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

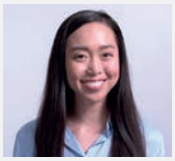


GET STARTED

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

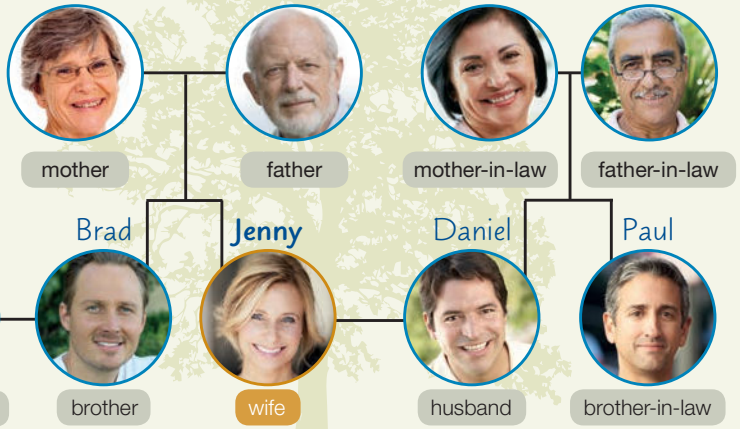


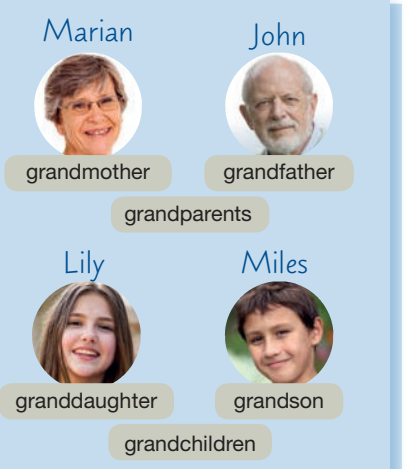
YUKI OGAWA
@YukiO
Lunch with my good friend Emma today. We talk a lot, but always online. Can't wait!

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 *who* **Answers**

Who	Be	Subject	Subject	Be		Note
Who	is	that?	That	is	my cousin.	We almost always use contractions with question words + *is* and pronouns + *am*, *is*, and *are* in speaking and informal writing.
		she?	She			• Who's that?
	are	they?	They	are	my cousins.	• 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

COACH

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

funny husband lunch love

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*.

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

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

1. Laura and her husband look _____ .
2. Emma's grandparents are _____ .
3. Emma's brother is _____ .
4. Emma's brother-in-law isn't _____ . He's _____ .

CONVERSATION SKILL Show interest

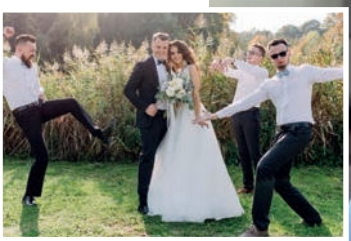
To show that you are interested in what someone says, say:

- 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



YUKI OGAWA
@YukiO
Did you see Marcy on Star Power last night? She's a great singer. Really beautiful.

1 VOCABULARY Words to describe someone's appearance

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



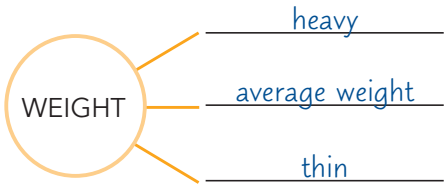


tall | short | average height
thin | average weight | heavy

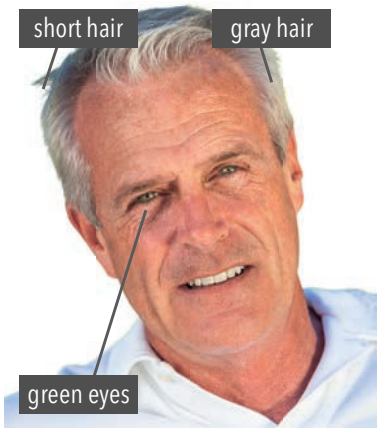




B PAIRS Look at the example chart for weight words. Make charts for hair color, hair type, height, and eyes on a piece of paper.







2 GRAMMAR *Be* vs. *have* for description

Questions with *How tall / How old*				Descriptions with *be*		
How	**Adjective**	***Be***	**Subject**	**Subject**	***Be***	
How	tall	is	he?	He	is	average height.
	old					five years old.

Questions with *look like*				Descriptions with *be*		
What	***Do / does***	**Subject**	***Look like***	**Subject**	***Be***	
What	does	she	look like?	She	is	tall and heavy.
				Her hair		long and straight.
				Her eyes	are	blue.
				Descriptions with *have*		
				Subject	***Have***	
				She	has	green eyes.
						curly, brown hair.

>> FOR PRACTICE, GO TO PAGE 129

3 LISTENING

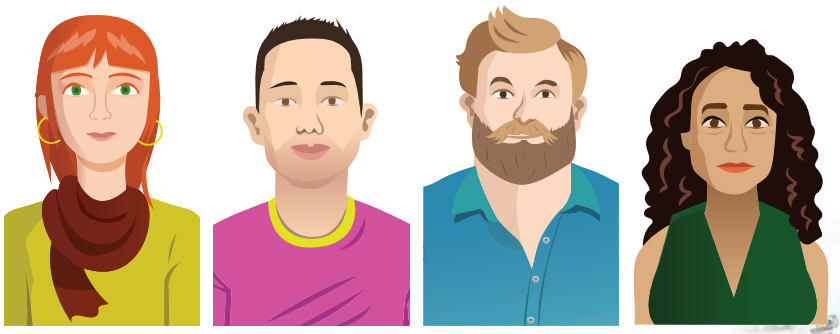
LISTENING SKILL Imagine what people talk about

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.

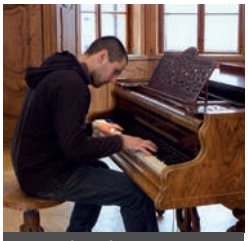
LESSON 3 TALK ABOUT SKILLS AND ABILITIES



YUKI OGAWA
@YukiO
I love music! New music, old music … I love it all 😀

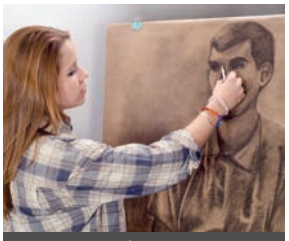
1 VOCABULARY Skills and abilities

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


play the piano


sing


dance


draw


paint


play the violin



speak French

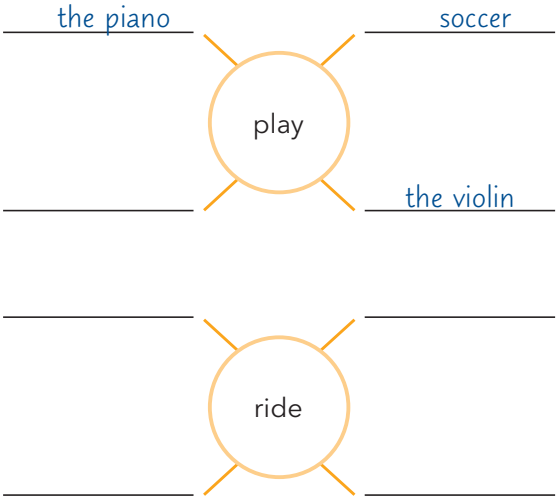

ride a horse

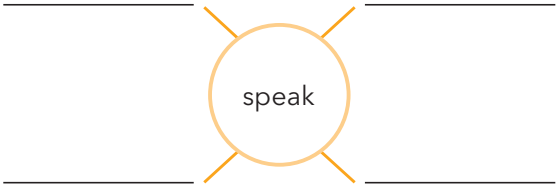

ride a motorcycle


play the guitar

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

More languages
Arabic
Chinese
Hindi
Japanese
Portuguese
Russian
Spanish





2 GRAMMAR *Can* for ability

COACH

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

>> FOR PRACTICE, GO TO PAGE 130

3 PRONUNCIATION

COACH

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:				

☐ I CAN TALK ABOUT SKILLS AND ABILITIES.

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
   b. business
   c. family
   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 <u>over and over</u>, 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.

LESSON 5 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?



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

☐ I CAN DESCRIBE MYSELF ON AN APPLICATION.

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.

