

TEACHING IDEAS

PAGES 4 - 5

Sherlock Holmes

An introduction to the famous detective Sherlock Holmes.

OBJECTIVES

- Ask questions using interrogative pronouns.
- Describe facial features.

STARTER

Read the questions and answers at the top of page 4 with the class. Then ask the students to look at the photo beside the text and read the caption. Ask them: *¿En la nueva película, quién es Sherlock Holmes? (Robert Downey Jr.) Y en el película, ¿quién es su ayudante, John Watson? (Jude Law.)* With magazines closed, ask all the questions again to see if the students can remember the answers.

ACTIVITY

1) Write or project the following questions on the board and ask the class to complete them with the appropriate interrogative pronouns:

- ¿... es tu actor preferido?
- ¿...es? ¿Es alto y delgado? ¿Es fuerte? ¿Es moreno, rubio o pelirrojo?
- ¿...vive?
- ¿Y... es tu actriz preferida?
- ¿...es?
- ¿...vive?
- ¿...tipo de películas te gustan más? ¿Las de misterios, de ciencia ficción, de acción, de dibujos animados, de horror, las románticas o las comedias?
- ¿...vas al cine? ¿Los viernes, los sábados o los domingos?

Ask the questions around the class, then

have the students work in pairs and take turns to ask each other the questions.
2) Next have students focus on the section *¡Inventa un detective!* Read the text with the class and then ask each student to invent their own detective and draw a picture of him or her. Set a time limit for the drawing stage and at the end of it, ask one or more volunteers from the class to describe their detective to you. Draw the detective on the board according to the descriptions the volunteer gives you. Then compare your picture on the board with the student's. Next divide the class into pairs but make sure the students within each pair haven't seen each other's pictures. Ask the students to take turns to describe their detective for the other one to draw and then compare the second drawing with the original.
3) In pairs, the students work out the code message on page 5. Then ask them to make up their own code message. They exchange their message with another pair of students who have to work out what it says.

TEACHING IDEAS

PAGES 6 - 7

Ricky Rubio

A top Spanish basketball player and what he likes to eat.

OBJECTIVES

- Use *gustar* with singular and plural nouns to talk about the food you like or dislike.
- Learn sports and food vocabulary.

STARTER

Use the two questions in the 'Antes de leer' box at the top of page 6 as the starting point for vocabulary work. Ask students to call out the words for sports. Write their suggestions on the board in a list. Draw two large boxes beside the word lists. Divide each box into two columns. In the first box, put the headings *juego* and *practico*. Ask the students to decide which sports from the list go under each verb. (Remind them that for team and ball sports, they use *jugar/juego*, and for other sports they use

practicar/practico.) In the second box, write *comida sana* and *comida basura* at the top of each column. Ask the class to find all the words on pages 6 and 7 for food and decide which items to put in each column, depending on whether they think the foods are healthy or junk food.

ACTIVITY

1) Focus the students' attention on the use of *gustar* with singular and plural nouns by asking them to look at the headings in each box *A Ricky le gusta la comida sana...* etc Ask students what the difference is between *gustar* followed by a singular noun *A Ricky le gusta el melón*, and *gustar* followed by a plural noun *A Ricky no le gustan los donuts*.
2) Read the text with the class then ask the following questions: *¿Qué le gusta a Ricky, la*

comida sana o la comida basura? ¿Qué tipo de verdura le gusta a Ricky? ¿Qué fruta le gusta? ¿Crees que Ricky come muchos donuts? ¿Por qué/Por qué no? ¿Y le gustan las hamburguesas?

3) Ask questions about other information on the page: *¿Quién es Ricky Rubio? ¿De dónde es? ¿Quién es su ídolo? ¿A qué hora se levanta por la mañana? ¿Cuántos hermanos tiene? ¿Quién es su fan? ¿Qué quiere ser en el futuro?*

EXTENSION

Remind the students that they use *me gusta/no me gusta* + singular noun and *me gustan/no me gustan* + plural noun to talk about their own likes and dislikes and that to ask a friend about their likes and dislikes they replace 'me' with 'te'. Then divide the students into pairs and ask them to ask each other whether they like or dislike the foods mentioned in the article. Write a question and answer on the board as a model for the students to follow.

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Ficha de trabajo 2 ¿QUÉ TAL?

Nombre: _____

Clase: _____

Fecha: _____

Ricky Rubio



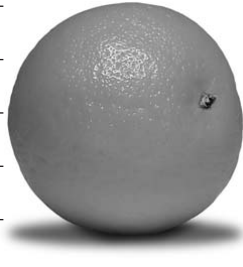
A Vocabulario: la comida. Completa las palabras.

- | | |
|--|--|
| 1 l <input type="checkbox"/> ch <input type="checkbox"/> g <input type="checkbox"/> | 7 b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> ll <input type="checkbox"/> |
| 2 t <input type="checkbox"/> m <input type="checkbox"/> t <input type="checkbox"/> | 8 h <input type="checkbox"/> mb <input type="checkbox"/> rg <input type="checkbox"/> es <input type="checkbox"/> |
| 3 p <input type="checkbox"/> p <input type="checkbox"/> n <input type="checkbox"/> | 9 d <input type="checkbox"/> n <input type="checkbox"/> t |
| 4 m <input type="checkbox"/> l <input type="checkbox"/> n | 10 c <input type="checkbox"/> rn <input type="checkbox"/> |
| 5 n <input type="checkbox"/> r <input type="checkbox"/> n <input type="checkbox"/> a | 11 b <input type="checkbox"/> st <input type="checkbox"/> c |
| 6 m <input type="checkbox"/> nz <input type="checkbox"/> na | 12 p <input type="checkbox"/> ll <input type="checkbox"/> |



B Escribe la lista de palabras del ejercicio A, escribiendo 'el' o 'la' para cada palabra.

- | | |
|---------------------|----------|
| 1 <u>la lechuga</u> | 7 _____ |
| 2 _____ | 8 _____ |
| 3 _____ | 9 _____ |
| 4 _____ | 10 _____ |
| 5 _____ | 11 _____ |
| 6 _____ | 12 _____ |



C Emplea las siguientes palabras para escribir ocho frases sobre la comida que te gusta o no te gusta.

Me gusta / No me gusta

Me gustan / No me gustan

- | | | |
|--|--|---------------------------------|
| <input type="radio"/> la comida sana | <input type="radio"/> la fruta | <input type="radio"/> la carne |
| <input type="radio"/> la comida basura | <input type="radio"/> las hamburguesas | <input type="radio"/> el helado |
| <input type="radio"/> la lechuga | <input type="radio"/> los donuts | |



Ficha de trabajo 3 ¿QUÉ TAL?

Nombre: _____

Clase: _____

Fecha: _____

Los malos de las telenovelas



C Elige tres adjetivos de la lista para completar cada frase.

activo

celoso

exigente

fuerte

inteligente

manipulador

rápido

simpático

trabajador

valiente

1 Un buen profesor es _____, _____ y _____.

2 Un bombero debe ser _____, _____ y _____.

3 Un doctor es _____, _____ y _____.

4 Un personaje malo de una telenovela es _____, _____ y _____.

A Completa las frases con *muy*, *muchas* o *muchos*

1 Las telenovelas son _____ famosas en América Latina.

2 Las telenovelas tienen _____ capítulos.

3 En las telenovelas siempre hay _____ disputas.

4 Normalmente los malos de las telenovelas son _____ manipuladores.

B Completa las frases sobre un personaje de una serie de televisión que te guste mucho.

(muy)

activo / activa

divertido / divertida

exigente

fuerte

guapo / guapa

inteligente

interesante

malo / mala

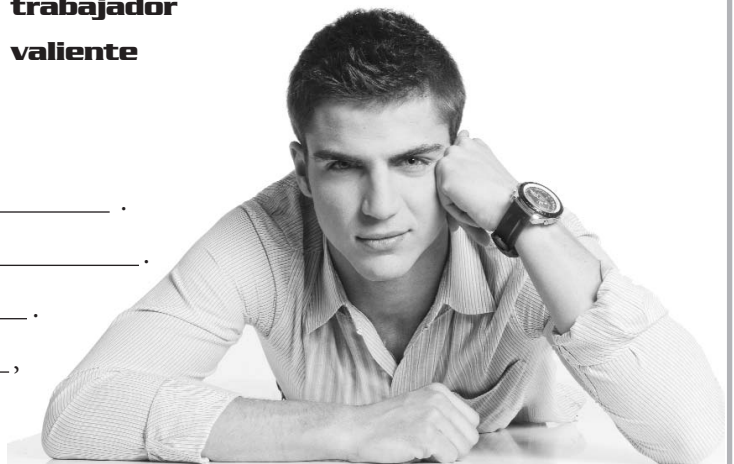
manipulador / manipuladora

misterioso / misteriosa

trabajador / trabajadora

Un personaje que me gusta mucho es ... de la serie ...

Me gusta porque es muy ... y ... Además ...



Ficha de trabajo 4 ¿QUÉ TAL?

Nombre:

Clase:

Fecha:



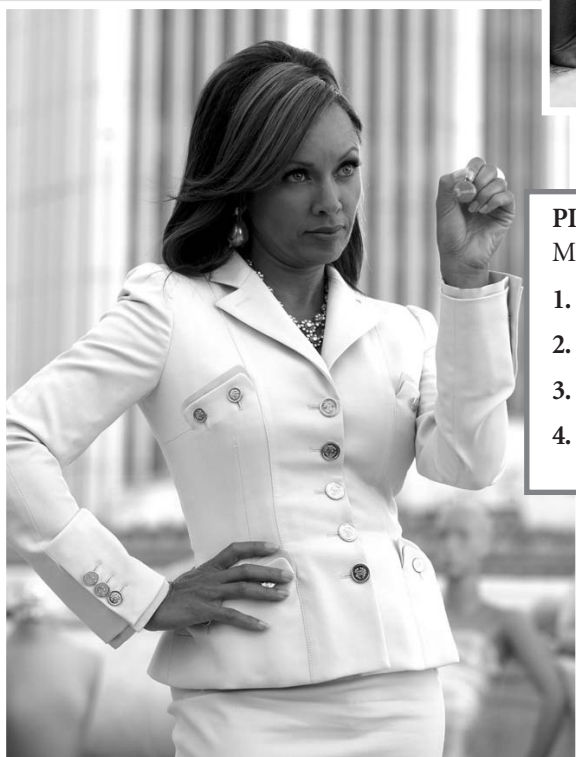
ACTIVIDADES DE COMPRENSIÓN AUDITIVA

Estas actividades están relacionadas con el CD de ¿Qué Tal?

PISTA 10

Relaciona a los chicos con sus comentarios.

- | | |
|-------------|--|
| 1. Juan | a. 'quiero aprender ruso.' |
| 2. María | b. 'quiero aprender a montar a caballo.' |
| 3. José | c. 'quiero aprender a bailar flamenco.' |
| 4. Victoria | d. 'quiero ahorrar mucho dinero.' |
| 5. Trini | e. 'quiero decorar mi cuarto.' |
| 6. Ramón | f. 'quiero empezar un blog en Twitter.' |



PISTA 11

Marca la frase incorrecta.

1. Las telenovelas son series de televisión.
2. Las telenovelas son populares en Holanda.
3. Las telenovelas son muy cortas.
4. A los latinos les gustan las historias fantásticas.

PISTA 12

Marca las casillas.

¿Qué adjetivos piensas que debe tener un malo de telenovelas?

guapo feo alto bajo
envidioso orgulloso vengador



TEACHING IDEAS

PAGES 10 - 11

Los malos de las telenovelas

Profiles of the anti-heroes in popular soap operas.

OBJECTIVES

- Learn vocabulary for talking about TV programmes.
- Give and understand physical and personality descriptions.
- Use adjectives.

STARTER

Before reading the text, ask the students to look at the photos and the heading *Los malos de las telenovelas*. Ask them to guess what the title means. Then ask the questions in 'Antes de leer' to introduce the topic of soap operas. Write the names of the students' favourite soaps on the board. Help the students to say why they like them by building a list of adjectives on the board, according to what the class says about each soap, for example: *buena, divertida, entretenida, romántica, interesante*. Read the five sentences at the top of page 10 with the class and then draw or project a chart on the board for the students to copy:

| Nombre de la telenovela | una persona mala | una persona buena | un héroe |
|-------------------------|------------------|-------------------|----------|
| <i>Ugly Betty</i> | Wilhelmina | | |

Working in pairs, ask the students to fill in the details for the series mentioned in the magazine and for their own favourite soap operas.

ACTIVITY

1) Working individually or in pairs, ask the students to write a list of ingredients for a soap opera using the key words from the text. For example:

Ingredientes de una telenovela
muchos capítulos
una persona mala
una persona buena
un héroe
historias de amor
muchas disputas

2) Read the character descriptions numbered 1-5 at the bottom of the page with the class and ask them to match them to the photos above.

3) Working in pairs, ask the students to write a description of a character from a soap opera they watch, using the texts on

the page to help them but without letting other students in the class know who they are writing about. Remind the students that they must make the adjectives agree with the gender of the character they choose. Go around the class helping the students to word their descriptions. Then ask each pair to read out the descriptions for the rest of the class to listen to and then guess who the character is.

EXTENSION

Using the table the students completed at the start of the lesson, ask them to write a paragraph about a soap opera they watch regularly. They should give the title and name a good character, a bad character and the hero. And they should write a short description of each of these characters.

TEACHING IDEAS

PAGE 12 - 13

Perros con trabajo

A feature about working dogs.

OBJECTIVES

- Learn adjectives for describing character.
- Learn vocabulary for jobs.

STARTER

Ask students the questions in the 'Antes de leer' box at the top of page 12. Write the names of the dogs mentioned on the board and also build a list of adjectives to describe their special qualities or abilities. Refer to the list of adjectives in the left-hand column of the chart at the bottom of page 13 to help the students choose suitable words and provide additional words, for example: *leal, cariñoso, divertido, obediente*. To test the students' memories, ask the class who each dog named on the board belongs to and what special qualities they have.

COMPREHENSION

Read the text in the magazine with the class then read descriptions of the dogs in random order and ask the students to say which dog they describe.

ACTIVITY

1) Write the infinitives *buscar* and *encontrar* on the board and ask volunteers to come to the board to write out the present tense of each one. Then ask the students to write sentences saying what each dog does, for example: *Tonino es perro salvavidas. Busca personas desaparecidas.*

2) Remind the students that an article is not needed before a profession in sentences such as: *mi madre es profesora, mi padre es bombero*. Ask them to write about two

members of their family, saying the jobs they do and describing their personality with words from the chart at the bottom of page 13, or with other suitable adjectives.

¿QUÉ TAL? Quiz Sheet

The following Quiz Sheet contains 15 questions based on the information in the magazine. You can dictate the questions to your class or photocopy the sheet. (If you decide to photocopy the page, remember to cover the answers in the column on the right.) The students can answer the questions individually, in pairs or in groups, as you prefer.

1. ¿Cuál no es deporte de invierno?

- a) el esquí b) el patinaje sobre hielo c) la natación

2. ¿Qué le gusta hacer a Chloe Specker?

- a) escribir b) cantar c) dibujar

3. ¿Cuándo es el carnaval?

- a) Es en enero. b) Es en febrero. c) Es en marzo.

4. ¿En qué parte de España es una fiesta importante el carnaval?

- a) en Sevilla b) en Madrid c) en las Islas Canarias

5. ¿Quién es Sherlock Holmes?

- a) Es un escritor. b) Es un detective. c) Es un médico.

6. ¿Cuándo se estrena la película de Sherlock Holmes?

- a) en enero b) en febrero c) en marzo

7. ¿De dónde es Ricky Rubio?

- a) Es de Estados Unidos. b) Es de España. c) Es México.

8. Ricky es...

- a) actor. b) deportista. c) cantante.

9. Ricky Rubio juega al...

- a) fútbol. b) al baloncesto. c) al balonmano.

10. A Ricky Rubio le gustan...

- a) las hamburguesas y los donuts. b) la ensalada y la fruta. c) las pastas.

11. ¿Qué es una telenovela?

- a) Es un libro. b) Es una película. c) Es una serie de televisión.

12. ¿Qué tienen en común los cinco personajes en las páginas 10 y 11?

- a) Son malos. b) Son buenos. c) Son detectives.

13. ¿Qué tienen en común los perros de las páginas 12 y 13?

- a) Son fuertes e inteligentes. b) Trabajan. c) Son famosos.

14. Los perros que tienen buen olfato...

- a) saben cocinar. b) encuentran drogas, explosivos y personas. c) son actores.

15. El trabajo de un perro anti-terrorista es...

- a) divertido. b) aburrido. c) peligroso.

Writer: Libby Mitchell **Layout:** Sarah Carreck

Picture research: Emma Bree

Worksheet 1: Warner. Worksheet 2: F.

Monteforte/Getty Images; Ingram/Alamy;

Nilob, Nazreth, Chris27/SXC. Worksheet 3:

Televisa; Warner; Antenna; Channel 4.

Worksheet 4: Bananastock; Channel 4.

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