pete tell Anna about the new consultant?

2. Anna says, "You know, we should get to know her better. Let's invite her to lunch!"

The question is: What does Anna say about the new consultant?

3. Evilana asks, "How much longer are you going to be?" Anna answers, "We'll be just a minute ...". Then Evilana says, "You had better hurry up. I need this room for a lecture. It's called: 'If You Want to Win, Others Must Lose.'"

The question is: What does Evilana want to happen?

4. Pete says, "Evilana 'accidentally' hit me. And she didn't even say sorry. She's so mean!" Anna says, "Haven't you heard? She's gone! She was given another assignment."

The question is, What do we learn about Evilana?

Collect the papers or ask students to trade papers and check the answers together.

Writing

Ask students to write their answer to the question below. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Think of a person in your family, a friend or someone else. Then, describe the person. What do they look like? What do they act like? Next, write a few sentences comparing yourself to that person with comparative adjectives and "than." For example, "I'm taller than my friend."

Have students exchange their work and check the use of the patterns studied in the Describing People activities.

Conversation

- Anna: This article is so interesting. Pete, listen to this: “Somewhere in the world there is someone who looks just like you.”
- Pete: No one is this handsome.
- Anna: Oh Pete, there’s something between your teeth.
(Pete tries to clean his teeth.)
- Pete: It is gone?
- Anna: No. No. It’s still there. There. You got it. But think of it: There could be two of us in the world!
- Pete: Two Annas?
- Pete: Actually, Anna, maybe your silly article is right. Yesterday at work, I met a woman who looks just like you.
- Anna: Really? Wait, are you making fun of me?
- Pete: Not this time.
- Pete: She’s tall and has curly hair. But even her face looks like yours. I think she’s a career consultant.
- Anna: I bet she has a lot of great advice. I can’t wait to meet her.
- Pete: Yes, you can. I met her and she is very difficult.
- Anna: Pete, she’s just new. We have to give her a chance. What’s her name?
- Pete: Evelynna or something like that. You can’t miss her. She always wears a hat.
- Penelope: So, Anna, have you met the new consultant yet?
- Anna: No. But I’ve already heard. We look alike, don’t we?
- Penelope: Yeah, but you don’t act alike. You’re much nicer than she is.
- Anna: Maybe she gets nervous at new jobs. Or maybe she’s shy. Let’s not judge, Penelope.
- Penelope: She’s not nervous or shy. She’s mean.
- Anna: You know, we should get to know her better. Let’s invite her to lunch!
- Penelope: Sorry but I’m busy that day.
(Penelope walks away. Anna yells after her.)
- Anna: Oh, that’s too bad. Hey, I haven’t picked a day yet!

(Anna and Pete are playing a game.)

Anna: This is going to be so much fun. Boy, I can't wait to play this game.

Evilana: How much longer are you going to be?

Anna: We'll be just a minute ...

(Anna turns around and sees her look-alike.)

Anna: You must be Evelana. I'm Anna. We are look-alikes!

Evilana: No, we're not. And my name is pronounced "Evil-ana."

Pete: Oh. This is going to be fun.

Evilana: You had better hurry up. I need this room for a lecture. It's called: "If You Want to Win, Others Must Lose." What is all this stuff, anyway?

Anna: It's a game. We're going to play at lunch.

Evilana: It's a stupid child's game!

Anna: It's a fun game. But yes, it is for children.

Evilana: Well, you may be childish but I'm not. And you look stupid with that thing on your head.

Anna: Well, you look serious with that look on your face. Come on, Pete. Let's play somewhere else.

Pete: Actually, I'm going to stay for Evilana's lecture.

Anna: Fine. You can learn new ways to beat people.

Evilana: He will. He will.

(Days later, Anna and Penelope are playing the game. Pete comes in. He has a problem with his eye.)

Anna: Okay. Am I a food?

Penelope: Nope.

Pete: Hey, do you guys have room for one more?

Penelope: Sure, Pete! Come on over. What happened to your eye?

Pete: Evilana "accidentally" hit me. And she didn't even say sorry. She's so mean!

Penelope: I told you so.

Anna: Here, Pete. Put on this headband. You'll feel better. Penelope, you're right. Evilana is an awful person!

Penelope: And violent. And now we have to work with her!

Anna: Haven't you heard? She's gone! She was given another assignment.

Penelope: What assignment?

Anna: I'm not sure. I think it has something to do with outdoors. Anyway, let's play!
Pete it's your turn.

Key Words

article	<i>n</i>	a piece of writing about a particular subject that is included in a magazine, newspaper, or on a website
beat	<i>v</i>	to defeat
bet	<i>v</i>	to think that something will probably or certainly happen
compare	<i>v</i>	to look at two or more things in order to see what is similar or different about them
describe	<i>v</i>	to say what something or someone is like
difficult	<i>adj</i>	stubborn or unreasonable
handsome	<i>adj</i>	pleasing to look at
headband	<i>n</i>	a band of cloth or some other material worn on or around your head
judge	<i>v</i>	to form an opinion about
lecture	<i>n</i>	a talk or speech given to a group of people to teach them about a particular subject
lookalike	<i>n</i>	someone or something that looks like another person or thing (also written: look-alike)
lose	<i>v</i>	to fail to keep or hold something wanted or valued
making fun	<i>expression</i>	tease, laugh at, or joke about someone in a mocking or unkind way
mean	<i>adj</i>	not kind to people; cruel or harsh
miss	<i>v</i>	to fail to see or notice
pronounce	<i>v</i>	to make the sound of a word or letter with your voice
shy	<i>adj</i>	feeling nervous and uncomfortable about meeting and talking to people
tooth	<i>n</i>	one of the hard, white objects inside the mouth that are used for biting and chewing (plural: teeth)
turn	<i>n</i>	an opportunity or responsibility to do or use something before or after other people

violent

adj

using or involving the use of physical force to cause harm or damage to someone or something

Quiz - Level 2, Lesson 26- Look-alikes

Listen. Circle the letter of the correct answer.

1. What does Pete tell Anna about the new consultant?

- a. She looks like Anna.
- b. Pete says she's very difficult.
- c. She always wears a hat.
- d. Pete says all of these things.

3. What does Evilana want to happen?

- a. She wants Pete and Anna to leave the room.
- b. Evilana wants Pete to stay and watch her lecture.
- c. She wants Pete and Anna to act more like her.
- d. Evilana wants to know how to play the game.

2. What does Anna say about the new consultant?

- a. She doesn't look much like Anna.
- b. They should invite her to lunch.
- c. She judges people too quickly.
- d. They should stop talking about her.

4. What do we learn about Evilana?

- a. She has a new assignment.
- b. Evilana hit Pete in his eye.
- c. She did not apologize to Pete.
- d. We learn all of this about Evilana.



Describing People's Appearance

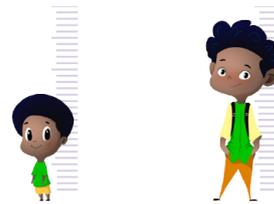
Build (body type)

- Adjectives: thin, slim, medium/average, heavyset
- Sentence structure: verb 'to be' + adjective
- Sentence structure: verb 'to have' + a/an + adjective + noun
- Example: She is slim.
He has an average build.



Height

- Adjectives: short, tall, medium/average (height)
- Sentence structure: verb 'to be' (am/are/is) + adjective
- Example: I am tall.
He is medium height.



Eyes

- Adjectives: brown, blue, green, hazel (brown and green together)
- Sentence structure: have/has + color + eyes
- Example: I have blue eyes.
She has brown eyes.

Hair

- Adjectives: short, shoulder-length, medium-length, long, curly, straight, wavy, black, brown, red, blond (for males), blonde (for females)
- Sentence structure: have/has + adjective + hair
- Example: I have short black hair.
She has shoulder-length straight hair.

Notes for describing hair:

- When you use more than one adjective to describe hair, use the adjective for length first and the adjective for color last.
- Example: I have short brown hair.
Mia has long blonde hair.

Glasses

- Sentence structure: wear or wears + glasses
- Example: I wear glasses.
Jason wears glasses.



Using 'both' to compare the appearance of two people

If something is true about two people, you can use the word 'both'. It can be at the start of a sentence, before the verb, or after the verb 'to be' (am/are/is).

- Example: Both Elizabeth and I have blue eyes.
Elizabeth and I both have blue eyes.
Both Sam and Tyler are tall.
Sam and Tyler are both tall.

Facial features

We use 'have' and 'has' to describe hair color, hair length and facial features.

Facial features are eyes, eyebrows, nose, mouth, lips, ears, chin, etc.

Example:



She has long brown hair.
She has big blue eyes.
She has a small nose.
She has a wide mouth and full red lips.

With your partner, take turns describing the people below.



Write three sentences comparing two or more of the people.

Example: The young man in the yellow shirt has longer hair than the man with a beard.

1. _____

2. _____

3. _____

STEP 1

Review what you know about describing clothing.

<p>Present simple form 'wear' Example: She wears a uniform to school.</p>	<p>Past simple form 'wore' Example: I wore a T-shirt and jeans yesterday.</p>	<p>Present continuous form 'wearing' Example: He is wearing a shirt and tie.</p>
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What other items of clothing can you add to this list? Write your answers in the spaces below.

T - shirt	dress	sweater	shirt	_____	_____
jeans	skirt	suit	boots	_____	_____
sneakers	socks	trousers	shoes	_____	_____

STEP 2



Choose two of the people in the picture above. Without pointing to them, describe their hair and what they are wearing. See if your partner can guess which ones you are describing. Listen to your partner describe two other people and guess.