

## 2 WHO'S THAT?

### PREVIEW THE UNIT

LESSON 1	Describe someone's personality	
	<b>Vocabulary</b>	Family and personality
	<b>Grammar</b>	Questions with <i>who</i> and <i>what</i> ; Answers
	<b>Pronunciation</b>	The vowel sound /ʌ/
	<b>Conversation skill</b>	Show interest
LESSON 2	Describe someone's appearance	
	<b>Vocabulary</b>	Words to describe someone's appearance
	<b>Grammar</b>	<i>Be</i> vs. <i>have</i> for description
	<b>Listening</b>	Imagine what people talk about
LESSON 3	Talk about skills and abilities	
	<b>Vocabulary</b>	Skills and abilities
	<b>Grammar</b>	<i>Can</i> for ability
	<b>Pronunciation</b>	<i>Can</i> and <i>can't</i>
LESSON 4	Read about a family business	
	<b>Reading skill</b>	Find the topic
LESSON 5	Describe yourself on an application	
	<b>Writing skill</b>	Use correct punctuation
PUT IT TOGETHER		
	<b>Media project</b>	Photos: Describe someone's appearance and abilities
	<b>Learning strategy</b>	Record yourself speaking

 Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

### GET STARTED

- A** • Read the unit title. Then tell Ss to read the Learning Goals individually. Ask, *Which topics do you feel confident about? Which topics are new for you?* If Ss have studied the topics before, reassure them that they will learn some new things.
- B** • Ask, *What do you see?* In pairs, have Ss look at the picture and talk about what they see. Bring the class together and ask pairs to share. Write words on the board. (For example, people on a city street, a band, people walking)
- C** • Focus on the social media message and bring Ss' attention to the picture and name. Ask, *What do you know about Yuki?* Invite Ss to call out answers. Have them read what Yuki says in *Meet the People of TSW Media* on page 4 or play the video of Yuki. Then ask again, *What do you know about Yuki?*
  - Have Ss turn back to page 17. Read the social media message aloud. Ask, *Why does Yuki like New York City?* (many new friends)

# 2 WHO'S THAT?

## LEARNING GOALS

In this unit, you

- ⊗ describe someone's personality
- ⊗ describe someone's appearance
- ⊗ talk about skills and abilities
- ⊗ read about a family business
- ⊗ describe yourself on an application



## GET STARTED

- A** Read the title and the learning goals.
- B** Look at the photo of the street. What do you see?
- C** Now read Yuki's message. Where is she? Is she happy?



**YUKI OGAWA**

@YukiO

I can't believe I'm in New York City with so many new friends. I love it here!

# LESSON 1

# DESCRIBE SOMEONE'S PERSONALITY



YUKI OGAWA

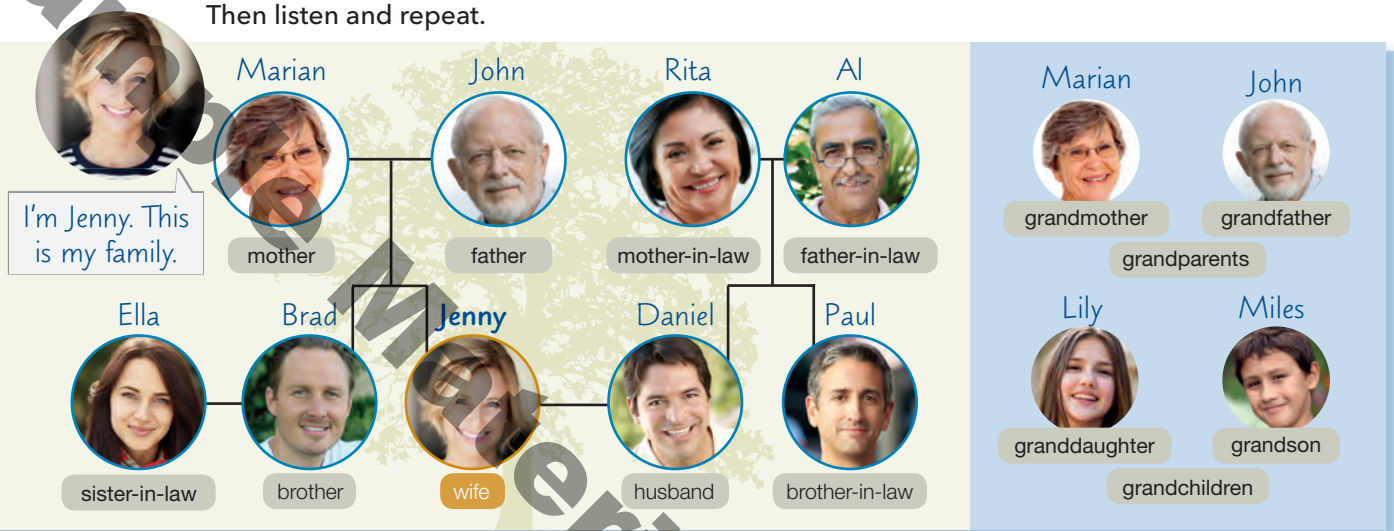
@YukiO

Lunch with my good friend Emma today. We talk a lot, but always online. Can't wait!

## 1 VOCABULARY Family and personality

### A FAMILY RELATIONSHIPS ▶02-01 Listen.

Then listen and repeat.



### B ▶02-02 ADJECTIVES TO DESCRIBE PERSONALITY Listen. Then listen and repeat.



### C PAIRS Talk about people in your family.

A: Is anyone in your family shy? B: Yes, my grandfather is shy. Is anyone ...



## 2 GRAMMAR Questions with *who* and *what*; Answers

Questions with <i>who</i>			Answers			<b>Note</b>  We almost always use contractions with question words + <i>is</i> and pronouns + <i>am</i> , <i>is</i> , and <i>are</i> in speaking and informal writing. <ul style="list-style-type: none"><li>• Who's that?</li><li>• That's my cousin.</li><li>• She's nice.</li></ul>
Who	Be	Subject	Subject	Be		
Who	is	that?	That	is	my cousin.	
		she?	She			
	are	they?	They	are	my cousins.	

We almost always use contractions with question words + *is* and pronouns + *am*, *is*, and *are* in speaking and informal writing.

- Who's that?
- That's my cousin.
- She's nice.

### Questions with *what* + *be like*

### Answers with *seem* / *look* / *be* + adjective

What	Be	Subject	Like?	Subject	Seem / Look / Be	Adjective
What	is	he	like?	He	seems / looks / is	nice.
	are	they		They	seem / look / are	serious.

>> FOR PRACTICE, GO TO PAGE 128



## LESSON 1 DESCRIBE SOMEONE'S PERSONALITY

- Read the lesson title aloud. Ask, *What does personality mean?* Say, *We use the word personality to talk about the way someone is inside, not how the person looks.*
- Read the social media message aloud and ask, *Who is Emma?* (Yuki's friend) *Why is she excited about seeing Emma?* (They usually talk online but today they will meet in person.)

### 1 VOCABULARY

- A** • Focus on the family tree. Point to the picture of Jenny with the speech bubble. Say, *This is Jenny*. Then point to the picture of Jenny in the bottom row of the family tree. Say, *This is Jenny's family tree. The words describe how all these people are related to Jenny*. Point to the picture of John and say, *Jenny's father is John*. Point to Paul and say, *Jenny's brother-in-law is Paul*.
- Ask, *Is your family similar to Jenny's family? How many brothers and sisters do you have?* Call on a few Ss to answer the questions.
  - Read the blue box aloud. Say, *Marian and John are Jenny's parents. Lily and Miles are her children*.
  - Have Ss listen and repeat.

**LANGUAGE NOTE** The word *in-law* means related by marriage. In English, we use the phrases *mother-in-law*, *father-in-law*, *sister-in-law*, and *brother-in-law*, but we don't use *in-law* to describe other relatives by marriage. For example, most people will say *my husband's uncle* rather than *my uncle-in-law*.

**+** **EXTENSION** Have each S draw his or her own family tree and share it with a small group. You can also have Ss create their family trees on large pieces of paper and hang them around the room. Ask each student to present their family members to the class.

- B** • Ask Ss to focus on the pictures and the words as they listen to the adjectives. To test understanding, write sentences on the board and have students complete them with the adjectives. For example:  
*Maria is friendly and talks to a lot of people. She is \_\_\_\_\_. (outgoing)*
- Ask, *Which of these words best describes you?* Call on volunteers to answer the question.
  - Then have them listen again and repeat.
- C** • Ask two Ss to read the example conversation aloud. Encourage Ss to use both the family relationships and personality vocabulary to complete the task.

### 2 GRAMMAR

- To introduce the grammar, write on the board: *Who is Marian?* Have Ss check the family tree in 1A to answer the question. Write Ss' answer on the board. (For example, *She is Jenny's mother.*) Say, *This is a question with who and one way to answer it.*
- Present the first part of the grammar chart. Practice by asking more questions about Jenny's family. For example, point to Marian and John and ask, *Who are they?* (They're Jenny's parents.)
- Point out that Ss can answer the question *Who is that?* with *he*, *she*, or *that*.
- Next, write on the board: *What is Jenny like?* Tell Ss this is a question that uses *what*, a *be* verb, and the word *like*. Then write: *She seems nice*. Explain that this is one way to answer this question.
- Present the second half of the grammar chart. To explain the difference between *looks*, *seems*, and *is*, write on the board:

<i>What is your mother like?</i>	<i>She is nice.</i>
<i>What is the bus driver like?</i>	<i>He seems nice.</i> <i>OR He looks nice.</i>

Point to the first question and answer. Say, *You say She is nice because you know your mother, and you know*

*it is true that she is nice*. Point to the second question and answer. *When you don't know a person, you use the words seems or looks. Seems means that the speaker is saying what they believe about the person. Looks means the speaker is basing their belief on the way the person looks.*

**+** **EXTENSION** Bring pictures of people students do not know personally. Hold up each picture and ask, *What's he / she like?* Have Ss answer using the grammar. (For example, *He looks nice.*)

**LANGUAGE NOTE** Some care needs to be taken when using these verbs with certain adjectives. For example, someone might say *He looks funny* because they see a person making people laugh. But this same statement might be offensive because it might be understood to mean the person is unattractive.

- Draw attention to the Note. Go over the examples.
- For grammar practice, have Ss turn to the grammar activities on page 128.

### 3 PRONUNCIATION

- A** • Ask, *Which letters of the alphabet are vowels?* (a, e, i, o u). Read the vowel sound /ʌ/. Note aloud.
- Read the four words aloud. Point out that all the words contain the vowel sound /ʌ/ despite the spelling differences between them.
  - Play the audio. Have Ss listen and repeat.

- B** • Before they listen, have Ss focus on the underlined parts of the family words. Have them try to identify which words have the vowel sound /ʌ/.

- Play the audio. Have Ss listen and check their predictions and circle the words that have the target vowel sound. Play the audio again and have Ss repeat.
- C** • Go over the example. Tell Ss to make sure only one word of the words they say has the vowel sound /ʌ/.
- As Ss complete the task, circulate and check pronunciation as needed.

### 4 CONVERSATION

- A** • Point to the picture of the two women talking. Ask, *Who are these people?* (Yuki and Emma) Point to the picture of the wedding. Ask, *What is happening?* (a wedding) *What are the people like?* (They seem funny.) Say, *Now we are going to listen to Yuki and Emma talk about Emma's sister's wedding.*

- Before they listen or watch, have Ss read the questions to get an idea of the conversation.
- Have Ss listen or watch. Give them time to answer the questions. Have Ss listen again if necessary.
- Go over the answers as a class.
- Focus on the Conversation Skill box on the right. Read it aloud. Then play the audio once more. Make sure Ss raise their hands when the characters say *Really?*, *Is that right?*, and *Wow!*

- B** • Ask Ss to preview the conversation and predict ways the gaps might be filled.


- Have them listen and fill in the gaps with the words they hear.
- Call on two Ss to read the completed conversation. Go over any questions.
- C** • Play the audio and have Ss repeat chorally, line by line.
- Model the conversation.
- Have Ss listen and repeat again.
- Then in pairs, have Ss practice the conversation. Circulate and listen for pronunciation issues. Time permitting, have Ss swap roles and practice again.
- D** • Have Ss use the model in 4B to make new conversations using the new words. They should replace the highlighted words in the model with the words with the same color.
- Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

### 5 TRY IT YOURSELF

- A** • Call on two volunteers to read the example conversation aloud.
- In pairs, have Ss show pictures of their family or friends on their phones and describe them. Circulate and help as needed.

... **OPTION** For lower-level Ss, review the family and lesson vocabulary on page 18 before Ss complete the task.

- B** • Have Ss walk around and repeat the activity with three other Ss in the class.

 **LOOK FOR** While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Check to see if Ss are

- ✓ using family relationship and personality vocabulary
- ✓ asking and answering *who* and *what / be + like* questions
- ✓ pronouncing the vowel sound /ʌ/ correctly
- ✓ showing interest in the conversation



**EXIT TICKET** At the end of the class, have the class stand in a circle. Say, *Now we are going to practice questions with What + be like, family vocabulary, and personality vocabulary.* Ask the S next to you, *What's your sister like?* Have the S answer. (For example, *My sister is shy.*) Then have the S ask the S next to him or her a question about another family member. Continue around the circle until all the Ss have asked and answered questions. Identify areas for review in later lessons and individual Ss who may need additional practice.



### 3 PRONUNCIATION

#### The vowel sound /ʌ/

The vowel sound /ʌ/ is usually spelled with the letter *u*. In some words, it is spelled with the letter *o*.

- A** ▶02-04 Listen. Notice the vowel sound /ʌ/ in these words. Then listen and repeat.  
funny husband lunch love

- B** ▶02-05 Listen. Circle the family words that have the sound /ʌ/. Then listen and repeat the words with /ʌ/.

- |           |                    |            |           |
|-----------|--------------------|------------|-----------|
| 1. mother | 3. daughter-in-law | 5. brother | 7. uncle  |
| 2. father | 4. son             | 6. aunt    | 8. cousin |

- C PAIRS** Student A: Say two words to your partner—one word with the sound /ʌ/ and one word with a different vowel sound. Student B: Say which word has the /ʌ/ sound.

A: sister, brother      B: brother

### 4 CONVERSATION



- A** ▶02-06 Listen or watch. Complete the sentences.

- Laura and her husband look happy.
- Emma's grandparents are kind.
- Emma's brother is outgoing.
- Emma's brother-in-law isn't serious.  
He's funny.

#### CONVERSATION SKILL Show interest

To show that you are interested in what someone says, say:

- Really?
- Wow!
- Is that right?

Listen to or watch the video again. Raise your hand when you hear someone show interest.



- B** ▶02-07 Listen or watch. Complete the conversation.

Yuki: Who's that?

Emma: That's my brother-in-law.

Yuki: He looks serious.

Emma: Really? Well, he isn't serious at all! He's funny!



- C** ▶02-08 Listen and repeat. Then practice with a partner.

- D PAIRS** Make new conversations. Use these words or your own ideas. Change *he* to *she* if necessary.

grandfather    shy    outgoing

### 5 TRY IT YOURSELF

- A MAKE IT PERSONAL** Show your partner photos of your friends and family. Talk about the people in your photos. What are they like?

A: Who's that?

B: That's my friend Mona.

A: What's she like? She looks kind.

B: She's kind, and she's ...

- B WALK AROUND** Show three other students your photos. Talk about the people.

I CAN DESCRIBE SOMEONE'S PERSONALITY.



# LESSON 2

# DESCRIBE SOMEONE'S APPEARANCE

## 1 VOCABULARY Words to describe someone's appearance

**A** 02-09 Listen. Then listen and repeat.



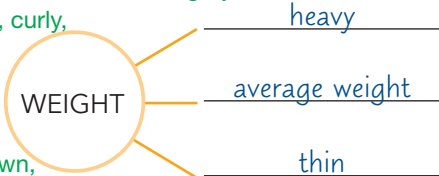
**B PAIRS** Look at the example chart for weight words. Make charts for hair color, hair type, height, and eyes on a piece of paper.

**Hair color:** blond, brown, black, gray

**Hair type:** long, curly, straight, short

**Height:** tall, average height, short

**Eyes:** blue, brown, green



## 2 GRAMMAR Be vs. have for description

Questions with <i>How tall / How old</i>				Descriptions with <i>be</i>		
<i>How</i>	<i>Adjective</i>	<i>Be</i>	<i>Subject</i>	<i>Subject</i>	<i>Be</i>	
How	tall	is	he?	He	is	average height.
	old					five years old.
Questions with <i>look like</i>				Descriptions with <i>be</i>		
<i>What</i>	<i>Do / does</i>	<i>Subject</i>	<i>Look like</i>	<i>Subject</i>	<i>Be</i>	
What	does	she	look like?	She	is	tall and heavy.
				Her hair		long and straight.
				Her eyes	are	blue.
				Questions with <i>look like</i>		
<i>Subject</i>	<i>Have</i>					
She	has	green eyes. curly, brown hair.				

>> FOR PRACTICE, GO TO PAGE 129



## LESSON 2 DESCRIBE SOMEONE'S APPEARANCE



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title aloud. Ask, *What is someone's appearance?* (the way they look)
- Focus on the social media message. Ask, *Who do you think Marcy is?* (a singer) *What does Yuki think about Marcy?* (She is a great singer. She is beautiful.) *What is Star Power?* (Answers will vary, but it is likely a reality talent show.) *What kind of show does Star Power resemble in real life?* (*American Idol*, *The Voice*, etc.)



**CULTURE NOTE** *American Idol* is an American reality show in which people compete to win a recording deal with a major label.



**EXTENSION** Read the Culture Note aloud to the class. Ask Ss if their countries have similar shows and if they are fans.

### 1 VOCABULARY

- A**
- Have Ss listen to the vocabulary words, then listen and repeat.
  - Describe yourself using the target vocabulary words. (For example, say, I have brown hair and brown eyes. My hair is curly.) Then test understanding of the words by showing Ss pictures of famous people and asking Ss to describe their appearance.



**OPTION** Write *blond hair*, *black hair*, *brown hair*, and *gray hair* on pieces of paper and hang them in different corners of the classroom. Ask Ss to go to the corner with the vocabulary that describes them. Repeat the activity with *tall*, *short*, and *average height* and again with the vocabulary for eyes and hair types.



**EXTENSION** In pairs, have Ss describe themselves using the vocabulary.

- B**
- Focus on the word web. Then, to model the task, draw an empty word web on the board for each of the following: *HAIR COLOR*, *HAIR TYPE*, *HEIGHT*, and *EYES*.

- Have Ss complete their word webs.



**OPTION** For lower-level Ss, add one word to each word web on the board. For example, draw a line from the *HAIR COLOR* circle and write *blond*.

- Bring the class together and go over the answers.



**OPTION** Divide the Ss into four groups and have each group draw the word web for one set of vocabulary on the board.



**TEACHING TIP** Word webs and other graphic organizers are useful tools in English language instruction. They help Ss visually organize information in order to classify ideas and communicate, examine relationships, summarize a reading, analyze a text, or structure a writing project. Other graphic organizers help generate ideas and encourage creativity.

### 2 GRAMMAR

- If appropriate, as a warm-up, ask Ss to turn back to page 10 to do a quick review of simple present information questions and answers.
- Present the grammar chart. Read the questions with *How tall* and *How old* aloud. Elicit the difference between the questions. (We use *how tall* to ask about height; we use *how old* to ask about age.)
- Read the descriptions with *be* aloud. Say, *These phrases answer the How tall and How old questions.* Explain that there are three different ways to answer the *how old* questions. (five years old, about twenty, in his thirties) Say, *We use years old when we know exactly how old someone is. We use about and in his or her thirties when we're not sure how old the person is.* Explain that we can substitute any ten-year period of time for *thirties*. (For example, twenties, forties, fifties)
- Show Ss pictures of famous celebrities and ask, *How old is he / she?* Accept any reasonable answers.
- Focus on the second part of the chart and read the question with *look like* aloud. Point out that this question uses *do* or *does*, not the verb *be*.

- Read the second chart section of descriptions with *be*. Point out the difference between the subjects used with singular and plural forms of the *be* verb.
- Explain that *have* can also be used in descriptions. Read the example aloud. Then write on the board: *Her eyes are blue. She has blue eyes.* Ask, *Why do we use are in the first sentence and has in the second sentence?* (In the first sentence, *Her eyes* are the subject, and they are blue. We use *be* to describe the subject of the sentence. In the second sentence, the subject is *She*. The rest of the sentence describes something the subject possesses or has (eyes), not the subject herself.)
- For grammar practice, have Ss turn to the grammar activities on page 129.



### 3 LISTENING

- A**
- Before Ss listen, focus on the Listening Skill box. Read it aloud. Explain that when Ss create a picture in their mind as they listen, it can help them understand better.
  - Books closed. Read the directions aloud. Ask, *What kind of listening passage will we hear?* (a podcast about the TV show *Star Power*) Reread Yuki's social media message at the beginning of the lesson. Say, *This podcast is about the show that Yuki watched.*
  - With books still closed, have Ss listen to the podcast. Encourage them to imagine what the people look like and where they are. If necessary, have them listen again.
  - Solicit a volunteer to complete the sentence. Go over the answer.
  - Books open. Focus on the photo of the women in the recording studio. Ask, *What do these people look like? Where are they? Is this what you imagined about the people who are talking in the podcast?*

- B**
- Play the audio and have Ss listen for names and match them to the pictures. Then play the audio again to check. Let them listen again if appropriate.

⋮ **OPTION For lower-level Ss**, draw their attention to the pictures first. Have them describe the people. Then play the audio again for Ss and have them complete the task.

- C**
- Read the directions and the example aloud. Give another example using one of your favorite shows or a popular show on television. For example, *My favorite show is The Big Bang Theory. One of the main characters is Penny. She is pretty. She has blond hair.* **For lower-level Ss**, show a picture of the character you are talking about.
  - Have Ss talk about their favorite shows and characters. Then ask volunteers to describe their shows and characters to the class.

### 4 TRY IT YOURSELF

- A**
- Go over the game directions. Read the first line of the example conversation aloud. Let Ss guess the answer using the second line of the conversation.
  - Have Ss write sentences to describe the people individually. Then, in groups, have them read their descriptions and see if others can guess who their description is of.

⋮ **OPTION** Bring in pictures of famous singers and actors that Ss will know. Hand one picture to each student. Tell Ss not to show their picture to anyone. Give them a few minutes to write a description of the person in their picture. Then collect the pictures and hang them in the front of the room. Ask Ss to read their description and let the other Ss identify the picture based on the description.

- B**
- Go over the directions and example. Then, to illustrate how the game works, play one round by giving an example of two of your friends. Solicit a volunteer to play the second role and repeat your description. Mark the points on the board so Ss can see how the point system works.
  - Have Ss play the game in pairs. Circulate and help as needed.

+ **EXTENSION** Have Ss return to Yuki's social media message at the beginning of the lesson. Ask a S to read it aloud. Then write it on the board. Have volunteers come to the board and write responses to Yuki's message about their favorite singers. For example, *Taylor Swift is a great singer, too. She's beautiful. She has blond hair and blue eyes.*

👓 **LOOK FOR** While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Check to see if Ss are

- ✓ using words to describe someone's appearance
- ✓ using questions with *How tall / How old*
- ✓ using questions with *look like*
- ✓ giving descriptions with *be* and *have*

📄 **EXIT TICKET** Have Ss work in pairs. Give each pair a picture from a magazine. Have Ss write a description of the person on the back of the picture or a piece of paper. Collect the pictures and papers as Ss leave. Check their descriptions to note any vocabulary or grammar issues that need to be reviewed in future classes.

### 3 LISTENING

#### LISTENING SKILL Imagine what people talk about

When you listen, imagine the things you hear. Think about what the people look like and where they are. Make a picture in your head. Imagining this picture can help you understand what the people say.

- A** ▶02-11 Listen to the podcast about the TV show *Star Power*. Circle the correct answer. The performers on *Star Power* sing / act / tell stories.

- B** ▶02-12 Listen again and write each singer's name on the lines below.



- C PAIRS** Talk about your favorite show. What do the characters look like?  
My favorite show is *True Story*. The main character is short. He has brown hair ...



### 4 TRY IT YOURSELF

- A GAME** Choose four people from this photo. Write sentences about them. Then read your sentences to your group. Can they guess which people you chose?

**A:** He's tall and thin. He has black hair and ....

**B:** Is it ...?



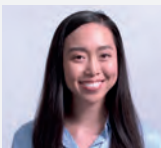
- B GAME** Student A: Describe two friends. Student B: Repeat the descriptions. Student A gets a point if Student B makes a mistake. Student B gets a point if the descriptions are correct.

**I CAN DESCRIBE SOMEONE'S APPEARANCE.**



# LESSON 3

# TALK ABOUT SKILLS AND ABILITIES



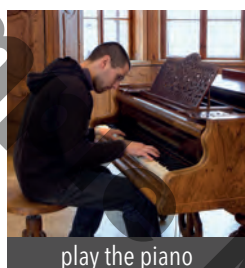
YUKI OGAWA

@YukiO

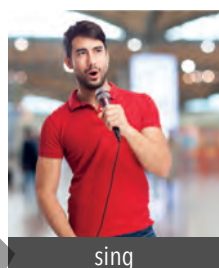
I love music! New music, old music ... I love it all 😊

## 1 VOCABULARY Skills and abilities

**A** 02-13 Listen. Then listen and repeat.



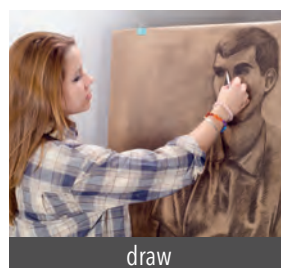
play the piano



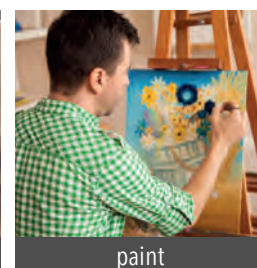
sing



dance



draw



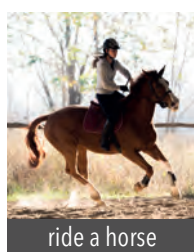
paint



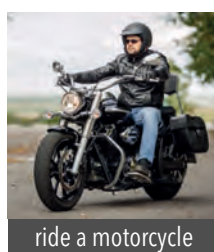
play the violin



speak French



ride a horse

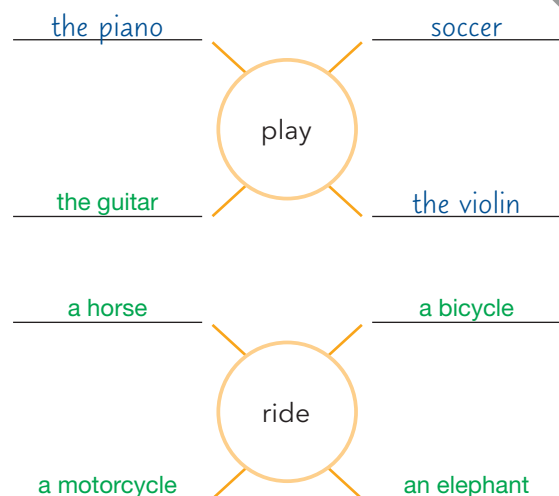


ride a motorcycle



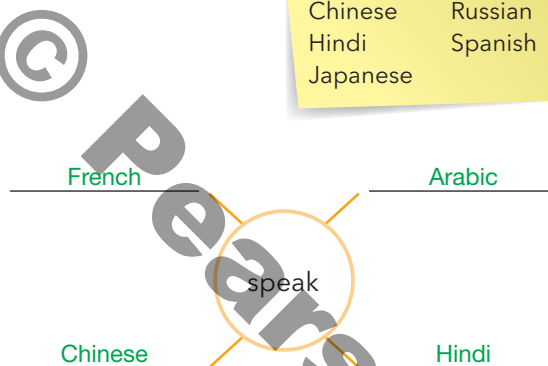
play the guitar

**B** What words go with these words? For each word, write as many phrases as you can. You have two minutes. *Possible answers:*



More languages

Arabic Portuguese  
Chinese Russian  
Hindi Spanish  
Japanese



## 2 GRAMMAR Can for ability

Statements			Yes / no questions			Short answers		
Subject	Can / can't	Base form of verb	Can	Subject	Base form of verb	Yes / no	Subject	Can / can't
I	can	sing.	Can	you	draw?	Yes,	I	can.
She	can't	dance.		he	paint?	No,	he	can't.
We				they			they	



>> FOR PRACTICE, GO TO PAGE 130



## LESSON 3 TALK ABOUT SKILLS AND ABILITIES



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title aloud. Ask, *What are skills and abilities?* (things people can do; things people are good at)
- Read Yuki's social media message aloud. Ask, *What kinds of music does Yuki love?* (all kinds)

### 1 VOCABULARY

- A** • Draw attention to the pictures and their captions. Play the audio and have Ss follow along.
- Have Ss listen and repeat.
  - Call on a S to read the first description aloud. Then ask volunteers to read the remaining descriptions.
  - Focus on the Note about languages. Say, *Some people speak French. Other people speak Arabic, or Chinese, or these other languages.* Poll the class. Ask, *How many of you speak French?* Have Ss raise their hands. Repeat the same question for each language in the box. Keep a tally of answers on the board to see which language is spoken by the most Ss in the class.

**+** **EXTENSION** Play a game of charades. Form groups of Ss. Ask one S to act out one of the skills or abilities silently while the other Ss in the group guess what the skill or ability is.

- B** • Say, *Some words go with other words.* Focus on the word web for *play*. Elicit other sports or instruments that can complete the word web. (For example, basketball, football, the trumpet)

- Have Ss complete the other word webs. **For lower-level Ss**, draw all the word webs on the board and fill in each word web with one answer to help them get started. For example, *speak Japanese* or *ride a horse*.
- In small groups, have Ss check their answers. Assign each group a word web to draw on the board. Ask the rest of the class to check their answers against the version on the board.



**OPTION** **For higher-level Ss**, ask Ss to think of more answers to add to each word web.



**TEACHING TIP** When teaching a new vocabulary set, give Ss the opportunity to suggest additional examples of words or phrases that belong to the set. Encourage Ss to add any new words and phrases to their textbooks or notebooks.

### 2 GRAMMAR

- Write two statements about yourself on the board, one describing something you can do and one describing something you can't do. For example, *I can play the piano. I can't play the violin.*
- Ask, *What is the difference between these two sentences?* (The first uses the affirmative form *can*, and the second uses the negative, contracted form *can't*.) Say, *The verb can is often used to describe ability.*
- Focus on the statements section of the grammar chart. Read the examples aloud. Point out that we use the base form of the verb after *can* or *can't*. Give additional examples if appropriate. For example, *I can speak Arabic.*
- Explain that *can't* is the short form of *cannot*, but English speakers rarely say *cannot*.
- Bring Ss' attention to the *yes / no* questions and short answers. Read the examples aloud. Point out that in short answers, people usually only say *can* or *can't*, not the base form of the verb.
- Ask one S, *Can you draw?* Elicit the answer *Yes, I can* or *No, I can't*. Then ask another S a question about the first student: *Can [he / she] draw?* (Yes, he / she can. OR No, he / she can't.) Solicit a few volunteers to ask and answer more *yes / no* questions with *can*.
- For grammar practice, have Ss turn to the grammar activities on page 130.

### 3 PRONUNCIATION

- A** • Read the *can* and *can't* pronunciation box aloud. Focus on the example sentences. Then have Ss listen and repeat. Make sure that Ss do not stress *can* unless it is at the end of a sentence (for example, Yes, I CAN), and that they stress *can't*.
- B** • Before they listen, have Ss skim the exercise items.
- C** • Have Ss listen and circle the words they hear. Play the audio again if appropriate.
- Go over the answers as a class. Then listen and repeat.
- C** • Circulate as Student As read the sentences aloud and Student Bs stand or sit as they listen to their partners. Check that Ss are stressing the words correctly. Make sure Ss switch roles.

### 4 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who is in the picture?* (Carlos and Yuki). *What are they doing?* (listening to music)
- Before Ss listen or watch, have them preview the exercise to get an idea of the conversation.
- Books closed, have Ss listen or watch the video.
- Books open, have Ss complete the exercise individually.
- Go over the answers as a class. Replay the audio if necessary.
- Ask, *What happens at the end of the video? Does Yuki like Carlos's singing? Can Carlos sing?*
- B** • Ask Ss to preview the conversation and predict ways the gaps might be filled. Remind Ss again to listen carefully for *can* versus *can't*.
- Have them listen and fill in the gaps with the words they hear.
- C** • Call on two Ss to read the completed conversation. Go over any questions.
- C** • Play the audio and have Ss repeat chorally, line by line.
- Model the conversation.
- Have Ss listen and repeat again.
- Then in pairs, have Ss practice the conversation. Circulate and listen for pronunciation issues with *can* and *can't*. Time permitting, have Ss swap roles and practice again.
- D** • Have Ss use the model in 4B to make new conversations using the new words. They should replace the highlighted words in the model with the words with the same color.
- Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

### 5 TRY IT YOURSELF

- A** • Go over the directions. Ask two Ss to read the example conversation aloud.
- Copy the chart on the board. Say, *Let's find someone who can sing.* Model how to do this by asking a S, *Can you sing?* If the answer is yes, write the S's name in the chart under *Sing*.
- Tell Ss to add two other skills to their charts. Tell them they can choose a skill or ability from page 22 or make up their own.
- Have Ss walk around and complete the activity. Tell Ss to keep switching partners until they find a S match for each of their skills.
- Have Ss summarize their results.

... **OPTION** For higher-level Ss, have them write one skill or ability that was not covered in the textbook to the activity. At the end of the activity, ask Ss to talk about the skill or ability they added and announce who they found that has that skill or ability.

+ **EXTENSION** Refer back to Yuki's social media message at the beginning of the lesson. Ask the class, *What kind of music do you like? What is your favorite band? Write a social media message about it.* Have Ss write their messages on a blank card or piece of paper and collect them. Then read the messages aloud. Ask Ss to guess who wrote each message.



**LOOK FOR** While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Check to see if Ss are

- ✓ Using skills and abilities vocabulary
- ✓ Using *can* and *can't* to describe ability
- ✓ Pronouncing *can* and *can't* correctly



**EXIT TICKET** At the end of class, poll the Ss about each activity on page 22. For example, say, *Can you play the piano? Raise your hand!* Count hands and write the number on the board. Repeat for each skill or ability and keep a tally. See which activity the most Ss can do.



### 3 PRONUNCIATION

- A** ▶02-15 Listen. Notice the pronunciation of *can* and *can't*. Then listen and repeat.

I can dance. I can't sing.

Can you play the piano? Yes, I can.

Can you play the violin? No, I can't.

#### Can and can't

*Can* is usually unstressed. The vowel is short and weak. Note that *can* is stressed at the end of a sentence.

*Can't* is always stressed. The vowel is strong and clear.

- B** ▶02-16 Listen. Circle the word you hear. Then listen and repeat.

1. I can / can't speak Japanese.

2. He can / can't play the guitar.

3. She can / can't ride a horse.

4. I can / can't draw.

5. He can / can't ride a motorcycle.

6. She can / can't sing, but I can / can't.

- C** **PAIRS** Student A: Say each sentence in 3B, choosing *can* or *can't*. Student B: Stand up if your partner says *can*. Stay seated if your partner says *can't*.

### 4 CONVERSATION



- A** ▶02-17 Listen or watch. Circle the correct answers.

1. Rodrigo can / can't play the guitar.

2. Carlos can / can't play the guitar.

3. Yuki can / can't play the violin.

4. Carlos says he can / can't sing.



- B** ▶02-18 Listen or watch. Complete the conversation.



Carlos: Can play the guitar?

Yuki: No, I can't. But I can play the violin.

Carlos: Are you any good?

Yuki: Yeah, I'm pretty good. What about you? Can you play the guitar?

Carlos: No, I can't, but I can sing!



- C** ▶02-19 Listen and repeat. Then practice with a partner.

- D** **PAIRS** Make new conversations.

Use these words or your own ideas.

speak Chinese

speak Spanish

speak French

### 5 TRY IT YOURSELF

- A** **WALK AROUND** Can your classmates do these things? Write two more abilities. Then find one person for each skill.

A: Can you play the piano? B: No, I can't. Can you?

Ability:	sing	draw
Name:		





# LESSON 4

## READ ABOUT A FAMILY BUSINESS



YUKI OGAWA

@YukiO

Ever hear of the Epper family? They're in hundreds of movies, but nobody knows their names.

### 1 BEFORE YOU READ

- A PAIRS** What makes a movie exciting? Name a movie with a lot of action—for example, car accidents or fights. What do you like or dislike about it?



- B VOCABULARY** ▶02-20 Listen. Then listen and repeat.

**exploding:** breaking into many pieces, often with a loud noise

**generation:** people who are all about the same age—for example, the brothers and sisters in a family

**bones:** parts of your body that are hard and white and give your body its shape

**create:** make something new

**instead:** in place of something or someone else

**result in:** make something happen; cause

### 2 READ

- A PREVIEW** Read the title and subtitles, and look at the photo. What do you think a *stunt* is?
- B** ▶02-21 Read and listen to an article about the Epper family. What do they do? They're stunt people.

## AN UNUSUAL FAMILY BUSINESS

Who was the driver of the exploding bus in the movie *Transformers*? His last name is Epper. Who crashed through the window in the TV show *Wonder Woman*? Her last name is Epper. When you see someone crash a car, run through fire, or jump from a train in a movie or on television, that person may not be a movie star. He or she is probably a stunt person. Stunt people do the dangerous work—the stunts—for movie stars.

### The most dangerous job in the movies

More than twenty members of the Epper family are stunt people. For the Eppers, stunts are a family business that started in the 1930s. John Epper was the first stunt person in the family. He did stunts for famous Hollywood actors, including Gary Cooper and Ronald Reagan. His six children all followed him in the family business. They learned to ride horses when they were very young. His daughter Stephanie practiced horse stunts after school with her father. She jumped off the horse into his arms over and over, until the stunt was perfect. His daughter Jeannie had the longest career. She worked as a stunt person for more than 60 years. She jumped off roofs and horses, crashed cars, and had lots of fights. Sometimes she got hurt. All those stunts resulted in 56 broken bones!

### What is in the future for the stunt business?

And now, a third and fourth generation of Eppers are working in the family business. Will there be a fifth generation? Perhaps, but the future of the stunt business is not clear. Today, many movie directors don't use people for the most dangerous stunts. Instead, they use computers to create scenes that are exciting but safe.



## LESSON 4 READ ABOUT A FAMILY BUSINESS



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title aloud. Then read the social media message aloud. Ask, *Has anyone ever heard of the Epper family? How can they be in hundreds of movies,*

*but no one knows their names?* Write Ss' ideas on the board. Leave the predictions on the board to refer to later. Say, *We will see if we're right after we read.*

### 1 BEFORE YOU READ

- A** • Read the questions in the directions aloud. Offer your own personal answers. (For example, I think a movie is exciting when there is a lot of action. A movie with a lot of action is *Star Wars: The Force Awakens*. I like the battles between the Galactic Empire and the Rebel Alliance.)
- Have Ss discuss the questions in pairs. Then bring the class together and have them share answers. On the board, write examples of Ss' answers.
- If Ss have trouble thinking of movies, give them a few examples. (the *Mission Impossible* series, James Bond movies, *The Avengers* [or other superhero movies], the *Fast and Furious* series, or Jason Bourne movies)
- B** • Draw attention to the vocabulary words. Play the audio. Ask Ss to listen and repeat.
- Make sure Ss understand the definitions by asking questions using the words in context. For example, *How many generations are there in your family? How many bones do you think are in the human body?*

(270 at birth, 206 by adulthood—bones join together as people age)



**OPTION For lower-level Ss**, write sentences that include the vocabulary words on the board first. Then go over the words and definitions.



**OPTION For higher-level Ss**, books closed. Write the list of words on the board and have Ss guess the definitions. Then have Ss open their books and check their definitions.



**EXTENSION** Ask Ss to write a sentence using each of the words. Solicit volunteers to write their sentences on the board. Ask them to leave a blank line where the vocabulary word goes. Ask the other Ss to guess what word is missing from each sentence.

### 2 READ

- A** • Consider presenting the Reading Skill box and 3A item 1 on page 25 before or in combination with this preview task so that Ss can practice the skill on the reading.
- Focus on the picture. Say, *These people are doing a stunt*. Solicit volunteers to share their guesses about what a stunt is. Ask, *What are some different stunts that people do in movies?* (For example, driving cars very fast, hanging from high places, fighting, performing martial arts, or doing acrobatics)
- B** • Have Ss read and listen. If appropriate, have them read and listen again. Then, in pairs, have them discuss what the Epper family does.
- Remind Ss about the predictions they made about the Eppers at the beginning of the lesson. Say, *Remember your predictions? Let's see how many were correct*. Bring the class together and ask Ss how many of them correctly predicted what the Epper family does.
- Address any questions.



**OPTION** Have Ss underline the vocabulary words from 1B in the reading so that they see them used in context.



**CULTURE NOTE** Some actors are famous for doing their own stunts, such as Tom Cruise, Matt Damon, Kristin Stewart, Cameron Diaz, Jackie Chan, Jason Statham, Arnold Schwarzenegger, and Sylvester Stallone.



**EXTENSION** Read the Culture Note aloud. Ask, *Do you think actors should do their own stunts? Why or why not? Would you do your own stunts? What stunts would you do?* Write answers on the board as Ss offer their opinions.



**OPTION** Assign the reading to Ss as homework. In the next class, answer any questions Ss have about the reading before starting the follow-up exercises on page 25.

### 3 CHECK YOUR UNDERSTANDING

- A** • Have Ss read the Reading Skill box silently. Then read it aloud. Ask, *Why is it important to be able to find the topic in a reading before you read?* (It makes it easier to understand the reading passage.)

- Call on volunteers to read the title and subtitles from the reading on page 24 aloud.
- Have Ss find the repeated words in the reading and underline them. Have pairs compare answers.

- ... **OPTION** Divide the class into four groups and assign each group one of the words in 3A item 2. Have them find the repeated words and underline them. Then have them present the answers to the other groups.

- Have Ss choose the topic of the reading individually. Check their answers.

- B** • Have Ss complete the exercise. Go over the answers as a class.

- ... **OPTION** For each item, have Ss underline the part of the text that helped them figure out the answer. Then have them compare answers with a partner.

- ... **OPTION For higher-level Ss**, have them write their own additional comprehension questions about the reading and quiz a partner.

- C** • Read the sentence aloud. Have Ss identify the correct meaning.
- Go over the answer as a class.

- + **EXTENSION** Ask Ss, *What have you done over and over?* Write answers on the board. Put a check mark next to duplicate answers. See what activities have been done over and over by more than one student.

- D** • Draw attention to the example. Ask Ss to start their sentences using this sentence frame.
- Pair Ss to discuss the most important ideas. Have them share their answers with the class.

- ... **OPTION** Focus attention on the box to the right of 3D. Have Ss complete the research task during class or for homework. Then ask Ss to share what they learned. Put Ss in small groups and have them talk for a few minutes about their search results.

### 4 MAKE IT PERSONAL

- A** • Copy the chart on the board. Complete it with details about the people in the 4B example: Will Smith, Jada Pinkett Smith, and their children. (For example: Will Smith: Actor, singer, comedian, producer. Will started acting in 1986 in the TV show *The Fresh Prince of Bel-Air*.) Jada Pinkett Smith: actress, dancer, singer. Jaden Smith: actor, rapper. Willow Smith: actress, singer.

- Have Ss work individually to complete their own charts about the famous family they want to describe. Allow them to do research in the school's computer lab, on their phones, or at home if appropriate.

- ... **OPTION For lower-level Ss**, give them some examples of families they can look up. For example, *Baldwin brothers* (actors), *Banai Family* (Israeli musicians), *Barrymore family* (actors), *Carter-Cash families* (singers), *Casadesus family* (French composers, musicians), *Hadid sisters* (models), *Lauren family* (designers).

- B** • In pairs, have Ss use their charts to discuss the famous family they chose to describe.

- + **EXTENSION** Have Ss present their families to the class.

- EXIT TICKET** Have Ss write a couple of sentences about a family (famous or not) and its business on a piece of paper. Collect the papers as students leave. Read the papers to identify areas for review in later lessons and individual Ss who may need additional practice.



### 3 CHECK YOUR UNDERSTANDING

**A READING SKILL** Read the Reading Skill. Answer the questions.

1. What is the title of the article? What are the subtitles of each paragraph?

Title An Unusual Family Business  
 Subtitles The most dangerous job in the movies  
What is in the future for the stunt business?

2. Which words are repeated in the article?

a. school ☐ **c. family**  
**b. business** d. computer stunt

3. What is the topic of the article?

a. dangerous stunts b. unusual movie jobs **c. a family of stunt people**

**B** Choose the correct answer.

1. The Eppers \_\_\_\_.

**a. do stunts for actors** b. are famous actors c. direct movies

2. \_\_\_\_ generations of Eppers have worked as stunt people.

a. Three **b. Four** c. Five

3. Stephanie Eppers did stunts with \_\_\_\_.

a. cars b. fights **c. horses**

4. Movie directors sometimes use \_\_\_\_ instead of stunt people.

a. the Eppers **b. computers** c. movie stars

**C FOCUS ON LANGUAGE** Read. What do the underlined words mean?

She jumped off the horse into his arms over and over, until the stunt was perfect.

a. high up **b. many times**

**D PAIRS** What is the article about? Retell the most important ideas. Use your own words.

The article is about the Epper family ...

Find out about movie stunts. How much money do stunt people make?



### 4 MAKE IT PERSONAL

**A** Think of famous family members who work in the same area. What jobs do they have? What do you know about their personalities, appearances, and skills? Describe each person in the family.

Family: _____				
Family members				
Descriptions				

**B PAIRS** Tell your partner about your famous family.

**A:** Will Smith and Jada Pinkett Smith are both famous actors. Their kids are actors, too.

**B:** That's right! Will Smith started acting ...

☐ I CAN READ ABOUT A FAMILY BUSINESS.

LESSON5

DESCRIBE YOURSELF ON AN APPLICATION

1 BEFORE YOU WRITE

- A
- Read the poster. Then read Yuki’s message. What does Yuki want to do? *Yuki wants to become a mentor.*



YUKI OGAWA

@YukiO

TSW has this great program where employees help students get ready to work. I hope I can do it!

Become

a mentor!

While you’re at work, help students who are looking for work!

1–2 hours a week

➔ To apply, go to TSW’s website

Tell us your name, job, and how you can help students!

TSW MEDIA

Name:

Yuki Ogawa

Job:

Social Media Manager

Why do you want to be a mentor?

This is a great idea! I really want to help some students. A social media manager is a very interesting job. Many students want to be social media managers because they use social media a lot. However, many students don’t understand the job well. I can talk about my work. I can also answer any questions they have about my job. Finally, I’m kind, outgoing, and funny. I can be a good mentor.

- B
- Read Yuki’s application. Take notes in the chart. What does Yuki write about social media managers? What does Yuki write about herself?

Social media managers	Yuki
Interesting job	Wants to help students
Students want to be social media managers.	Can talk about her work
Students don’t understand the job well.	Can answer questions
	Is kind, outgoing, and funny

- C
- PAIRS What is a good mentor like? Write 3-5 things.

I think a good mentor is friendly.

Possible answer: A good mentor is friendly, smart, and kind.

## LESSON 5 DESCRIBE YOURSELF ON AN APPLICATION



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title aloud. Ask, *What is an application?* (a form that you fill out when you are asking for something, such as a job)
- Ask Ss if they have ever applied for a job. Ask, *Did you have to describe yourself on the application? Do you think this is easy or hard? Why?*

### 1 BEFORE YOU WRITE

- A** • Draw attention to the poster and application that Yuki has completed. Have Ss read them silently.
- Read Yuki's social media message aloud. Say, *A mentor is a person who helps students who are looking for work. To be a mentor, it's good if you have a job. Then you can tell students about your job.*
- Ask, *Why did Yuki fill out this application?* (She wants to become a mentor.) *What is Yuki's current job?* (social media manager) *How can Yuki help students?* (She can answer their questions about her job.)
- Answer any other vocabulary or content questions about the poster, application, or message.
- B** • Have Ss look at the chart. Say, *In the first column, write how Yuki describes her job. In the second column, write how Yuki describes herself and her personal qualities and goals.*
- Have Ss skim the application again and take notes in the chart.
- Have Ss check answers in pairs.
- ... **OPTION** Copy the chart on the board and call on volunteers to complete it with their answers. Then go over the answers as a class.
- C** • Start a class discussion about mentors. Ask, *Does anyone want to be a social media manager like Yuki? Would you like to have Yuki for a mentor? Do you think Yuki can be a good mentor? Why or why not?* Have Ss justify their answers.
- Then ask, *Have you ever had a mentor? Was he or she a good mentor? What kind of person is a good mentor?* Write Ss' ideas on the board.
- Draw attention to the example sentence. Ask Ss if they agree.
- In pairs, have Ss complete the task. Then go over answers as a class.
- ... **OPTION For lower-level Ss**, write a list of adjectives or qualities on the board. Then have Ss use them to describe good mentors. (For example, kind, outgoing, smart, funny)



## 2 FOCUS ON WRITING

- A** • Read the Writing Skill box on punctuation aloud. Ask, *Why is it important to use correct punctuation in an application?* (Employers don't like applications with incorrect punctuation. They think the applicant is careless, or not smart enough for the job.)
- B** • Direct attention back to Yuki's application. Have Ss circle one example of each type of punctuation.
- Go over the answers as a class.



**OPTION** Have Ss circle ALL the examples of the punctuation in Yuki's application.



**EXTENSION** Choose a simple reading from another lesson in the Student Book. Ask Ss to circle examples of punctuation in the reading. Have them work in pairs or compare answers in groups.

## 3 PLAN YOUR WRITING

- A** • Tell Ss it is time to start planning their own application. Encourage them to choose a job or activity that other people want to learn about. They can also make up information if they prefer.
- Have Ss complete the chart. Say, *Complete the second column with your own personal qualities and goals.* Remind them to use the chart from 1B on page 26 as an example as they work.
  - Circulate to help Ss as needed.



**OPTION** Ss might find this challenging. If they need more examples, write an example chart on the board using *Teacher* as the job. Write positive qualities to describe yourself in the second column or ask Ss to describe what they think you are like.



- Read the example aloud. Then pair Ss to talk about their charts.
- If time allows, ask Ss to share the information in their charts with the class.

## 4 WRITE

- Have Ss write a short application for the job or activity they want to become a mentor for. Encourage them to use the information in the chart they completed in

3A. Refer them back the Writing Skills box if they need help with punctuation.

## 5 REVISE YOUR WRITING

- A** • Tell Ss to peer review their partner's applications. Ask them to answer the questions in the book about their partner's application.
- B** • Ask Ss to make suggestions for improvement.



**TEACHING TIP** To ensure that Ss are kind and constructive during peer reviews, conduct a model peer review session before pairing Ss to review each other's work. Write a sample paper, or use a former

student's paper with the name deleted. Ask Ss to take a few minutes to read the paper and make comments using the peer review questions. Display the peer review questions and ask Ss to volunteer comments on it. Write comments that are constructive, polite, and relevant on the board. Encourage Ss to use phrases like *Maybe you should...* or *This is good, but maybe this is better...* to soften criticism when they conduct their own peer reviews.

## 6 PROOFREAD

- Have Ss proofread their applications one last time.
- Direct their attention to the Note. Ask them to check their spelling, punctuation, and capitalization again.
- Then collect Ss' work and offer individual feedback.



**EXIT TICKET** Give Ss a short punctuation quiz. Write a few sentences that need punctuation on the board. For example,

*Juan Carlos Martinez is a social media manager at Twitter  
He works hard but he really loves his job  
Where is Twitter*

*Twitter is in San Francisco California*

Have Ss rewrite the sentences with the correct punctuation on a blank card or pieces of paper. (Juan Carlos Martinez is a social media manager at Twitter. He works hard, but he really loves his job! Where is Twitter? Twitter is in San Francisco, California.)

Collect cards as Ss leave. Check them to identify areas for review in later lessons and individual Ss who may need additional practice.

## 2 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read Yuki's application again. Circle one example of a period, a question mark, a comma, and an exclamation point.

### WRITING SKILL Use correct punctuation

Use a period (.) at the end of a sentence. Use a question mark (?) at the end of a question. Use a comma (,) after transition words (but, and, etc.) and between things in a list. Use an exclamation point (!) to show excitement.

## 3 PLAN YOUR WRITING

- A** Look at the chart in 1B. Then think about a job or other activity you know how to do. Choose something other people want to learn about. Complete the chart below. Write notes about the job or activity and about yourself.

Job or activity: _____	You

- B PAIRS** Tell your partner about the job or activity and about yourself.

*My activity is playing the guitar. I really like playing the guitar. I'm a good teacher ...*

## 4 WRITE

Imagine you can become a mentor. What can you help people learn about?

Write an application to be a mentor for a job or activity and why you can be a good mentor.

Remember to use correct punctuation. Use 1A as a model.

## 5 REVISE YOUR WRITING

- A PAIRS** Exchange applications and read your partner's application.
1. Check the ends of sentences and any lists in the application.
  2. Did your partner use periods at the ends of sentences and commas in lists?
  3. Did your partner include good details about himself or herself?
- B PAIRS** Can your partner improve his or her application? Make suggestions.

## 6 PROOFREAD

Read your application again. Can you improve your writing?

Check your

- spelling
- punctuation
- capitalization

# PUT IT TOGETHER

## 1 MEDIA PROJECT



**A** 02-22 Listen or watch. Who does Alex describe? Alex describes his father, his mother, and himself.



**B** 02-23 Listen or watch again. Describe the people.

1. Describe Alex's father. Alex's father is tall. He has brown eyes and curly black hair. He's really funny. He rides a motorcycle in his free time.
2. Describe Alex's mother. Alex's mother is kind and pretty. She has brown eyes and long, straight black hair. She is short and average weight. She plays the piano and sings.
3. Describe Alex. Alex has brown eyes and black hair. He is short. He can't ride a motorcycle or play the piano. He can draw and paint.

**C** Show your own photos.

Step 1 Think about your family and friends. Choose or take photos of three people you know.

Step 2 Show the photos to the class. Talk about each person's appearance and abilities.

Step 3 Answer questions about the people. Get feedback on your presentation.



## 2 LEARNING STRATEGY

### RECORD YOURSELF SPEAKING

Choose 3-5 sentences to read out loud. Write them down. Then record yourself speaking and listen to your recording. What parts were hard for you to say? Practice these words and get feedback from your teacher or classmates.



Go to Exercise 4A on page 19. Write down 3-5 sentences from Yuki and Emma's conversation. Then read the sentences out loud and record yourself. Listen to your recording. What words are difficult for you? Practice the words and phrases. Ask your teacher or classmates for help.

## 3 REFLECT AND PLAN

**A** Look back through the unit. Check the things you learned. Highlight the things you need to learn.

### Speaking objectives

- ☐ Describe someone's personality
- ☐ Describe someone's appearance
- ☐ Talk about skills and abilities

### Vocabulary

- ☐ Family
- ☐ Personality
- ☐ Words to describe someone's appearance
- ☐ Skills and abilities

### Pronunciation

- ☐ The vowel sound /Λ/
- ☐ Can and can't

### Grammar

- ☐ Questions with who and what; Answers
- ☐ Be vs. have for description
- ☐ Can for ability

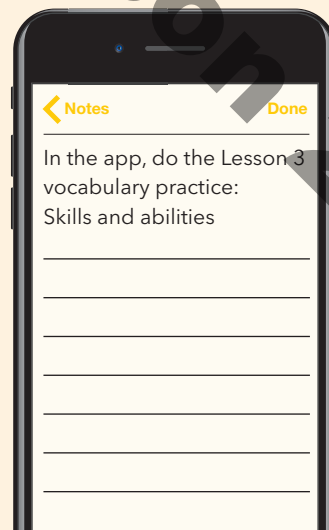
### Reading

- ☐ Find the topic

### Writing

- ☐ Use correct punctuation

**B** What will you do to learn the things you highlighted? Write notes.



# PUT IT TOGETHER

## 1 MEDIA PROJECT

- A** • Have Ss look at the picture. Ask, *What do you see?* (a woman)
- Tell Ss they will hear Alex describe people in his family. Play the audio. Have Ss answer the question. Then ask, *Which person in Alex's family does this picture show?* (Linda)
- B** • Before they listen or watch, have Ss preview the sentences. Tell them that this is the information they need to listen for.
- Play the video. Then have Ss complete the task individually. If appropriate, have them listen or watch again.
  - In pairs, have Ss compare answers. Then bring the class together to go over any questions.

**+** **EXTENSION** To review, ask Ss to write down all the vocabulary words from the unit that they hear in the video. To check answers, print copies of the script and ask Ss to underline the words. Ask, *How many of these words did you hear?* Also review the unit grammar. Ask, *What can Alex's father do?* Elicit answers using *He can*. Repeat for Alex's mother and Alex.

- C** • Explain to Ss that they will create a similar project to the one they watched.
- Give Ss a few minutes to read the three steps. Encourage them to make a list of what pictures they want to use.

- Tell Ss they can film themselves or have someone else film them.
- For homework, tell Ss to take and organize the pictures. Clarify that they don't have to print their pictures out, but that they should have them easily accessible on their phone.
- Assign the filming as homework or schedule time in the computer lab or in class for Ss to work on their videos.
- Back in class, write the following questions on the board:

*Feedback: Is the student well-prepared?  
Are the pictures well-organized?  
Does the student speak loudly and clearly?  
Does the student make eye contact?*

Give Ss a few minutes to read over the questions. Then say, *Before each student presents, write his or her name on a piece of paper. Then take notes during his or her presentation. You will use these notes later when you answer the questions on the board.*

- Invite Ss to ask questions and give feedback.
- You may choose to save the feedback until the very end. Have Ss walk around and refer to their notes to tell Ss individually what they did well or could do better. Remind Ss to speak kindly and constructively.

## 2 LEARNING STRATEGY

- Ask Ss to read the Learning Strategy box silently. Then read it aloud. Ask, *Do you think this is a good way to practice English? Why or why not?*
- Have Ss complete the task. Circulate to help as needed. Encourage Ss to listen to each other's recordings and attempts to practice difficult words

and to let their classmates know if they are successfully pronouncing the difficult words.

**...** **OPTION** Give Ss time to record three to five other sentences and actually implement the strategy in class. Ask them the questions in the Learning Strategy box. Solicit volunteers to share answers.

## 3 REFLECT AND PLAN

- A** • Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- B** • Have Ss work individually to think about what might help them learn the topics they don't feel they know yet. Refer individual Ss to specific handouts, app practice, workbook pages, and so on to help them master any problem areas. If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.

- Then invite Ss to walk around and compare ideas for learning different topics.

**UNIT REVIEW BOARD GAME** To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 2 Board Game. You'll find instructions for the game in the same folder.