

# For the Teacher:

## The Boyfriend Listening Task

<b>Functional Language</b>  <i>Students will need</i>	<ul style="list-style-type: none"> <li>● <i>It's true.</i></li> <li>● <i>I don't know ____.</i></li> <li>● <i>Hmmmm...</i></li> <li>● <i>That's right.</i></li> </ul>
<b>Vocabulary</b>  <i>Students will need</i>	<ul style="list-style-type: none"> <li>● Vocabulary of relationships: <i>boyfriend</i></li> <li>● Vocabulary of adjectives: <i>tall, handsome, thin</i></li> <li>● Vocabulary for description: <i>tattoo, soccer</i></li> </ul>
<b>Grammar</b>  <i>Students will need</i>	<ul style="list-style-type: none"> <li>● Emphasis with adverb "very": very + adjective (<i>very thin</i>)</li> </ul>
<b>Pronunciation</b>  <i>Students will need</i>	<ul style="list-style-type: none"> <li>● Reducing "is" to "'s": (<i>It's... That's</i>)</li> <li>● Reducing "not" to "'t": (<i>don't</i>)</li> </ul>
<b>Assessment</b> <i>Teachers can check for success by</i>	<ul style="list-style-type: none"> <li>● Ask students, "What does Lance look like?" and "What sport does Lance play?"</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>● Have students brainstorm the personality characteristics that they think are good for a boyfriend or girlfriend.</li></ul> |
|--|--|

## Descriptions | The Boyfriend

***What does Lance look like?***

**Miguel:** I heard you have a boyfriend, Susanna!

**Susanna:** It's true. I do have a boyfriend now.

**Miguel:** Who is it?

**Susanna:** His name is Lance.

**Miguel:** I don't know who he is.

**Susanna:** You don't? Well... he is tall.

**Miguel:** Tall. Hmmmm.... Is he *very* tall?

**Susanna:** Yes, very tall. And he is handsome.

**Miguel:** Hmmmm... tall, handsome...

**Susanna:** He is very thin.

**Miguel:** Tall, handsome, thin...

**Susanna:** And, he has a tattoo on his arm.

**Miguel:** Oh, a tattoo. I remember Lance! We play soccer together.

**Susanna:** Yes, that's right. That's Lance.

***What does Lance look like?***