

# 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><br><br>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





### 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. m <u>o</u> ther | 3. d <u>a</u> ughter-in-l <u>aw</u> | 5. b <u>ro</u> ther | 7. <u>u</u> ncle   |
| 2. f <u>a</u> ther | 4. s <u>o</u> n                     | 6. <u>a</u> unt     | 8. c <u>o</u> usin |

- 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 \_\_\_\_\_.
- Emma's grandparents are \_\_\_\_\_.
- Emma's brother is \_\_\_\_\_.
- Emma's brother-in-law isn't \_\_\_\_\_.  
He's \_\_\_\_\_.

#### 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: \_\_\_\_\_ that?

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

Yuki: He \_\_\_\_\_ 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

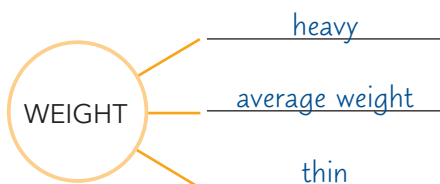
# DESCRIBE SOMEONE'S APPEARANCE

## 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.



## 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.                             |
|                                 |                  |                |                  | Descriptions with <i>have</i> |             |                                   |
| What                            | does             | she            | look like?       | <i>Subject</i>                | <i>Have</i> |                                   |
|                                 |                  |                |                  | She                           | has         | green eyes.<br>curly, brown hair. |

>> FOR PRACTICE, GO TO PAGE 129

### 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



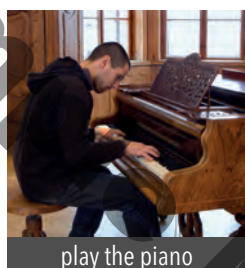
YUKI OGAWA

@YukiO

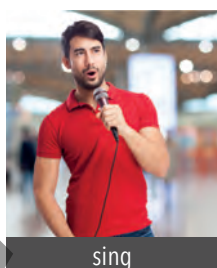
I love music! New music, old music ... I love it all 😊

## 1 VOCABULARY Skills and abilities

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



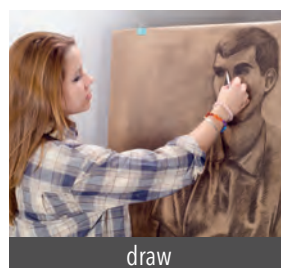
play the piano



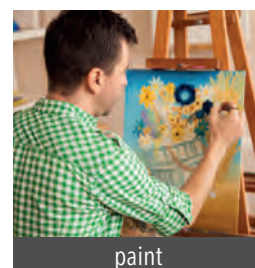
sing



dance



draw



paint



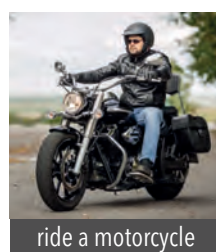
play the violin



Bonjour  
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.

the piano

soccer

play

the violin

ride

### More languages

Arabic Portuguese  
Chinese Russian  
Hindi Spanish  
Japanese



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speaking



## 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.             |                    | you     | draw?             | Yes,          | I       | can.        |
| She        |             | dance.            | Can                | he      | paint?            | No,           | he      | can't.      |
| We         | can't       |                   |                    | they    |                   |               | they    |             |

>> FOR PRACTICE, GO TO PAGE 130



### 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: \_\_\_\_\_ play the guitar?

Yuki: No, \_\_\_\_\_. But \_\_\_\_\_ play the violin.

Carlos: Are you any good?

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

Carlos: No, \_\_\_\_\_, but \_\_\_\_\_ 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?

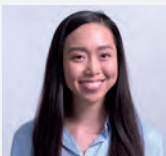
B: No, I can't. Can you?

|          |      |      |
|----------|------|------|
| 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?

# 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.





### 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 \_\_\_\_\_  
Subtitles \_\_\_\_\_  
\_\_\_\_\_

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

#### READING SKILL Find the topic

The *topic* is what the article is about. When you know the topic before you begin, it is easier to understand the article. One way to find a topic is to look at the title and subtitles. You can also look for repeated words.

**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



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

1 BEFORE YOU WRITE

A Read the poster. Then read Yuki’s message. What does Yuki want to do?

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 |
|                       |                        |
|                       |                        |
|                       |                        |

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

I think a good mentor is friendly.

## 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?



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

1. Describe Alex's father. \_\_\_\_\_
2. Describe Alex's mother. \_\_\_\_\_
3. Describe Alex. \_\_\_\_\_

**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 /ʌ/
- ☐ 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.

