2 WHAT DO YOU THINK?

LEARNING GOALS

In this unit, you

- describe two similar things
- describe personal traits
- talk about how people do things
- read about life-changing advice
- write a recommendation

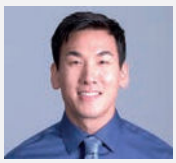


GET STARTED

A Read the unit title and learning goals.

B Look at the photo of a team meeting. What do you see?

C Now read Eric's message. What does Eric mean when he says that he's "excited, but a little nervous?"



ERIC PARK

@EricP

I'm in charge of my first big project. I'm excited, but a little nervous.

LESSON 1 DESCRIBE TWO SIMILAR THINGS



ERIC PARK
@EricP
First meeting about my new project today. Hope it goes well!

1 VOCABULARY Sensory verbs

A ▶02-01 Listen. Then listen and repeat.

look



The view **looks** beautiful.

feel



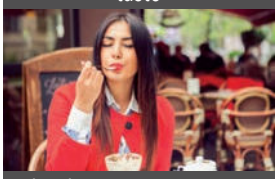
The sweater **feels** soft.

smell



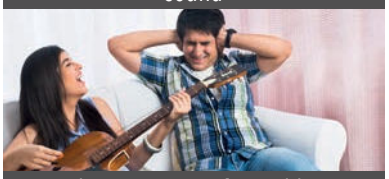
The sneaker **smells** bad.

taste



The dessert **tastes** sweet.

sound



The music **sounds** terrible.

B Look at the pictures. Complete the sentences with sensory verbs from 1A.



silk



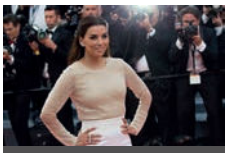
butter



a coconut



a fire alarm



a movie star

1. My new silk shirt _____ soft.
2. Butter _____ delicious on fresh bread.
3. This coconut _____ fresh.
4. The fire alarm _____ very loud!
5. Wow! That movie star _____ beautiful.

2 GRAMMAR Sensory verbs + *like*

COACH

Use *like* after sensory verbs to show that two things are similar.

Subject	Sensory verb	*Like*	Object
The shampoo	**smells**		coconuts.
Your hair	**feels**		silk.
They	**look**	**like**	movie stars.
Her alarm	**sounds**		a bird.
This butter	**tastes**		garlic.

Notes

- Use *a little* or *a lot* before *like* to express the degree of similarity.
  *She looks **a little like** her mother. This tofu tastes **a lot like** chicken.*
- Sensory verbs express states, not actions. Do not use sensory verbs or other non-action verbs in the present continuous tense.
  *My room **smells** like flowers. **not** My room ~~**is smelling**~~ like flowers.*

>> FOR PRACTICE, GO TO PAGE 128

3 PRONUNCIATION

COACH

A 02-03 Listen. Notice the /s/ or /z/ sound of the underlined letter *s*. Then listen and repeat.

/s/ soft looks /z/ easy feels

The letter *s*

The letter *s* usually has the sound /s/ or /z/. Use your voice to say the sound /z/. Do not use your voice to say the sound /s/.

B 02-04 Listen. Notice the sound of the underlined *s*. Circle the word that does ***not*** have the sound shown. Then listen and repeat.

1. /s/ silk sure sweet smell
2. /z/ sounds smells this these
3. /s/ likes tastes delicious flowers
4. /z/ busy music usually reports

C PAIRS Practice the words in 3B. Then practice the sentences in the grammar chart.

4 CONVERSATION



A 02-05 Listen or watch. Circle the correct answers.

1. Eric and Lucas are working on ___.
   a. a new shampoo b. an advertisement c. a drawing
2. Eric doesn't want honey in his hair because it doesn't ___.
   a. taste good b. smell good c. feel good
3. Lucas ___ a woman on the beach.
   a. draws b. finds a picture of c. writes about

B 02-06 Listen or watch. Complete the conversation.

Eric: How would you describe the shampoo?

Lucas: How about this? It _____ coconuts, and it feels like silk.

Eric: Hmm. I'm not so sure. What about, after you use it, your *hair* _____ silk.

Lucas: That's better. What else could we say?

Eric: How about, use it and you'll _____ a movie star?

Lucas: Good idea!

CONVERSATION SKILL Express disagreement

To express disagreement, say: *I disagree., I don't agree., I don't think so., I hate to disagree (with you), but…, I'm not so sure (about that)., I don't know (about that).*, or *I wouldn't say that.*

A: This tastes like chicken.

B: I disagree.

Listen to or watch the conversation in 4A again. Underline the words that you hear above.

C 02-07 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

candy peaches rock star model

5 TRY IT YOURSELF

A GAME Student A, describe something. Don't say what it is. Student B, guess what your partner is describing.

A: It smells like coconuts, and it feels like...

B: Is it a...?

B WALK AROUND Continue the game. Describe things for your classmates. Report to the class. Who guessed what you were describing?

☐ I CAN DESCRIBE TWO SIMILAR THINGS.

LESSON 2 DESCRIBE PERSONAL TRAITS



ERIC PARK

@EricP

The people on my project team are from five countries. That's a lot of time zones!

1 VOCABULARY Attitudes

A ▶02-08 Listen. Then listen and repeat.

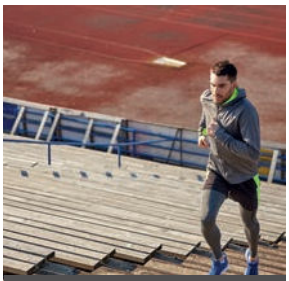

difficult


eager

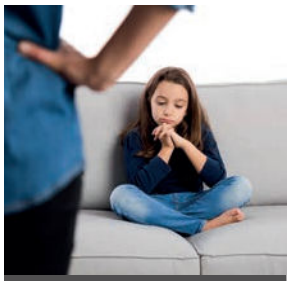

delighted


proud


willing


determined


afraid


ashamed

B ▶02-09 Listen to the descriptions of people's attitudes. Write one word from 1A to match each description.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

C PAIRS Student A, describe yourself or someone else using one of the words from 1A. Student B, guess the word.

A: I work hard and study a lot.
B: Determined.

2 GRAMMAR *Be* + adjective + infinitive

COACH

Infinitives can follow certain adjectives that describe reactions and feelings.

Subject	*Be*	Adjective	Infinitive
She	**is**	**eager**	**to help**.
They	**are**	**easy**	**to work** with.
It	**is**	**hard**	**to reach** them.

Notes

- Use adverbs of frequency before adjectives.
  *He's **always** eager to help. It's **sometimes** hard to reach them.*
- Use contractions, such as *she's*, *they're*, *it's*, etc., in spoken English and informal writing.

Be careful! Not all adjectives can be followed by an infinitive.
Common adjectives followed by infinitives: *happy, delighted, glad, sad, afraid, ashamed, eager, excited, surprised, shocked, proud, ready, difficult, hard, easy, lucky, willing*

>> FOR PRACTICE, GO TO PAGE 129

3 PRONUNCIATION

COACH

A 02-11 Listen. Notice the number of syllables and the stress. Then listen and repeat.

••	••	•••	•••
eager	afraid	amazing	personal

Syllables and stress

In words with more than one syllable, one syllable is stressed: eager. The stressed syllable has a clear vowel sound. In adjectives that end in *-ous*, *-ive*, or *-al*, the ending is unstressed and pronounced with a short, weak vowel: personal.

B 02-12 Listen. Write each adjective in the correct column in 3A. Then listen and check your answers.

ashamed	creative	willing	practical
nervous	negative	special	delicious

C PAIRS Make three sentences using the words in 3A and 3B.

4 CONVERSATION

A 02-13 Listen or watch. Circle T for *True* and F for *False*. Correct the false statements.

1. Eric and Min-ji are talking about a new product. T F
2. Eric enjoys working with Lucas because he is a talented illustrator. T F
3. Eric isn't happy with the new freelancers' work. T F
4. Eric can talk to the freelancers in Colombia anytime. T F
5. It's possible to work at many different locations at TSW Media. T F

B 02-14 Listen or watch. Complete the conversation.

Min-ji: How's the project going?

Eric: It's going well! Lucas is a _____ guy. He's always eager to help.

Min-ji: Oh, good. And what are the new freelancers like?

Eric: They're very _____ , and they have a lot of creative ideas.

Min-ji: I'm happy to hear that. I know the old freelancers were difficult to work with.



C 02-15 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

willing to share ideas
afraid to ask questions

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about one of your friends. What is he or she like? Take notes.

B PAIRS Talk about your friend. Describe his or her personal traits. Ask questions.

A: My friend Beto is great. He's always willing to help me.
B: Oh yeah? How so?

☐ I CAN DESCRIBE PERSONAL TRAITS.

LESSON 3 TALK ABOUT HOW PEOPLE DO THINGS



ERIC PARK

@EricP

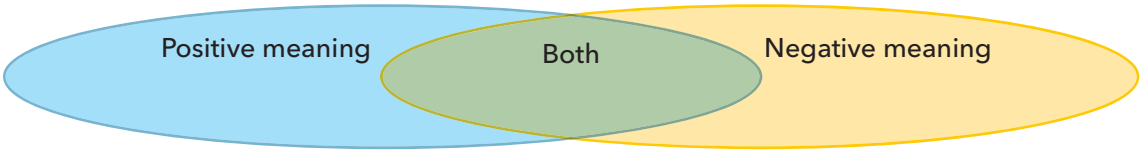
75% of employees think feedback is important, but only 30% say they get it. I need to spend more time on this!

1 VOCABULARY Adverbs of manner

A ▶02-16 Listen. Then listen and repeat.

well: behaving or doing something in a good way
quickly: moving or doing something fast
easily: moving or doing something comfortably
carefully: moving or doing something without making mistakes
badly: behaving or doing something in a way that is not good
slowly: moving or doing something at a low speed
honestly: behaving or doing something in an honest and fair way
carelessly: behaving or doing something without thinking

B Put the adverbs from 1A into the correct categories.



C PAIRS Student A, say an adverb from 1A. Student B, say what can be done this way.

A: *easily* B: *ride a bike*

2 GRAMMAR Adverbs of degree and manner

COACH

Adverbs modify verbs. Adverbs can also modify adjectives and other adverbs. Adverbs of degree show *intensity*. Adverbs of manner show *how* something happens.

Subject	Verb	Object	Adverb of degree	Adverb of manner
Yoko	speaks	English	**fairly**	**well**.
The manager	spoke		**very**	**honestly**.

Adverbs of degree

- Use *fairly* or *pretty* to weaken an adverb. *She speaks English **fairly** well. = Her English is OK.*
- Use *really, very,* or *extremely* to strengthen an adverb. *She speaks English **really** well. = Her English is excellent.*

Adverbs of manner: Most adverbs of manner are formed with an adjective + *-ly*. If the adjective ends with a *y*, change the *y* to *i*.

Adverbs formed with adjective + *-ly*	
bad	badly
careful	carefully
careless	carelessly
easy	easily
honest	honestly
quick	quickly

Same adjective and adverb form	
fast	fast
hard	hard
late	late

Irregular adverbs	
good	well

>> FOR PRACTICE, GO TO PAGE 130

3 LISTENING



A 02-18 **Listen to the podcast. Circle the correct answer.**

Managers give feedback to employees to ___ .

a. tell them they are working badly
b. help improve their performance
c. get to know them

LISTENING SKILL Listen for paraphrasing

When you are listening to a speaker, pay attention to words that signal paraphrasing. Speakers use these words to explain something in a different way. Some of these signal words include *in other words, or, that is, which is,* and *which means.*

B 02-18 **Read the Listening Skill. Listen again. Listen for words that signal paraphrasing. Complete the sentences.**

1. Employee feedback, _____ information about how well someone is working, is important.
2. Ask employees for feedback about their work. _____ , let them give feedback to you.
3. If you start with something positive, employees will be more open to what you have to say, _____ they will listen to your ideas.
4. Follow up with your employees. _____ , talk to them again.

C 02-18 **Listen again. Look at the poster. Complete the sentences with the missing words.**

EFFECTIVE FEEDBACK

Think about your _____ before giving feedback.

Let good _____ give you feedback.

Make a _____ with your employees.

Begin with something _____.

Don't give a poor employee too much _____ feedback.

Tell your employee what he or she isn't doing well.

Have a _____ message.

Give specific suggestions.

Follow up with your employee in a few _____

D PAIRS **What are the three best suggestions on the poster in 3C? Discuss.**

4 TRY IT YOURSELF

A MAKE IT PERSONAL **Look at the vocabulary in 1A. Write one sentence about yourself for four of the words.**

B PAIRS **Talk about yourself using your notes from 4A. Ask questions to get more information.**

A: I love to go running. I run very quickly.
B: Oh, really? Where do you like to run?

C WALK AROUND **Continue the conversation. Talk to three classmates. Report to the class. How did your classmates answer? Were any of your answers similar?**

☐ I CAN TALK ABOUT HOW PEOPLE DO THINGS.

LESSON 4 READ ABOUT LIFE-CHANGING ADVICE



ERIC PARK
@EricP
Best advice I ever got from my dad: The harder you try, the luckier you get.

1 BEFORE YOU READ

A PAIRS Think about a time when you gave someone advice. What was it? Did this person take your advice? How did that make you feel?

I gave my sister some advice last week. I told her she should look for a new job and...

B VOCABULARY 02-19 Listen. Then listen and repeat.

a piece of advice: a suggestion about what to do
a designer: someone who draws or plans new things
a product: something that people grow or make and then sell
recycled: changed so that it can be used again
elegant: simple and beautiful
wise: able to make good choices and give good advice

>> FOR PRACTICE, GO TO PAGE 155

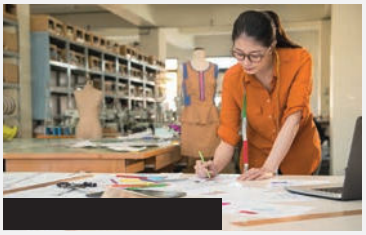
2 READ

A PREVIEW Look at the letter and the photograph. What do you think the letter is about?

B 02-20 Listen. Read the letter to a newspaper editor.

To the editor:

I was very interested in your article about advice. I once got a piece of advice, and it changed my life.



My first design job

I'm a designer. Ten years ago, I was designing my first product, and I was determined to show everyone how good I was. After a lot of planning and hard work, I came up with a new design for a bag. The bag was made of recycled plastic bottles. It was black, and it looked and felt like leather. I thought my design was very elegant.

Most of my co-workers really liked my design. However, one person, Lin, suggested a change. She thought the bag should come in bright colors that you can see in the dark. "More and more people are running or bicycling after dark," she said, "and bright colors could be very popular with them. This could be a huge seller." I didn't even want to think about Lin's idea. I knew exactly what my bag should look like and exactly what would sell.

That evening I had dinner with my favorite teacher from design school. I told her all about my bag and mentioned Lin's suggestion. I thought my teacher was very wise, and I expected her to tell me how right I was and how wrong Lin was. Instead, she smiled at me and said, "If you think you know something, find someone who disagrees and listen to them."

At first I was upset, but after I thought about it, I understood. I had been so excited by my own idea that I wasn't willing to listen to anyone else. But Lin's suggestion would make the bag useful to a bigger group of buyers. It also made the bag safer. I decided to include her idea in my presentation to the head of my company. And guess what? He loved it! He even said his favorite part of the design was the bright colors!

Over the past ten years, I have often remembered my teacher's advice. Without it, my company might not have chosen to sell my bag. But more importantly, it taught me how important it is to just listen. So remember, be open to advice from other people, even if you don't agree with them at first. You never know how that advice might change your life!

Sincerely,
Elena Mays

3 CHECK YOUR UNDERSTANDING

READING SKILL Find the main idea

The main idea is the most important thought in a piece of writing. It is the topic plus what the writer wants to say about the topic. Sometimes the main idea is stated at the beginning of a text but it may also appear elsewhere in the text. When you read, ask yourself: "What is the text about?" and then, "What does the writer want to tell me about the topic?"

A Read the Reading Skill. Answer the questions.

1. Read the letter. Underline the sentence that tells you the main idea.
2. Which statement best describes the main idea?
   a. People should be open to opinions and advice from others.
   b. Only listen to advice from people you trust and get along with.
   c. There are many different ways to give good advice.

B Read the letter again. Circle the correct answers.

1. Elena wrote this letter to the editor to ___ .
   a. show people that she is smart
   b. sell more of her bags
   c. share some helpful advice
2. This bag was very important to Elena because ___ .
   a. she was excited that her co-workers liked the design
   b. she believed that this was her best idea as a designer
   c. she wanted to show that she was a good designer
3. Lin's suggestion made the bag ___ and easier to sell.
   a. more elegant b. useful to more people c. cheaper to make
4. Her teacher's advice helped Elena because ___ .
   a. it made her more open to other people's ideas
   b. it made her feel bad about her own design
   c. it made her feel better about her own ideas

C FOCUS ON LANGUAGE Reread lines 10–11 in the letter. Think about the phrases *after dark* and *huge seller*. Circle the correct answers.

1. The expression *after dark* means ***without lights*** / ***at night*** / ***in black clothes***.
2. The phrase *huge seller* means ***sold in big sizes*** / ***sold in large numbers*** / ***sold at high prices***.

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

The letter is about how a woman got some advice and...

Find other articles about advice and how it has helped people.

4 MAKE IT PERSONAL

A Think about a time when you were given advice. What was the advice? Who gave it to you? Was it good or bad advice? How did it affect you? Complete the chart.

Advice	Person	Good / Bad	What happened

B PAIRS Tell your partner about the advice you were given. Explain how it did or didn't help you.

My parents gave me great advice about... They said...

☐ I CAN READ ABOUT LIFE-CHANGING ADVICE.

LESSON 5 WRITE A RECOMMENDATION



ERIC PARK
@EricP
Just finished writing a recommendation for my friend Lucas. He's such a great co-worker!

1 BEFORE YOU WRITE

A Think about a time when you needed a recommendation. For example, when you applied to a university or applied for a job. What kinds of things were included in the recommendation?

B Read Eric's recommendation on an employment website. How does Eric feel about Lucas?

Eric Park
Copywriter

Lucas and I currently work together at TSW Media. We work together a lot, and we are involved in many of the same projects. I am delighted to write this recommendation for him.

Lucas is a talented illustrator. He is very creative, and his graphics help to make our ads successful. Lucas is especially good at working with different technologies. His hand drawings are beautiful, but he also creates amazing artwork using computer programs, such as Illustrator. He is smart, hard-working, and very determined. He works quickly and carefully, and he is always willing to help on different projects when needed.

Lucas is extremely well-liked by his co-workers and by all our clients. He works well with others, and he is always eager to share his ideas. Lucas is a great team member, and he is a real asset to our team. We're lucky to have him.

C Read the recommendation again. How does Eric organize his recommendation? Complete the chart.

Paragraph 1 *How does he know this person?*	Eric knows Lucas from TSW Media.
Paragraph 2 *What skills does this person have?*	talented illustrator
Paragraph 3 *How does this person get along with others?*	well-liked

2 FOCUS ON WRITING

WRITING SKILL Write complete sentences in formal writing

In formal writing, we need to write complete sentences.

- Complete sentences need to have a subject and a verb.
- Complete sentences need to be separated or connected in some way.
  - Use a period, not a comma, to separate complete sentences.
  - Use a conjunction, such as *and*, *but*, *or*, or *so*, to connect complete sentences.

A Read the Writing Skill.

B Look at three incorrect sentences from Eric's first draft of his recommendation. Underline the correct versions in the model.

1. Lucas and I currently work together at TSW Media we work together a lot, and we are involved in many of the same projects.
2. A talented illustrator.
3. His hand drawings are beautiful, he also creates amazing artwork using computer programs, such as Illustrator.

C Look at the sentences in 2B again. What were the mistakes? How did he fix them?

3 PLAN YOUR WRITING 3.

A You need to write a recommendation for a classmate or co-worker. Think of someone to write about. Complete the chart.

Paragraph 1 *How do you know this person?*	
Paragraph 2 *What skills does this person have?*	
Paragraph 3 *How does this person get along with others?*	

B PAIRS Talk to your partner about your ideas for your recommendation.

I am writing about... We met at...

4 WRITE

Write a recommendation using your ideas from 3A. Remember to use complete sentences. Use the recommendation in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange recommendations and read your partner's.

1. Did your partner explain how they know the person?
2. Did your partner describe the person's skills and personality?
3. Did your partner use complete sentences?

B PAIRS Can your partner improve his or her recommendation? Make suggestions.

Check your
- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your recommendation again. Can you improve your writing?

☐ I CAN WRITE A RECOMMENDATION.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶02-21 Listen or watch. What kind of product does Fatma describe?

B ▶02-21 Listen or watch again. Answer the questions.

1. What's the name of the product? _____
2. What three reasons does Fatma give? _____

   _____
3. What's one detail for each of the three reasons?

   _____

C Make your own video.

Step 1 Think of a product that you own and that you like.

Step 2 Make a 30-second video. Describe the product and say the reasons why you like it. Give details about the product.

Step 3 Share your video. Answer questions and get feedback.



2 LEARNING STRATEGY

DESCRIBE WHAT YOU SEE

Learn new vocabulary by describing people and things around you. What words do you know? Look up words you don't know. Write sentences to help you learn the new words.

Review the descriptive words in the vocabulary. Try to use these words to describe people and things around you. For example, use sensory verbs (*look*, *feel*, *smell*, *taste*, *sound*). Write five descriptive sentences for practice. Review the sentences twice a week.

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 two similar things
- ☐ Describe personal traits
- ☐ Talk about how people do things

Vocabulary
- ☐ Sensory verbs
- ☐ Attitudes
- ☐ Adverbs of manner

Pronunciation
- ☐ The letter *s*
- ☐ Syllables and stress

Grammar
- ☐ Sensory verbs + *like*
- ☐ *Be* + adjective + infinitive
- ☐ Adverbs of degree and manner

Reading
- ☐ Find the main idea

Writing
- ☐ Write complete sentences in formal writing

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.

