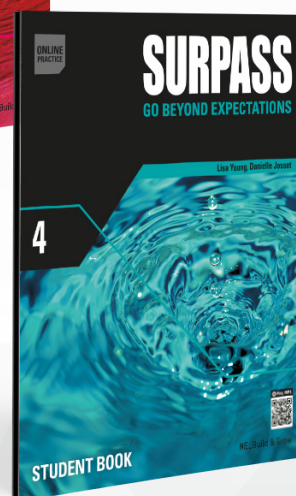
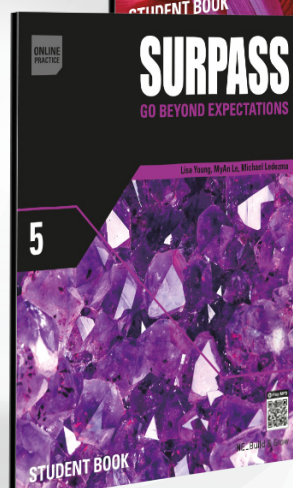
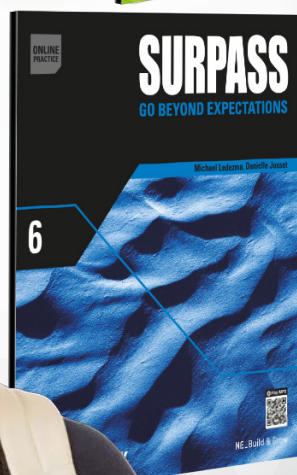
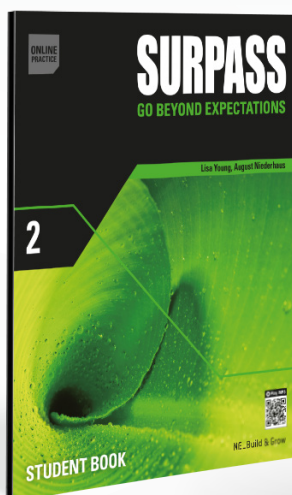
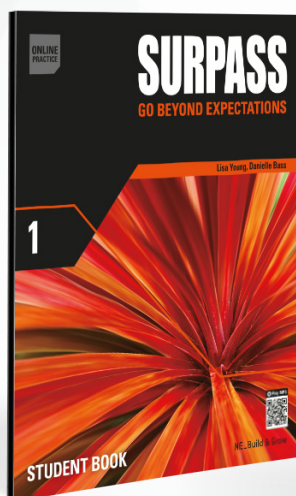


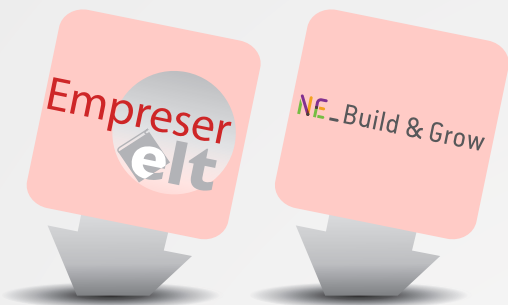
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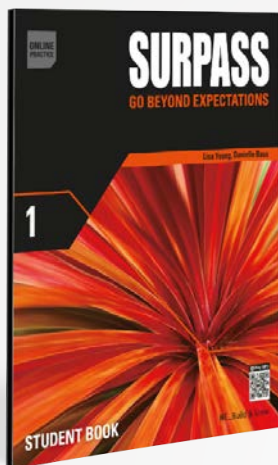
GO BEYOND EXPECTATIONS



Empreser
elt



Series



CEFR
A1 to C1

| A1 | A2 | B1 | B2 | C1 |
|-----------|-----------|-----------|-----------|-----------|
| SURPASS 1 | | | | |
| | SURPASS 2 | | | |
| | | SURPASS 3 | | |
| | | | SURPASS 4 | |
| | | | | SURPASS 5 |
| | | | | SURPASS 6 |

Units - Lessons]

- > Units per book: 10
- > Lessons: 3 x unit
 - > Lesson A: 4 pages
 - > Lesson B: 4 pages
 - > Lesson C: 2 pages

[Horas de instrucción
por curso distribuido
por student book,
workbook, LMS]

- > Using only Student's Book:
5 hrs per week
- > Using SB and Workbook:
7-8 hrs per week
- > Using SB + WB + LMS:
10 hrs per week

Main Characteristics

- > 6 Level series designed for young adults. Available in full and Split versions.
- > Centred in learning and developing social, academic and communicative skills.
- > International English (predominantly American).

Key academic aspects of the series

Objectives aligned to the CEFR and OECD's 2030 Learning Compass

- > **Social awareness:** knowing and talking about relevant topics according to the age group.
- > **Self-regulated learning:** development of metacognitive strategies to improve self-learning.
- > **Linguistic and cultural awareness:** understand the relation language-culture.
- > **Development of 21st Century Competences:** Critical Thinking, Problem Solving, Communication, Organization, Collaboration.

Components for the student

- > Student's Book.
- > Workbook.
- > MP3 Audio Files.
- > LMS.

Components for the teacher

- > LMS: extra activities, tests, and content management system.
- > Exams: Placement, Unit, Review, Mid-term, and Final.
- > PPT: PowerPoint presentations with the content of the Student's Book.
- > Answer keys
- > MP3 Audio files
- > Teacher's Guide
- > Online resources: Links to videos with authentic content related to the lessons of the book.
- > Interactive Whiteboard Material: Available for Windows and iOS.



Scope and Sequence

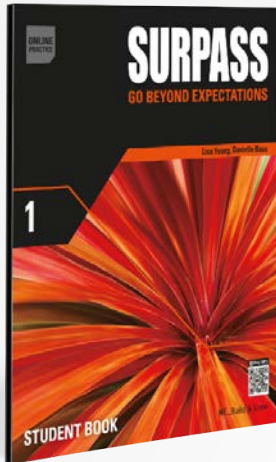


Platform



Student's book:

Scope and Sequence



Student's book

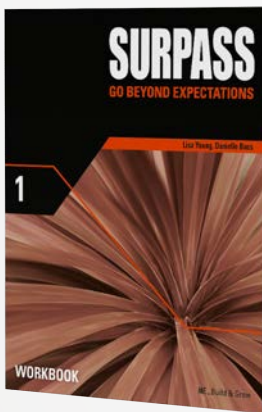


Workbook



Learning Management System

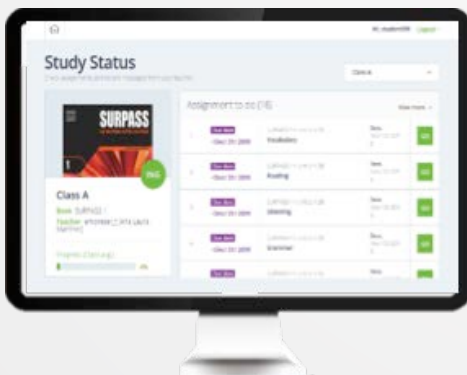
Teacher's components



Workbook



Interactive Whiteboard Material



Learning Management System



Power Point Presentations





Samples
pages

ONLINE
PRACTICE

SURPASS

GO BEYOND EXPECTATIONS

Lisa Young, August Niederhaus

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STUDENT BOOK

Play MP3



NE_Build & Grow

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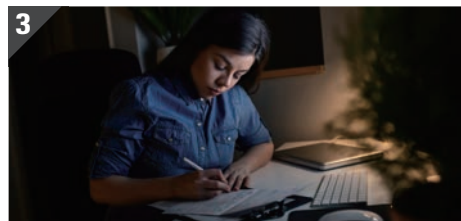
People around me



Tom is really _____. He never gets up early or works hard.



Michelle is really _____. She makes _____ me laugh all the time.



Nadia always does her best. She is very _____.



Juan gets along well with strangers. He's very _____.



Kim always tries to help other people. She's so _____.

1 VOCABULARY

A How would you describe your personality? Use three words to describe yourself.

B **1-16** Look at the pictures and complete the sentences with the words in the box. Then listen and check.

| | | | |
|-----------|-------------|-------|---------|
| talkative | outgoing | funny | lazy |
| selfish | quiet | shy | serious |
| caring | hardworking | | |

C How well do the words above describe you? Draw a circle, triangle, or an X next to each word. Then use these words to talk about your personality.

○ = usually △ = sometimes X = not really

*I think I'm talkative, but I'm not really funny.
Sometimes I'm shy, but I'm usually outgoing.*

D Do you know any other adjectives that describe personality?

2 LISTENING

A **1-17** Listen to the conversations and choose the correct answers.

- Martin is Cathy's **coworker** / **boyfriend**.
Martin works at a café on **weekdays** / **weekends**.
Cathy usually sees him after **work** / **school**.
- Martin is Melissa's **brother** / **boyfriend**.
Melissa says he **never** / **always** cleans his room.
Melissa **thinks** / **doesn't think** Martin has a girlfriend.

B **1-17** Listen again. How do Cathy and Melissa describe Martin's personality?

- Cathy thinks he is...
☐ quiet ☐ shy ☐ funny
☐ caring ☐ hardworking
- Melissa thinks he is...
☐ talkative ☐ funny ☐ lazy
☐ shy ☐ hardworking

C Do you sometimes act differently around certain people?

6



Chloe enjoys chatting with others.
She's so _____.

7



Sometimes Alex only thinks about himself. He can be _____.

8



I am pretty _____. I feel uncomfortable around strangers.

9



Nick never jokes about anything.
He's too _____.

10



Yusuf doesn't talk much. He's usually _____.

3 GRAMMAR

A **1-18** Listen and complete the questions.

- | | |
|---------------------------|----------------------|
| 1 _____ is that? | 4 _____ is that guy? |
| 2 _____ did you meet him? | 5 _____ old is he? |
| 3 _____ do you see him? | 6 _____ do you ask? |

B Answer the questions above using the choices below. Practice with a partner.

- same age as me
- at a café
- no reason
- my brother
- a necklace
- after work

Learn more about question words.

> Grammar Reference p. 124

C Complete the questions with *who*, *what*, *when*, *where*, *why*, and *how*.

- 1 _____ is your favorite movie character? *Sherlock Holmes.*
- 2 _____ would you describe his personality? *He's talkative and serious.*
- 3 _____ does he live? *He lives on Baker Street in London.*
- 4 _____ is special about him? *He's very smart. He solves crimes.*
- 5 _____ do you like him? *He's brilliant and funny.*
- 6 _____ did you watch the movie? *I watched it three years ago.*

D Ask your partner about their favorite movie character. Use the questions in C.

Pronunciation

1 **1-19** Listen and repeat. Notice how the intonation changes when question words are used.

Is he a student?

Do you eat breakfast?

Who is he?

When do you eat breakfast?

2 Practice the conversation in exercise 3C. Focus on your intonation.


4 SPEAKING

A Complete the questions with the correct question words. Then interview a partner. You can also make your own questions.

- | | | |
|--|--|----------------------------|
| • _____ is your birthday? | How would you describe your personality? | Well, I'm outgoing and ... |
| • _____ are you from? | | |
| • _____ are your hobbies? | ??? | |
| • _____ would you describe your personality? | | |
| • _____ is your best friend? | | |

B Introduce your partner to the class.

5 READING 1-20

- A** Think of your closest friends. How did you meet them?
- B**  Read about Jessie's friends. Then make sentences about them using the words in the box.

| | |
|-----------------|------------------|
| screenwriter | rock band |
| high school | exchange student |
| new recipes | Spanish class |
| literature club | Portugal |

Dmitry wants to be a screenwriter.

- C** **VOCABULARY** Look at the highlighted words. Write them next to their definitions.

- _____ : always telling the truth
- _____ : not afraid of trying new things
- _____ : willing to give and share things
- _____ : having a set goal and trying hard
- _____ : always telling people what to do
- _____ : able to learn and understand things quickly

- D** Which of Jessie's friends would you most like to meet? Why?

6 LISTENING

- 1-21** Jessie's friends are talking about her. Listen and check (✓) the two words that each person uses to describe her.

- | | | | |
|----------|---------------------------------|------------------------------------|--|
| 1 Sandra | <input type="checkbox"/> sweet | <input type="checkbox"/> talkative | <input type="checkbox"/> caring |
| 2 Reese | <input type="checkbox"/> quiet | <input type="checkbox"/> honest | <input type="checkbox"/> open-minded |
| 3 Tony | <input type="checkbox"/> bossy | <input type="checkbox"/> funny | <input type="checkbox"/> intelligent |
| 4 Ping | <input type="checkbox"/> caring | <input type="checkbox"/> shy | <input type="checkbox"/> understanding |
| 5 Dmitry | <input type="checkbox"/> shy | <input type="checkbox"/> outgoing | <input type="checkbox"/> smart |
| 6 Grace | <input type="checkbox"/> lazy | <input type="checkbox"/> honest | <input type="checkbox"/> helpful |

Sandra



Sandra and I both work part-time at a bookstore. She's quiet but very hardworking. She never comes to work late or leaves early. She's also kind and **generous**. She plays guitar in a rock band and always gives me free tickets to her shows.

Reese



I met my best friend **Reese** in high school. She is **honest** and caring, so she gives the best advice. She is a little serious, but she still likes to have fun. Traveling is one of her favorite things to do. We are going to Portugal together this summer.

OVER TO YOU

- Tell your partner about three of your friends. Talk about ...
 - their personality
 - their interests
- How do you think your friends describe you?
- What do you think is the best part of your personality? What do you think is the worst part?



TONY

Tony is one of my roommates. He's talkative and outgoing. That's why he's good with people. He's also a good cook. Sometimes we cook together, and he teaches me new recipes. He's a little lazy though, so I do most of the work!



Dmitry



I'm in the same literature club as **Dmitry**. He's kind of shy, but he loves talking about books. He's the most **intelligent** person I know. In the future, he wants to be a screenwriter. He's very **determined**, so I think he can do it.

I'm Jessie.



Ping



Ping is an exchange student from China. He likes to learn about other cultures. I think that's because he's so **adventurous** and open-minded. He enjoys living abroad, but he misses his family. They talk on the phone every week. Ping is funny too. He always makes me laugh.



Grace



Grace is the teaching assistant in my Spanish class. Sometimes I turn in my homework late, but Grace is so understanding. She never gets upset about it. She's a little **bossy**, but she's patient if students make mistakes. I really admire her.

Talking about appearance

HAIR



1 _____



2 short



6 red



7 _____



8 brown



3 wavy



4 _____



5 _____



9 _____



10 mustache

11 _____

HEIGHT

16 very _____

12 _____



13 fairly short

14 average height



15 pretty tall



AGE

in his twenties

in his forties

in his sixties



17 _____



18 old

1 VOCABULARY

A Think of your favorite actor or actress. Describe his or her appearance.

He is short. He has gray hair and brown eyes.

B 1-22 Write the correct word for each picture. Use the words in the box. Then listen and check.

bald beard blond curly young
long short tall straight

Tip The adverbs *very* and *really* intensify the meaning of adjectives.
He is tall. → He is really tall.

C 1-23 Check (✓) *is* or *has*. Then listen and check.

| is | has | |
|--------------------------|--------------------------|------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1 She _____ long curly hair. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2 He _____ bald. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3 He _____ a beard and a mustache. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4 She _____ tall and slim. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5 He _____ old. |

D Use the expressions to describe people you know.

My grandpa is bald. He is very tall.

2 LISTENING

A **1-24** Listen to a conversation between two friends who got backstage passes to a concert. Write the roles of the band members below the pictures.

- lead singer
- drummer
- guitarist
- keyboard player



lead singer

B **1-24** Listen again. Who is each sentence about?

- 1 He's really outgoing.
- 2 He plays beautifully.
- 3 People call him "Flying Fingers."
- 4 He writes the songs.

3 GRAMMAR

A **1-25** Listen and complete the sentences with the adverbs in the box.

fast easily well beautifully

- 1 He makes friends _____.
- 2 He plays the keyboard _____.
- 3 He plays the guitar _____.
- 4 He sings _____.

B Compare the sentences below. Discuss how the adverbs add meaning to the verbs.

- She sings.
- She sings loudly.
- She sings beautifully.

Learn more about adverbs of manner.

> Grammar Reference p. 125

C Make five sentences about yourself using the verbs and adverbs below. Tell your partner your sentences.

| | | | |
|-------|-------|-----------|-------------|
| eat | walk | fast | slowly |
| learn | play | quickly | easily |
| speak | work | well | beautifully |
| sing | dance | loudly | quietly |
| make | drive | carefully | hard |

I eat fast, but I speak slowly. I play the piano well. ...

4 SPEAKING

A Think about people you know. Find someone who matches each description. Write two more things about each person.

- tall and slim
- *sings well*
- *talkative*

Name _____

- has curly hair
-
-

Name _____

- speaks slowly
-
-

Name _____

- in his/her thirties
-
-

Name _____

B Tell a partner about the people above.

My friend Pete is tall and slim. He sings well. He is talkative.





Welcome to B&H

Want to look great this summer? We're having a special promotion for you.
Try out two of our new products – for free! (Interested? [Click Here](#))

The Best Hair Coloring Kit

Get your dream color at home!

Do you want to **dye** your hair at home?
Many at-home hair coloring products **damage** hair,
but not this one! Try this all-natural hair coloring kit now.
It will leave you with beautiful, healthy hair!

- long-lasting colors
- a wide range of options



Basic Workout Kit

Full-body workout tools, all in one box!

We know what you're thinking...

A gym membership? I'll never go anyway.

An exercise machine? It takes up too much space.

Stop thinking and start moving with this basic kit.

This is an excellent choice for **hesitant** beginners.

Includes:

- stepper / dumbbells / exercise ball
- DVD with seven 15-minute workouts



5 READING 1-26

A Look at the top of the web page. What is the promotion offer?

B Read about the two products. What are the advantages of each product? Make a list with a partner.

C Read about the two applicants on the next page. Answer the questions.

- 1 Why does Josh use at-home hair coloring products?
- 2 What does Josh say about the advantages and disadvantages of natural products?
- 3 When did Emma gain weight?
- 4 Why doesn't Emma go to the gym?
- 5 Why are Josh and Emma interested in these products?

D **VOCABULARY** Look at the highlighted words. Match them with their definitions.

- 1 _____ : to harm something
- 2 _____ : going to have a baby
- 3 _____ : often; many times
- 4 _____ : not sure about what to do
- 5 _____ : to add color to something
- 6 _____ : a special sale or event to sell something

E Would you like to try these products? Why or why not?

BEAUTY & HEALTH products
Keeping you beautiful and healthy!

Choose the product that you want to try.
Tell us your story.
Why do you want to try this product?

☒ hair coloring kit ☐ workout kit

Josh, 20, Chicago

Hello. I'm Josh from Chicago. I have long, curly hair, and I dye my hair **frequently**. I use at-home hair coloring kits to save money, but the regular kits damage my hair. Now I use only natural hair coloring kits. They don't damage my hair, but the color doesn't last long. I'd love to try out this new kit. I hope it can help me.

☐ hair coloring kit ☒ workout kit

Emma, 31, Detroit

I'm a working mom in Detroit. I gained a lot of weight when I was **pregnant**. Now I want to be slim again. I know I should start working out. When I had enough time, I went to the gym regularly. But now I need to be at home as much as possible. This kit has short workouts that I can easily do at home. It sounds perfect for me!



6 LISTENING

1-27 Josh and Emma got to try the products. Listen to their reviews and check(✓) the correct answers.

Hair Coloring Kit

- 1 Josh says this product is ...
 - ☐ better than other products.
 - ☐ cheaper than other products.
- 2 After he uses the kit ...
 - ☐ his hair feels soft.
 - ☐ his hair becomes damaged.
- 3 He will ...
 - ☐ keep using the coloring kit.
 - ☐ stop using the coloring kit.
- 4 He thinks this product is ...
 - ☐ a great option.
 - ☐ an okay option.

Workout Kit

- 5 Emma especially likes ...
 - ☐ the stepper.
 - ☐ the DVD.
- 6 She thinks the 15-minute workouts are ...
 - ☐ too short.
 - ☐ very useful.
- 7 She exercises ...
 - ☐ every day.
 - ☐ every weekend.
- 8 She says ...
 - ☐ she is more slim now.
 - ☐ she feels healthier.

OVER TO YOU

- 1 Have you ever bought beauty or health products online? What did you buy?
- 2 Were you satisfied with the products? Why or why not?
- 3 What kinds of beauty or health products do you buy regularly? What do you consider when you choose them?

Practical English

Talking about similarities and differences

1 READING

A Cathy is talking about the similarities and differences between herself and her mom. Read and answer the questions.

My mom and I have many things in common. We both have curly brown hair, and we are both short. We are also adventurous. We like to try new things. Finally, we both love romantic comedies. So we often go to the movies together.

There are some differences between us too. She has brown eyes, but I don't. I've got my dad's blue eyes. Our personalities are different too. My mom is talkative, but I'm not. In fact, I'm pretty quiet. Lastly, she loves plants and gardening, but I don't. I like taking care of animals.



- How are Cathy and her mom similar in appearance?
- How does Cathy look different from her mom?
- How are their personalities similar?
- How are their personalities different?
- What do both of them like?



Talking about Similarities

- B** Read the first paragraph. Find and circle the word "both." Discuss where it is placed.
- C** Look at the sentences below. Put the word "both" in each sentence. Mark where it would go.
- both*
- 1 We have dark skin.
 - 2 We are tall.
 - 3 We like taking pictures.
 - 4 We are quiet and shy.
 - 5 We wear glasses.
- D** Find similarities between yourself and your partner. Make sentences using "both."
- We both have brown hair.*

Talking about Differences

- E** Read the second paragraph. Find and underline "but I don't" and "but I'm not." Discuss when each is used.
- F** Look at the sentences below. Write "but I don't" or "but I'm not" in each blank.
- 1 My professor has gray hair, but I don't.
 - 2 My parents are rich, _____.
 - 3 My mom loves computer games, _____.
 - 4 My sister likes to swim, _____.
 - 5 My brother's very lazy, _____.
- G** Practice using "but I don't" and "but I'm not." Make sentences about people you know.
- My mom likes pasta, but I don't.*

2 WRITING

A Think about your family members. Complete the sentences.

- 1 _____ and I both have _____ hair.
- 2 _____ and I are both **talkative** / **quiet**.
- 3 _____ and I both like _____.
- 4 _____ has _____ hair, but I don't. I have _____ hair.
- 5 _____ is **shy** / **outgoing**, but I'm not. I'm _____.
- 6 _____ likes _____, but I don't. I like _____.

B Pick one of your family members. Compare yourself to that person. Write the ways in which you are similar and different.

| Family Member | Looks | Think of ... |
|-----------------|---|---|
| _____ (Name) | • similarity → We _____. • difference → He/She _____, but I _____. | • eyes • hair • height • body type |
| | Personality • similarity → We _____. • difference → He/She _____, but I _____. | • talkative/quiet • outgoing/shy • careful/careless • hardworking/lazy |
| | Likes • similarity → We _____. • difference → He/She _____, but I _____. | • food • movies • travel • hobbies |

C Write about yourself and the person above. Compare your looks, personalities, and likes. Add any details you want.

SIMILARITIES

_____ and I have many things in common.

looks ▶ • We _____

personality ▶ • We (are) also _____

likes ▶ • Finally, we _____


DIFFERENCES

There are some differences between us too.

looks ▶ • He/She _____

personality ▶ • Our personalities are different too. He/She _____

likes ▶ • Lastly, he/she _____

D  Share your writing with a partner. Ask about other family members.

My dad and I are both tall and slim.

No, she isn't. She's ...

How about your mom? Is she tall and slim too?



SURPASS

GO BEYOND EXPECTATIONS

Lisa Young, August Niederhaus

2

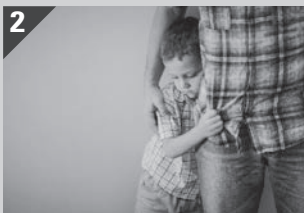
WORKBOOK

NE_Build & Grow

1 VOCABULARY

A Look at the pictures and do the crossword puzzle with the words describing personality.

Across (→)



2 s h y



4 ha _ _ _ _ _



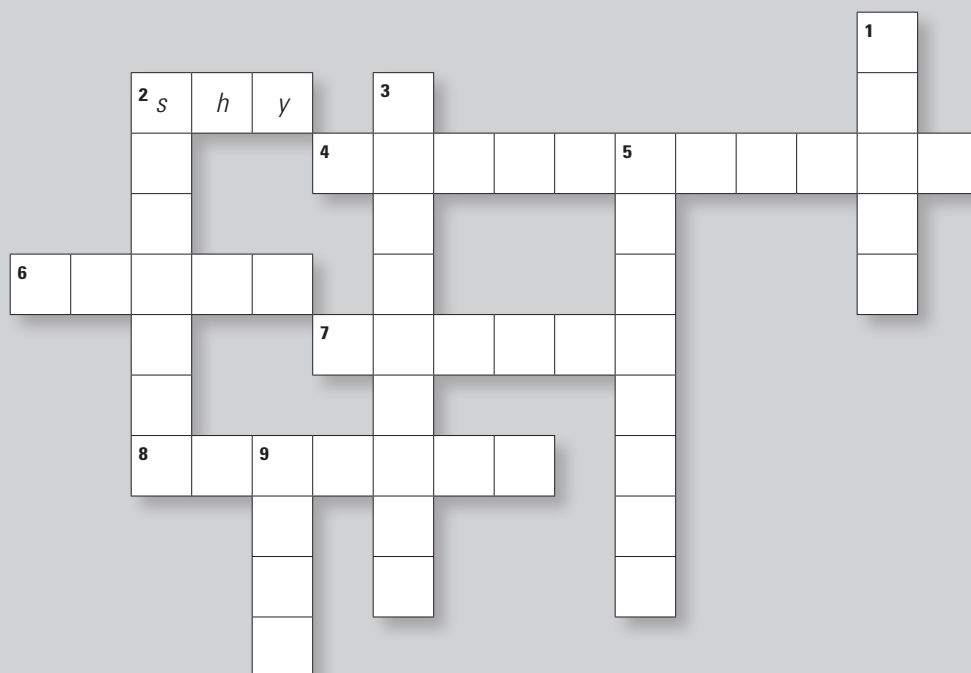
6 qu _ _ _



7 ca _ _ _ _



8 sel _ _ _ _



Down (↓)



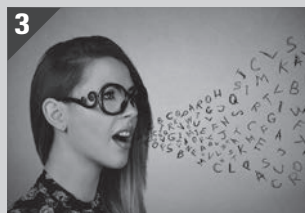
1 f _ _ _ _



9 l _ _ _



5 ou _ _ _ _ _



3 ta _ _ _ _ _



2 se _ _ _ _ _

2 GRAMMAR

A Make questions using the words in the box.

What When Where Who How Why

- 1 _____ cooks dinner every day?
- 2 _____ is your dad's name?
- 3 _____ is Erin's birthday?
- 4 _____ is in the box?
- 5 _____ do you live?
- 6 _____ is the weather today?
- 7 _____ are you crying?
- 8 _____ in England are you from?
- 9 _____ old is your dog?
- 10 _____ is that man?

B Match the answers to the questions in A.

- 1 ☐ Some books for my English class.
- 2 ☒ I do.
- 3 ☐ It's May 15.
- 4 ☐ I live on Sunset Avenue.
- 5 ☐ I'm from Bristol.
- 6 ☐ He's the new professor.
- 7 ☐ It's Mark Lamy.
- 8 ☐ He's three years old.
- 9 ☐ It's cold and windy.
- 10 ☐ Because my cat is missing.

C Complete the conversations with correct question words.

- 1 **A** _____'s that?
B He's one of the new employees. I'm glad they hired him.
A _____ do you like him?
B In the interview, he seemed really hardworking and friendly.
A _____ did the boss think?
B She thought the same thing. That's why she hired him.
- 2 **A** This is my room.
B It's nice, but _____'s the floor?
A Oh, very funny.
B I'm serious. There are clothes and papers everywhere.
_____ do you find anything?
A I don't know, but I'm just too lazy to organize things.
B It's not hard though. Maybe I can give you some tips.
_____ does that sound?
- 3 **A** Wow, what a beautiful fish tank! _____ did you get it?
B Last month. I got it for my daughter.
A _____ did you get fish for her?
B Because she's so caring, and she really wanted a pet.
A _____ takes care of the fish?
B She does. She read all about how to do it.
A This striped fish is cool.
B She has two of those, but one of them is shy. Hmm, _____ is he now?
A Oh, there he is, behind the rocks.



3 READING

A Read about Leana's concern. Complete the questions with question words. Then complete the answers.

- 1 **Q** _____ is Leana worried about?
A She's worried about her _____.
- 2 **Q** _____ was the relationship between her dad and brother in the past?
A They were both _____ and _____, so they used to be very _____.
- 3 **Q** _____ did her dad get angry at her brother?
A Because her brother doesn't want to _____. He just wants to _____.
- 4 **Q** _____ does her mom look when her dad and brother fight with each other?
A She looks _____.
- 5 **Q** _____ does Leana want her brother to do?
A She wants him to _____ a great job.

B Read again. Mark the sentences T (true) or F (false).

- 1 Leana thinks that her brother is lazy.
- 2 Leana's brother is trying to find a job.
- 3 Leana's brother doesn't want to pay for his own travel costs.
- 4 Leana's mom always tries to stop the fighting.
- 5 Leana's father used to be lazy, so he understands his son.
- 6 Leana thinks her dad should change his mind.
- 7 Leana's dad and brother keep arguing about the same issue.

Why Is My Brother So Lazy?: Leana's Concern

Lately, I've been worried about my brother. He doesn't get along well with my dad. They're both talkative and outgoing, so they used to be really close. The problem is that my brother is lazy.

He graduated from college, but he hasn't tried to find a job. Now my dad says, "What do you want to do next?" And my brother says, "I don't want to think about it. I just want to travel first." He wants my dad to pay for his travel costs! My dad is a hardworking man, so he doesn't understand my brother.

I think my brother should work first. He could save money and travel later. But for now, he keeps arguing with my dad. My mom doesn't know what to say. She's sweet and quiet, and she hates arguments. She looks nervous when my dad and brother fight with each other.

Sometimes I imagine that everything gets better. My brother finds a great job. He goes to work and enjoys it. My mom and dad are proud of him, and they all get along.

In real life, my brother says he doesn't want a job. I hope my brother will change his mind soon!



Talking about appearance

1 VOCABULARY

A Look at the pictures and complete the sentences with the words in the box.



Megan



Andy



Samantha



Adriana



Patrick

beard

moustache

curly

blond

dark

bald

medium-height

tall

straight

thirties

1 Samantha is in her late twenties. She's fairly short. She has long _____ hair, and it is _____. Her hair color makes her blue eyes look even prettier.

2 Andy is in his thirties. He has a nice _____ and has short _____ hair.

3 Patrick is in his seventies. He is _____, but has a long silver _____. He's really proud of it.

4 Adriana is _____ and slim. She has dark hair, and it's long and _____. She's a model, so she sometimes wears a lot of makeup.

5 Megan is in her _____. She is _____. She has straight, dark brown hair. She likes wearing jeans to work.

B Look at the pictures in **A** again and mark T (true) or F (false).

- 1 Both men have beards.
- 2 Patrick is the only person who is bald.
- 3 Three people have dark hair.
- 4 Two women have curly hair.
- 5 There is only one person who is in their seventies.

2 GRAMMAR

A Choose the correct answers.

- 1 My brother is a little **lazy** / **lazily**.
- 2 Finn can play basketball **good** / **well**.
- 3 The patient was walking **careful** / **carefully**.
- 4 The movie was **horrible** / **horribly**.
- 5 Max can jump over the fence very **easy** / **easily**.
- 6 Look how **fast** / **fastly** the cheetah can run!
- 7 They lived **happy** / **happily** ever after.
- 8 He finished his homework in only ten seconds. He was very **quick** / **quickly**.
- 9 Mr. Vincent always works **hard** / **hardly**.
- 10 "I got a promotion!" Jerry announced **proud** / **proudly**.

B Circle the words that are modified by the underlined adverbs.

- 1 Please close the door gently.
- 2 I don't remember her well.
- 3 He angrily left the party.
- 4 I'll drive fast so that you can get there in time.
- 5 She sang beautifully on the stage.
- 6 "I'm going home!" she said excitedly.
- 7 My parents always drive carefully.
- 8 I don't know her well.
- 9 He slowly walked to the door.
- 10 My husband and I thought hard before deciding to buy the house.

C Complete the conversations with the words in the box.

1 well fast slowly really

- A** You're here!
- B** Yes, finally. See that taxi driver? He has curly, red hair.
- A** Yes, I see him.
- B** He was a really bad driver.
- A** That's annoying. Driving is his job. He should be good at it.
- B** I know, but he didn't drive safely at all. First he drove too _____. Then he saw a police car, so he drove really _____.
- A** He should know better. Is he _____ young?
- B** No. I think he is in his forties.
- A** He should know how to drive _____ at that age.

2 poorly loudly repeatedly rudely

- A** Hey, have you met Dennis?
- B** I don't think so. Who is he?
- A** He's the blond man in our psychology class who talks _____.
- B** Oh, that's Dennis. Yeah, he's really noisy. I don't know how his girlfriend can stand him.
- A** Oh, who is his girlfriend?
- B** Oh, you don't know? It's Stephanie, the girl with curly hair who works at First Coffee.
- A** Stephanie? Isn't she the one who speaks _____ to the customers?
- B** Yeah, that's her. And she also listens _____. She's always messing up my orders. One time I had to _____ ask her not to add sugar to my coffee. She just doesn't listen at all.
- A** Now I can see why Dennis talks so loudly. Those two deserve each other.



3 READING

A Read the notification on a police station website. Then correct the sentences below.

- 1 The auto theft happened in the morning.

The auto theft happened in the afternoon.

- 2 The auto theft suspect has short blond hair and a beard.

- 3 Police think two teenage boys broke the windows.

- 4 The windows were broken early in the afternoon.

- 5 The cell phones were stolen by a man in his thirties.

- 6 If a woman stops you and asks you to borrow your cell phone, you need to arrest her.

Wanted!

Please contact the police with information about these crimes.

1 Auto Theft

A car was stolen from the parking lot of Thom's Market at 4:30 p.m. on Monday. The thief is a tall man with dark skin. Witnesses think he is in his thirties and described his weight as "average." He is bald and has a mustache. When he stole the car, he was wearing a baseball jersey. The car is a blue Ford Mustang with license plate number 331ABC. Call the police if you see this man or this car.

2 Broken Windows

Families in a neighborhood on Fifth Street have reported several broken windows there. Two individuals have seen a teenager running away from the crime scenes. He is probably 15 to 18 years old. He has light skin and curly blond hair. Police think that he lives in the neighborhood. Look out for your windows in the late afternoon. That is when families have reported rocks crashing into their homes.

3 Cell Phone Scam

Be on the lookout for a woman in her forties who has stolen several phones downtown. The woman stops people on the street and asks to borrow their cell phones. She then runs away with the phones. The woman is described as short and slightly overweight. She has light skin, green eyes, and light brown hair. If this woman talks to you, call the police immediately.

B Match the suspects below with the crimes.



※ Stock photo. Posed by model.

SURPASS

GO BEYOND EXPECTATIONS

TEACHER'S BOOK 2
Lisa Young, August Niederhaus

People around me



1 VOCABULARY

A How would you describe your personality? Use three words to describe yourself.

B Look at the pictures and complete the sentences with the words in the box. Then listen and check.

| | | | |
|-----------|-------------|-------|---------|
| talkative | outgoing | funny | lazy |
| selfish | quiet | shy | serious |
| caring | hardworking | | |

C How well do the words above describe you? Draw a circle, triangle, or an X next to each word. Then use these words to talk about your personality.

☐ = usually ☐ = sometimes ☒ = not really

I think I'm talkative, but I'm not really funny. Sometimes I'm shy, but I'm usually outgoing.

D Do you know any other adjectives that describe personality?

2 LISTENING

A Listen to the conversations and choose the correct answers.

1 Martin is Cathy's **coworker / boyfriend**.

Martin works at a café on **weekdays / weekends**.

Cathy usually sees him after **work / school**.

2 Martin is Melissa's **brother / boyfriend**.

Melissa says he **never / always** cleans his room.

Melissa **thinks / doesn't think** Martin has a girlfriend.

B Listen again. How do Cathy and Melissa describe Martin's personality?

1 Cathy thinks he is...

☐ quiet ☐ shy ☐ funny
☐ caring ☐ hardworking

2 Melissa thinks he is...

☐ talkative ☐ funny ☐ lazy
☐ shy ☐ hardworking

C Do you sometimes act differently around certain people?



3 GRAMMAR

A Listen and complete the questions.

- | | |
|---------------------------|----------------------|
| 1 _____ is that? | 4 _____ is that guy? |
| 2 _____ did you meet him? | 5 _____ old is he? |
| 3 _____ do you see him? | 6 _____ do you ask? |

B Answer the questions above using the choices below. Practice with a partner.

- | | | |
|------------------|--------------|--------------|
| • same age as me | • at a café | • no reason |
| • my brother | • a necklace | • after work |

Learn more about question words.

> Grammar Reference p. 124

C Complete the questions with **who, what, when, where, why, and how**:

- _____ is your favorite movie character? *Sherlock Holmes.*
- _____ would you describe his personality? *He's talkative and serious.*
- _____ does he live? *He lives on Baker Street in London.*
- _____ is special about him? *He's very smart. He solves crimes.*
- _____ do you like him? *He's brilliant and funny.*
- _____ did you watch the movie? *I watched it three years ago.*

D Ask your partner about their favorite movie character. Use the questions in C.

Pronunciation

1 Listen and repeat. Notice how the intonation changes when question words are used.

Is he a student?

Who is he?

Do you eat breakfast?

When do you eat breakfast?

2 Practice the conversation in exercise 3C. Focus on your intonation.

4 SPEAKING

A Complete the questions with the correct question words. Then interview a partner. You can also make your own questions.

| | | |
|----------------------------|--|--|
| _____ is your birthday? | How would you describe your personality? | Well, I'm outgoing and ... |
| _____ are you from? | _____ are your hobbies? | _____ would you describe your personality? |
| _____ is your best friend? | _____ | _____ |

B Introduce your partner to the class.

Student Book pages 14-15 • Workbook pages 8-9

Lesson objectives

- To describe people's personalities
- To talk about people around you
- To describe fictional characters
- To interview another person

Vocabulary

Personality traits

| | | | | | |
|-------------|---------|--------|----------|-------|-------|
| talkative | selfish | caring | outgoing | quiet | funny |
| hardworking | shy | lazy | serious | | |

Other words and phrases

| | | | |
|------------------------|-----------|--------------------|---------------|
| get up early | work hard | make someone laugh | chat |
| do one's best | get along | stranger | uncomfortable |
| joke | describe | usually | sometimes |
| act differently around | | coworker | |

Grammar

question words

Warm up

- Have students look at the pictures of different people on pages 14-15. Ask questions about what they are doing and what kind of personalities the pictures show. Elicit some vocabulary related to personality traits from their answers.

Sample questions

Who is in the picture? Where are they? What are they doing?
Do they look happy, sad, serious, or tired?
What do you think they are talking about?
Why do you think the woman is laughing?
What kind of people do you think they are?
Do you think he's hardworking or lazy?
What do you think her personality is like?
Which person in the pictures is most like you?

- Introduce the topic of today's lesson: personality traits.

1 VOCABULARY


A

- Ask students the question in 1-A. Tell them to use three adjectives to describe themselves. Encourage students to answer in complete sentences.

Sample answers

I am outgoing and talkative. I think I am a little lazy.

B

1. Have students read the words describing personalities in the box in 1-B and identify any words they don't know. Review and explain the words that students are not familiar with.
2. Have students read the sentences below pictures 1~10 and identify any words they don't know. Review and explain the words that students are not familiar with.
3. Have students fill in the blanks with the personality words in the box in 1-B.
4.  1-16 Play the audio and check the answers as a class.

Answers

- | | |
|----------------|--------------|
| 1. lazy | 6. talkative |
| 2. funny | 7. selfish |
| 3. hardworking | 8. shy |
| 4. outgoing | 9. serious |
| 5. caring | 10. quiet |

C

1. Have students look at the symbols listed in 1-C. Have them label the words in the box in 1-B with the appropriate symbols (○, △, X) based on their self-assessment of their own personalities.
2. Split students up into pairs and have them talk about their personalities. Encourage students to describe their personalities using the adverbs next to the symbols (usually, sometimes, not really) with the adjectives in the box in 1-B. Direct students to use the sample sentences at the bottom of 1-C as a guide.

+ More ideas

1. Write some more adverbs on the board (e.g. really, very, quite, kind of, somewhat, a little, not that, not ... at all). Explain how these words can be used with adjectives to show how well students think the adjective describes them.
2. Have them label the adverbs with the three symbols (○, △, X) they used in 1-C. Ask them questions to elicit the differences and similarities in meaning of these adverbs.

Sample questions

Which words would you use in the place of 'usually'?

If you think you can be lazy sometimes, but not always, which would you use with 'lazy' to describe yourself?

Which words have a similar meaning to 'not really'?

D

1. Encourage students to brainstorm other adjectives that describe personalities.

Sample answers

sociable, bossy, anxious, generous, polite, thoughtful, ambitious, diligent, adventurous, calm, energetic

+ More ideas

Have students practice using the personality adjectives from 1-B and the additional words brainstormed from 1-D by using them in sentences to describe people they know. You can also discuss which student in the class represents a particular personality the most.

Sample questions


Who in your family is most shy, talkative, creative, or practical?

Who is the most energetic person you know? Who is the calmest person you know?

Who is the class clown? Who is the most serious person in the class?

2 LISTENING


A

1. Tell students they will listen to two conversations about Martin.
2.  1-17 Play the audio. Have students read the directions in 2-A and circle the correct words.
3. Check the answers as a class.

Answers

1. boyfriend / weekends / work
2. brother / never / doesn't think

B

1. Tell students they will listen again. Instruct students to pay attention to how Martin's personality is described differently by Cathy and Melissa.
2.  1-17 Play the audio. Instruct students to choose the correct answers.
3. Check the answers as a class.

Answers

1. quiet, shy, caring, hardworking
2. talkative, funny, lazy, shy

Comprehension questions for listening

What did Martin give Cathy? (He gave her a necklace.)

Why does Cathy say Martin is hardworking? (because he works on weekends)

Where did Cathy first meet Martin? (She met him at the café that he works at.)

Is Martin older than Melissa? (No, they are twins.)

Why does Melissa think Martin is lazy? (because he never cleans his room)

Why does Melissa think Martin is single? (because he's shy around girls)

C

1. Split students up into pairs. Have them discuss with their partners how they act around different people, such as friends, family, classmates, or coworkers.

Sample answers

Yes. When I'm with my friends, I'm more talkative and funny.

When I'm with my coworkers, I'm more serious and quiet.

With my girlfriend, I'm more caring and thoughtful.

3 GRAMMAR

A

1. 1-18 Play the audio and instruct students to fill in the blanks.
2. Check the answers as a class.

Sample answers

1. What 2. Where 3. When 4. Who 5. How 6. Why

B

1. Split students up into pairs. Have them match the questions in 3-A with the answers in 3-B. Have them take turns asking and answering the questions in 3-A with the answers from 3-B. You can also encourage students to answer the questions using their own answers.

Answers

1. What is that? – It's a necklace.
2. Where did you meet him? – At a café.
3. When do you see him? – I see him after work.
4. Who is that guy? – He is my brother.
5. How old is he? – Same age as me.
6. Why do you ask? – Oh, no reason.

2. Refer to the grammar reference on page 124 to introduce the lesson's target grammar: question words. You can review the question words by referring to the sentences in 3-A or the listening scripts.

C

1. Instruct students to complete the grammar exercise in 3-C using question words.
2. Check the answers as a class.

Answers

1. Who 2. How 3. Where 4. What 5. Why 6. When

D

1. Have students discuss their favorite movie characters. What are their personalities like? What good and bad qualities do they have?
2. Split students up into pairs and have them ask each other about their favorite movie characters. Have them take turns asking and answering the questions in 3-C.

Sample answers

1. *Who is your favorite movie character?*
My favorite movie character is Captain Jack Sparrow.
2. *How would you describe his personality?*
He's witty and clever, and also brave.
3. *Where does he live?*
He lives in the Caribbean.
4. *What is special about him?*
He's a pirate. He's really funny.
5. *Why do you like him?*
I like him because he's brave and adventurous.
6. *When did you watch the movie?*
I saw the first movie when I was eight years old.

PRONUNCIATION

1. 1-19 Play the audio. Instruct students to listen to each sentence carefully and repeat them. Have them notice the change in intonation.
2. Split students up into pairs. Have them practice the conversation in 3-C with their partners. Instruct students to focus on using the appropriate intonation.

4 SPEAKING

A

1. Tell students they will interview their partners. Read the directions in 4-A together.
2. Have students fill out the form in 4-A using question words.
3. Check the answers as a class.

Answers

- When • Where • What • How • Who

4. Encourage students to come up with some more questions they can ask. Brainstorm as a class and write them on the board so students can use them to interview their partners.

Sample questions and answers

- What is your favorite food? (My favorite food is nasi goreng.)
- How often do you travel? (I don't travel very often. Maybe just once every two or three years to nearby countries.)
- What is your major? (My major is political science.)
- What's your job? (I have a part-time job as a waitress.)
- How old are you? (I'm nineteen years old.)

5. Split students up into pairs. Have them interview their partners using the questions from the book and their own questions.

Sample answers

- *When is your birthday?*
My birthday is June 27.
- *Where are you from?*
I'm from Jakarta, Indonesia.
- *What are your hobbies?*
I like singing and going swimming.
- *How would you describe your personality?*
Well, I'm outgoing and talkative. I love making new friends.
- *Who is your best friend?*
My best friend is Amisha. We've known each other since elementary school.

B

1. Have students introduce their partners to the class.

Sample answers

This is Janelle. She's from Indonesia. She likes singing and swimming. She's talkative and outgoing. Her best friend is Amisha. Her favorite food is nasi goreng. She travels just once every two or three years. Her major is political science. She works part time as a waitress. She's nineteen years old.

5 READING

A Think of your closest friends. How did you meet them?

B Read about Jessie's friends. Then make sentences about them using the words in the box.

| | |
|-----------------|------------------|
| screenwriter | rock band |
| high school | exchange student |
| new recipes | Spanish class |
| literature club | Portugal |

Dmitry wants to be a screenwriter.

C VOCABULARY Look at the highlighted words. Write them next to their definitions.

- _____ : always telling the truth
- _____ : not afraid of trying new things
- _____ : willing to give and share things
- _____ : having a set goal and trying hard
- _____ : always telling people what to do
- _____ : able to learn and understand things quickly

D Which of Jessie's friends would you most like to meet? Why?

6 LISTENING

121 Jessie's friends are talking about her. Listen and check (✓) the two words that each person uses to describe her.

- | | | | |
|----------|---------------------------------|------------------------------------|--|
| 1 Sandra | <input type="checkbox"/> sweet | <input type="checkbox"/> talkative | <input type="checkbox"/> caring |
| 2 Reese | <input type="checkbox"/> quiet | <input type="checkbox"/> honest | <input type="checkbox"/> open-minded |
| 3 Tony | <input type="checkbox"/> bossy | <input type="checkbox"/> funny | <input type="checkbox"/> intelligent |
| 4 Ping | <input type="checkbox"/> caring | <input type="checkbox"/> shy | <input type="checkbox"/> understanding |
| 5 Dmitry | <input type="checkbox"/> shy | <input type="checkbox"/> outgoing | <input type="checkbox"/> smart |
| 6 Grace | <input type="checkbox"/> lazy | <input type="checkbox"/> honest | <input type="checkbox"/> helpful |



Sandra and I both work part-time at a bookstore. She's quiet but very hardworking. She never comes to work late or leaves early. She's also kind and generous. She plays guitar in a rock band and always gives me free tickets to her shows.



I met my best friend **Reese** in high school. She is honest and caring, so she gives the best advice. She is a little serious, but she still likes to have fun. Traveling is one of her favorite things to do. We are going to Portugal together this summer.



Tony is one of my roommates. He's talkative and outgoing. That's why he's good with people. He's also a good cook. Sometimes we cook together, and he teaches me new recipes. He's a little lazy though, so I do most of the work!



Ping is an exchange student from China. He likes to learn about other cultures. I think that's because he's so adventurous and open-minded. He enjoys living abroad, but he misses his family. They talk on the phone every week. Ping is funny too. He always makes me laugh.



I'm in the same literature club as **Dmitry**. He's kind of shy, but he loves talking about books. He's the most intelligent person I know. In the future, he wants to be a screenwriter. He's very determined, so I think he can do it.



Grace is the teaching assistant in my Spanish class. Sometimes I turn in my homework late, but Grace is so understanding. She never gets upset about it. She's a little bossy, but she's patient if students make mistakes. I really admire her.

OVER TO YOU

- Tell your partner about three of your friends. Talk about ...
 - their personality
 - their interests
- How do you think your friends describe you?
- What do you think is the best part of your personality? What do you think is the worst part?

Student Book pages 16-17 • Workbook page 10

Lesson objectives

- To talk about one's friends, their personalities, and other traits
- To talk about how you met someone and what you do together

Vocabulary

Personality adjectives

quiet hardworking kind generous honest caring
 serious outgoing lazy shy intelligent determined
 bossy understanding adventurous open-minded
 funny sweet smart

Other words and phrases

bookstore rock band show advice recipe
 literature club future screenwriter teaching assistant
 turn in something late get upset admire culture
 exchange student live abroad miss someone

Warm up

- Review vocabulary from the previous lesson by brainstorming some personality adjectives. Encourage students to explain what each word means.

Sample questions

Do you remember any personality adjectives from the previous lesson?

What does lazy mean?

What is the opposite of lazy?

Does outgoing mean you like to spend time outdoors?

- Introduce the topic of today's lesson: Jessie's friends and their personalities.

5 READING


A

- Have students answer the question in 5-A. Encourage students to answer in complete sentences.

Sample answers

My closest friend is Eduardo. We met in high school. We were on the soccer team together.

B

1.  Have students read through the passage silently (or play the audio and have students follow along). Tell them to identify any words they don't know. Review and explain the words that students are not familiar with.
2. Split students up into pairs. Have students make sentences about Jessie's friends using the phrases in the box. Refer students to the sample sentence under the box.

Answers

- Dmitry wants to be a **screenwriter**.
- Jessie met her best friend Reese in **high school**.
- Tony is a good cook. He teaches Jessie **new recipes**.
- Jessie is in the same **literature club** as Dmitry.
- Sandra plays guitar in a **rock band**.
- Ping is an **exchange student** from China.
- Grace is the teaching assistant in Jessie's **Spanish class**.
- Jessie and Reese are going to **Portugal** together this summer.

C

1. Tell students to look at the highlighted words in the passage. See if they can guess the meanings of the words from the context.
2. Instruct students to write the highlighted words next to their definitions in 5-C.
3. Check the answers as a class.

Answers

- | | |
|----------------|----------------|
| 1. honest | 4. determined |
| 2. adventurous | 5. bossy |
| 3. generous | 6. intelligent |

D

1. Have students talk about which of Jessie's friends they would like to meet and why.

Sample answers

I would like to meet Tony because he's talkative and outgoing. I think he and I would talk a lot. I also hope that he can teach me how to cook.

+ More ideas

Ask students if Jessie's friends remind them of anyone they know. Encourage students to explain what it was that reminded them of the person.

Comprehension questions for reading

Sandra

Where does Sandra work? (She works at a bookstore.)

What is Sandra's attitude towards work? (She is very hardworking; she never comes to work late or leaves early.)

What is Sandra's personality like? (She is quiet, hardworking, kind and generous.)

What instrument does Sandra play? (She plays guitar in a rock band.)

What does Sandra always give Jessie? (She always gives Jessie free tickets to her shows.)

Reese

Who is Reese? (She's Jessie's best friend.)

When did Jessie meet Reese? (She met Reese in high school.)

What is Reese's personality like? (She's honest and caring. She is a little serious but she still likes to have fun.)

What is Reese's favorite thing to do? (She loves traveling.)

Where will Reese go this summer? (She will go to Portugal with Jessie.)

Tony

Who is Tony? (He's one of Jessie's roommates.)

What is Tony's personality like? (He's talkative and outgoing; he's good with people.)

What is Tony good at doing? (He's good at cooking.)

What do Tony and Jessie do together? (They cook together. Tony teaches her new recipes.)

Why does Jessie say she does most of the work when she cooks with Tony? (She thinks Tony is a little lazy.)

Dmitry

How did Jessie meet Dmitry? (They are in the same literature club.)

What is Dmitry's personality like? (He's shy. He's intelligent.)

What does Dmitry love talking about? (He loves talking about books.)

What does Dmitry want to be in the future? (He wants to be a screenwriter.)

Why is Jessie sure that Dmitry will become a screenwriter? (because he's very determined)

Grace

Who is Grace? (She's the teaching assistant in Jessie's Spanish class.)

What is Grace's personality like? (She's a little bossy. She's understanding and patient.)

What does Jessie think of Grace? (She admires Grace.)

Ping

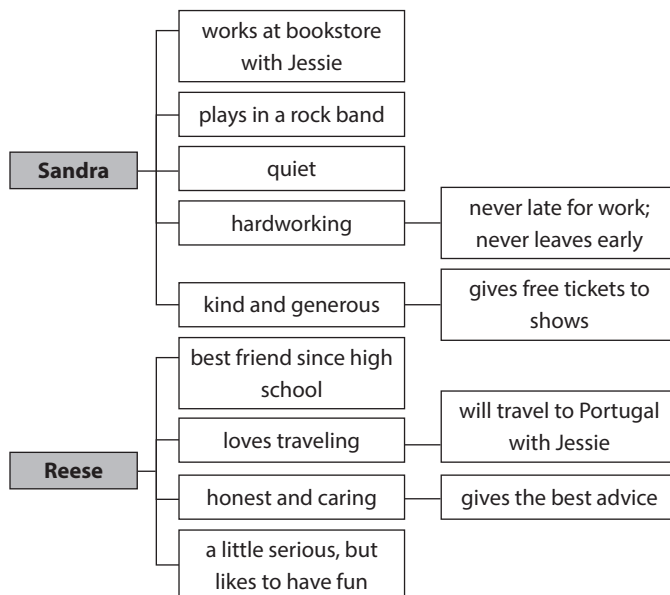
Who is Ping? (He's an exchange student from China.)

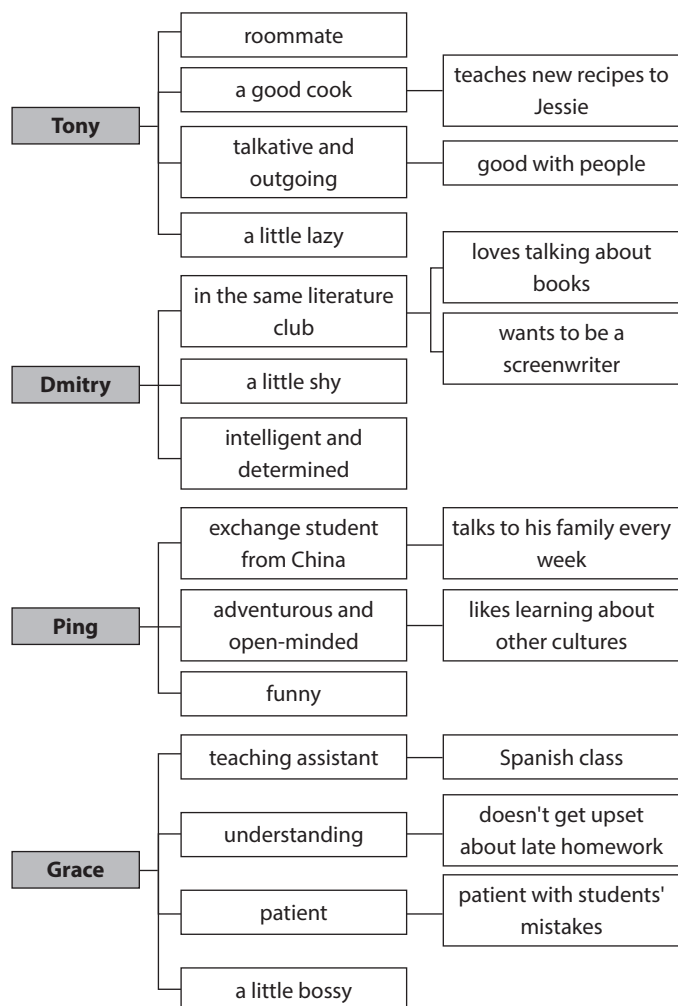
What does Ping like to learn about? (He likes to learn about other cultures.)

What is Ping's personality like? (He's adventurous, open-minded, and funny.)

Who does Ping talk to every week, and why? (He talks to his family every week because he misses them.)

Graphic organizer





6 LISTENING

- Tell students they will listen to Jessie's friends talk about Jessie. Have them look through the lists of personality traits in the listening section before playing the audio.
- 1-21 Play the audio. Instruct students to mark the words used to describe Jessie.
- Check the answers as a class.

Answers

- | | |
|------------------------|--------------------------|
| 1. sweet, caring | 4. caring, understanding |
| 2. honest, open-minded | 5. outgoing, smart |
| 3. bossy, funny | 6. lazy, helpful |

Comprehension questions for listening

Does Sandra like working with Jessie? (Yes, she does.)
 How does she describe Jessie? (She says Jessie is sweet and caring.)
 How long has Reese known Jessie? (She has known Jessie for many years.)
 What does she think about Jessie giving her advice? (She thinks Jessie gives her great advice.)
 What does Tony think about Jessie being honest? (He thinks it's a little too much sometimes.)
 Does Tony think Jessie is bossy? (Yes, he thinks she's a bit bossy sometimes.)

Why did Ping have a hard time when he first arrived from China? (He had a hard time getting over culture shock.)
 Who helped him out a lot? (Jessie helped him out a lot.)
 When Dmitry first joined the club, did he know anyone in the club? (No, he didn't know anyone in the club.)
 How did Dmitry feel when he first joined the club? (He felt shy.)
 Was Jessie shy too? (No, Jessie was outgoing.)
 What negative quality does Grace mention about Jessie? (She says Jessie is a little lazy sometimes.)
 Does Grace think Jessie is a bad student because she's lazy? (No. Overall, she thinks Jessie is a good student.)

OVER TO YOU

- Split students up into pairs or small groups. Have students think about their friends' personalities and interests and describe them to their partners or group members. Encourage students to talk about friends they haven't mentioned previously.

Language tips

- My best friend is ...
- I'm also friends with ...
- He/She is a little ..., but he/she is ...
- He/She likes ... and ...
- He/She is really ...

- Have students discuss how they think their friends would describe them. Encourage students to explain their reasoning when answering the question.

Language tips

- I think my friends would describe me as ...
- My friends might say I'm ...
- I guess my friends would say that I'm a ... person.
- If you ask my friends, they could describe me as ...

- Have students think about their own personalities. Have them share what they think is their best personality trait and what they think is the worst.

Language tips

- I think the best part of my personality is that I ...
- For me, being ... is the best part of my personality.
- I think the worst part of my personality is that I can be ...
- Being ... is probably the worst part of my personality.

Sample answers

- My best friend is Jason. He's a little shy, but he's funny. He likes watching hockey and studying computer programming. I'm also friends with Denise. She's really smart. She likes to read a lot. I'm also friends with my coworker, Fareed. He's really hardworking. He's interested in traveling and trying new foods.
- I think my friends would describe me as smart and funny, but also a little lazy.
- I think the best part of my personality is that I have a positive attitude. I think the worst part of my personality is that I can be a little shy when meeting new people.

Talking about appearance

HAIR

1 2 short 6 red 7 8 brown

3 wavy 4 5 9 10 mustache 11

HEIGHT

12 14 average height 16 very

13 fairly short 15 pretty tall

AGE

in his twenties in his forties in his sixties

17 18 old

1 VOCABULARY

A Think of your favorite actor or actress. Describe his or her appearance.

He is short. He has gray hair and brown eyes.

B Write the correct word for each picture. Use the words in the box. Then listen and check.

bald beard blond curly young
long short tall straight

107 The adverbs *very* and *really* intensify the meaning of adjectives.
He is tall. → He is *really* tall.

C Check (✓) is or has. Then listen and check.

| is | has |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

D Use the expressions to describe people you know.
My grandpa is bald. He is very tall.

2 LISTENING

A Listen to a conversation between two friends who got backstage passes to a concert. Write the roles of the band members below the pictures.

- lead singer
- drummer
- guitarist
- keyboard player



B Listen again. Who is each sentence about?

- He's really outgoing.
- He plays beautifully.
- People call him "Flying Fingers."
- He writes the songs.

3 GRAMMAR

A Listen and complete the sentences with the adverbs in the box.

fast easily well beautifully

- He makes friends fast.
- He plays the keyboard easily.
- He plays the guitar well.
- He sings beautifully.

B Compare the sentences below. Discuss how the adverbs add meaning to the verbs.

- She sings.
- She sings loudly.
- She sings beautifully.

Learn more about adverbs of manner.
Grammar Reference p. 125

C Make five sentences about yourself using the verbs and adverbs below. Tell your partner your sentences.

eat walk fast slowly
learn play quickly easily
speak work well beautifully
sing dance loudly quietly
make drive carefully hard

I eat fast, but I speak slowly. I play the piano well. ...

4 SPEAKING

A Think about people you know. Find someone who matches each description. Write two more things about each person.

| | |
|-----------------|-----------------------|
| • tall and slim | • has curly hair |
| • sings well | • |
| • talkative | • |
| Name _____ | Name _____ |
| • speaks slowly | • in his/her thirties |
| • | • |
| • | • |
| Name _____ | Name _____ |

B Tell a partner about the people above.

My friend Pete is tall and slim. He sings well. He is talkative.



Student Book pages 18-19 • Workbook pages 11-12

Lesson objectives

- To describe people based on their appearances
- To identify people by listening to a description of them
- To describe people's skills using adverbs of manner

Vocabulary

Words and phrases describing appearance

short long wavy straight curly red blond
brown fairly short average height pretty/very tall
in one's twenties/forties/sixties bald mustache beard

Other words and phrases

lead singer drummer guitarist keyboard player loudly
beautifully slowly quickly carefully easily quietly

Grammar

adverbs of manner

Warm up

- Have students describe the people in the illustrations on page 18. Ask questions about their looks to draw attention to words related to describing appearances. Elicit some adjectives used to describe appearance from the students' answers.

Sample questions

Who has long hair?
What color is her hair?
Whose style do you like best?
How would you describe his appearance?
Who looks the most similar to you?

- Introduce the topic of today's lesson: describing one's appearance.

1 VOCABULARY


A

- Have students describe their favorite actor or actress. Refer students to the sample sentence in 1-A. Elicit any additional adjectives from students' answers.

+ More ideas

1. Prepare images of celebrities or well-known people and have students describe their appearances. You can even use cartoon characters or other fictional characters to encourage more elaborate descriptions.
2. To make this activity more interesting, have students describe people or characters without mentioning their names. Ask the class to try and guess who or which character they are describing. See who guesses correctly the most number of times.

B

1. Have students read the words in the box in 1-B and identify any words they don't know. Review and explain the words that students are not familiar with.
2. Have students fill out the blanks in the image on page 18 using the words in the box.
3.  1-22 Play the audio and check the answers as a class.

Answers


- | | | |
|-------------|-----------|-----------|
| 1. long | 7. blond | 12. short |
| 4. curly | 9. bald | 16. tall |
| 5. straight | 11. beard | 17. young |

4. Have students look at the tip box to draw attention to the use of adverbs. Discuss how adverbs can be used to intensify the meaning of adjectives. Ask some questions to make sure students understand how they are used.

Sample questions

Is Kim's hair long?
Would you say Kim's hair is very long?
Who else in this class has long hair?
Which of them have really long hair?
Do you know anyone who has really long hair?
Who are the tall people in this class?
Who in the class is very tall?
Do you know anyone else who is very tall?

C

1. Review the use of *is* and *has* when describing someone's appearance.
2. Have students fill out the chart in 1-C.
3.  1-23 Play the audio and check the answers as a class.

Answers

- | | | | | |
|--------|-------|--------|-------|-------|
| 1. has | 2. is | 3. has | 4. is | 5. is |
|--------|-------|--------|-------|-------|

D

1. Split students up into pairs. Have them take turns describing people they know using the expressions they've just learned. Encourage them to use the correct verb for each description and to use adverbs when necessary. Refer students to the sample sentences in 1-D.

+ More ideas

1. This activity can easily be made into a guessing game. Split students up into pairs or small groups. Have them take turns describing someone in the class without saying who it is. Have the others guess which person they are talking about.
2. Tell the other students to ask questions using different adjectives and adverbs to help them guess.

Sample questions

How tall is the person?
What is the person's hair like?
Does the person have really short hair?
Does the person have a mustache?

2 LISTENING

A

1. Tell students they will listen to a conversation between two friends at a concert. Have students read the instructions and the words in the box. Ask them some questions to prepare them for the listening.


Sample questions

Is there a band you like?
Do you like going to concerts?
Did anyone go to a concert recently? How was it?
Do you know what a backstage pass is?
Do you know what a lead singer is?
What do you call someone who plays the guitar in a band?

Useful information

Backstage pass


A backstage pass is mainly for staff members who work at performance sites. It is sometimes given as a prize or sold at a high price to music lovers who wish to meet performers. It allows them to enter areas that are limited to employees. They are often used at rock concerts and music festivals.

2.  1-24 Play the audio. Have students write the correct role under each person in the picture.
3. Check the answers as a class.

Answers

keyboard player, drummer, guitarist

B

1. Tell students they will listen again.
2.  1-24 Play the audio. Instruct them to write who each sentence in 2-B is about.
3. Check the answers as a class.

Answers

- | | |
|--------------------|----------------|
| 1. drummer | 3. guitarist |
| 2. keyboard player | 4. lead singer |

• Comprehension questions for listening

Where are the speakers? (They are backstage at a concert.)
What is the name of the band? (The band is called The Last Pirates.)
How many members are there in the band? (There are four members.)
Which member in the band makes friends easily? (The drummer makes friends easily. He's outgoing.)
Why is the guitarist's nickname "Flying Fingers"? (because he plays really fast)
What does one of the speakers say about the lead singer's appearance? (She says he's very good-looking.)

3 GRAMMAR

A

1. 1-25 Play the audio and instruct students to fill in the blanks using the words in the box.
2. Check the answers as a class.

Answers

1. easily 2. beautifully 3. fast 4. well

B

1. Split students up into pairs. Have them look at the sentences in 3-B and notice how they differ. Tell them to discuss which sentences give more information and what the information is about.

Sample answers

"She sings" is just a basic sentence that doesn't have much detail. When we use the adverbs "loudly" or "beautifully" it tells us more about the way she sings.

2. Refer to the grammar reference on page 125 to introduce the lesson's target grammar: adverbs of manner. You can review these adverbs by referring to the sentences in 3-A or the listening script.

C

1. Have students write five sentences about things they can do using the verbs and adverbs from the boxes in 3-C. Direct students to refer to the sample sentences in 3-C.
2. Split students up into pairs and have them share the sentences they wrote with their partners.

More ideas

Brainstorm more adverbs of manner for each verb in the box with the students. Have students think about people they know and how they do these activities. Elicit adverbs from students' answers.

Sample questions

Does anyone you know have unusual eating habits? What is unusual about the way they eat?

Can you think of any other adverb you can use with eat?

Do you know anyone who makes a lot of noise when they eat? Can you make a sentence about him/her?

How do you eat when you are really hungry?

4 SPEAKING

A

1. Tell students they will practice describing some of the people they know once more, but this time with more details about their personalities or habits.
2. Have students think about their friends, family members, people from school, work, etc. Instruct students to label each box in 4-A with the name of someone they know who meets the basic description on the given first line.
3. Next, have them write two more true things about each person. They can write more about their looks, or add details about their personalities or how they do certain activities. Direct students to use the sample phrases in the first box as a guide.

Sample answers

| | |
|---|--|
| • tall and slim • sings well • talkative | • has curly hair • works hard • has blond hair |
| Name Pete | Name Mrs. Kimberly |
| • speaks slowly • has gray hair • has a beard | • in his/her thirties • drives carefully • funny |
| Name Professor Mankiw | Name Aunt May |

B

1. Split students up into pairs. Have them take turns describing the people they wrote about in the chart in 4-A. Direct students to use the sample sentences in 4-B as a guide.

Sample answers

- My friend Pete is tall and slim. He sings well. He is talkative.
- My school's librarian, Mrs. Kimberly, has curly blond hair. She works hard.
- Professor Mankiw speaks slowly. He has gray hair and a beard.
- Aunt May is in her thirties. She drives carefully. She's really funny.

Language tips

- He/She ... very ...
 - sings, drives, talks, eats, gets bored
 - well, beautifully, slowly, quickly, easily, carefully
- He/She has ... hair.
 - long, short, wavy, blond, curly, straight
- His/Her eyes are ...
 - blue, brown, hazel (green)
- He has a beard/mustache.
- He/She is in his/her ...
 - teens, twenties, thirties, forties, fifties, sixties, seventies



Welcome to **B&H**

BEAUTY & HEALTH products
Keeping you beautiful and healthy!

Want to look great this summer? We're having a special promotion for you.
Try out two of our new products – for free! (Interested? Click Here)

The Best Hair Coloring Kit

Get your dream color at home!

Do you want to dye your hair at home?
Many at-home hair coloring products **damage** hair,
but not this one! Try this all-natural hair coloring kit now.
It will leave you with beautiful, healthy hair!

- long-lasting colors
- a wide range of options



Basic Workout Kit

Full-body workout tools, all in one box!

We know what you're thinking...

A gym membership? I'll never go anyway.
An exercise machine? It takes up too much space.
Stop thinking and start moving with this basic kit.
This is an excellent choice for **hesitant** beginners.

Includes:

- stepper / dumbbells / exercise ball
- DVD with seven 15-minute workouts



5 READING

A Look at the top of the web page. What is the promotion offer?

B Read about the two products. What are the advantages of each product? Make a list with a partner.

C Read about the two applicants on the next page. Answer the questions.

- 1 Why does Josh use at-home hair coloring products?
- 2 What does Josh say about the advantages and disadvantages of natural products?
- 3 When did Emma gain weight?
- 4 Why doesn't Emma go to the gym?
- 5 Why are Josh and Emma interested in these products?

D VOCABULARY Look at the highlighted words. Match them with their definitions.

- 1 _____ : to harm something
- 2 _____ : going to have a baby
- 3 _____ : often; many times
- 4 _____ : not sure about what to do
- 5 _____ : to add color to something
- 6 _____ : a special sale or event to sell something

E Would you like to try these products? Why or why not?

Choose the product that you want to try.
Tell us your story.

Why do you want to try this product?

hair coloring kit workout kit Josh, 20, Chicago

Hello, I'm Josh from Chicago. I have long, curly hair, and I dye my hair frequently. I use at-home hair coloring kits to save money, but the regular kits damage my hair. Now I use only natural hair coloring kits. They don't damage my hair, but the color doesn't last long. I'd love to try out this new kit. I hope it can help me.

hair coloring kit workout kit Emma, 31, Detroit

I'm a working mom in Detroit. I gained a lot of weight when I was pregnant. Now I want to be slim again. I know I should start working out. When I had enough time, I went to the gym regularly. But now I need to be at home as much as possible. This kit has short workouts that I can easily do at home. It sounds perfect for me!



6 LISTENING

1 Josh and Emma got to try the products. Listen to their reviews and check (✓) the correct answers.

Hair Coloring Kit

- 1 Josh says this product is ...
☐ better than other products.
☐ cheaper than other products.
- 2 After he uses the kit ...
☐ his hair feels soft.
☐ his hair becomes damaged.
- 3 He will ...
☐ keep using the coloring kit.
☐ stop using the coloring kit.
- 4 He thinks this product is ...
☐ a great option.
☐ an okay option.

Workout Kit

- 5 Emma especially likes ...
☐ the stepper.
☐ the DVD.
- 6 She thinks the 15-minute workouts are ...
☐ too short.
☐ very useful.
- 7 She exercises ...
☐ every day.
☐ every weekend.
- 8 She says ...
☐ she is more slim now.
☐ she feels healthier.

OVER TO YOU

- 1 Have you ever bought beauty or health products online? What did you buy?
- 2 Were you satisfied with the products? Why or why not?
- 3 What kinds of beauty or health products do you buy regularly? What do you consider when you choose them?

Student Book pages 20-21 • Workbook page 13

Lesson objectives

- To talk about beauty or health products
- To discuss how people change their appearance
- To understand product reviews

Vocabulary

promotion dye damage hesitant frequently
pregnant hair coloring kit dream all-natural
long-lasting wide range membership machine
take up space beginner full-body workout basic
stepper dumbbell working mom gain weight slim
work out possible

Warm up

1. Have students look at the pictures on pages 20-21 and talk about what objects they see. Ask questions to raise interest in beauty and health-related products.

Sample questions

What do you see in the pictures?

What product do you think this is?

Have you ever dyed your hair?

Do people often use hair coloring products in your country?

Do you use any of these objects to exercise?

Do you know what they are called?

2. Introduce the topic of today's lesson: beauty and health products.

5 READING

A

1. Have students look at the top of the page and read the title and promotion offer summary. Ask them what the promotion offer is.

Answers

The promotion offer lets people try out two new products for free.

➤ More ideas

Ask students some of the following questions to prepare them for the reading.

Sample questions

What kind of company is it?


What kind of products do they sell?

What kind of advertisement is it? (web page, brochure, etc.)

What do you think about these kinds of promotions? Do you think they are effective?

Have you ever applied for any promotions like these?


B

1.  **1-26** Instruct students to look at the product descriptions on page 20. Have students read through the passage silently (or play the first part of the audio and have students follow along). Review and explain the words that students are not familiar with.
2. Split students up into pairs. Have students make a list of advantages of the two products.

Sample answers

- hair coloring kit
 - does not damage hair
 - various and long-lasting colors
- workout kit
 - do not have to go to the gym
 - does not take up much space

C

1.  **1-26** Instruct students to look at the applicants' stories on page 21. Have students read through the passage silently (or play the rest of the audio and have students follow along). Review and explain the words that students are not familiar with.
2. Read the passage together. Discuss the questions in 5-C as a class.

Answers

1. He wants to save money.
2. The advantage is that they don't damage his hair.
The disadvantage is that the color doesn't last long.
3. She gained weight when she was pregnant.
4. She can't because she needs to be at home as much as possible.
5. Josh is interested because it says the color lasts long. Emma is interested because she can work out at home with the kit.

D

1. Have students look at the text on pages 20-21 again and find the highlighted words. See if they can figure out the meanings of the words from the context.
2. Instruct students to write the highlighted words next to their definitions in 5-D.
3. Check the answers as a class.

Answers

- | | | |
|-------------|---------------|--------------|
| 1. damage | 3. frequently | 5. dye |
| 2. pregnant | 4. hesitant | 6. promotion |

➤ More ideas

Ask students questions with the words from 5-D so that they can review and practice using the words.

Sample questions

What products (or chemicals) can damage your hair?

How can you help someone who is pregnant?

Do you exercise frequently? How often?

What kind of products are you hesitant to try?

Do you use hair dye? If so, when?

What kind of promotions encourage you to shop?

E

1. Have students discuss whether they would like to try the products advertised in the text and their reasons for wanting to do so or not.

Sample answers

Yes, I would like to try the workout kit because I don't have time to go to the gym.

• Comprehension questions for reading

Page 20

Where do you use the hair coloring kit? (You use it at home.)

What do most at-home hair coloring products do? (They damage hair.)

What are the benefits of the hair coloring kit? (It doesn't damage hair; it's all-natural.)

What are the expected results of the hair coloring kit? (It will leave you with beautiful, healthy hair.)

What other benefits does the hair coloring kit have? (It comes in a wide range of options, and the colors last a long time.)

What does the basic workout kit include? (It includes a stepper, dumbbells, an exercise ball, and a DVD with short workouts.)

According to the passage, what are the downsides of a gym membership or an exercise machine? (You end up not going to the gym even if you get a membership, and an exercise machine takes up too much space.)

Who is the basic workout kit good for? (It's good for hesitant beginners.)

Page 21

Where is Josh from? (He's from Chicago.)

Which product does he want to try? (He wants to try the hair coloring kit.)

What kind of hair does he have? (He has long, curly hair.)

Does he dye his hair often? (Yes, he dyes his hair frequently.)

Why does he use at-home hair coloring kits? (He uses at-home hair coloring kits to save money.)

What do regular hair coloring kits do to his hair? (They damage his hair.)

What kind of kits does he use now? (Now he only uses natural hair coloring kits.)

What are the upsides and downsides of natural hair coloring kits? (They don't damage hair, but the color doesn't last long.)

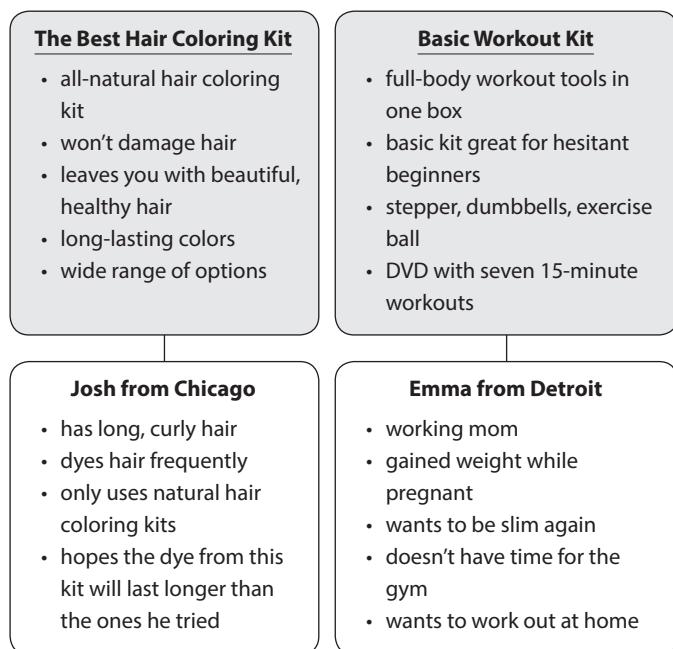
Why does he want to try the hair coloring kit? (He wants to find a natural hair coloring kit that lasts longer.)

Which product does Emma want to try? (She wants to try the workout kit.)

Where is Emma from? (She's from Detroit.)

When did Emma gain weight? (She gained weight when she was pregnant.)
 What does Emma want to do now? (She wants to start working out and be slim again.)
 Where did she use to work out? (She used to work out at the gym regularly.)
 Why can't she work out at the gym anymore? (She needs to be home as much as possible.)
 What are the benefits of the kit according to Emma? (It has short workouts that she can easily do at home.)

● Graphic organizer



6 LISTENING

- Tell students they will listen to Josh and Emma's review of the products.
- 1-27 Play the audio. Instruct students to choose the correct answers to complete the sentences.
- Check the answers as a class.

Answers

- | | |
|---------------------------------|-------------------------|
| 1. better than other products. | 5. the DVD. |
| 2. his hair feels soft. | 6. very useful. |
| 3. keep using the coloring kit. | 7. every day. |
| 4. an okay option. | 8. she feels healthier. |

● Comprehension questions for listening

Did Josh like this product more than the other products he tried before? (Yes, he did.)
 Why did he like this product? (Because the color lasts longer than other products, and it leaves his hair soft and shiny.)
 Is he completely satisfied with the product? (No, he isn't. He wishes the color would last longer.)
 Why will he keep using the product? (Because it's the best option for him right now.)

Does Emma think the kit takes up a lot of space? (No, she doesn't.)
 Why does she like the DVD? (She thinks the workouts are useful because they are short and easy to follow.)
 How often does she work out using the kit? (She works out every morning and evening.)
 Did she lose any weight? (No, she hasn't, but she thinks she'll see a difference soon.)

OVERTO YOU

- Ask students if they've ever bought any beauty or health products online. Have them talk about what kind of items they bought.

Language tips

- I bought/buy ... online.
- I ordered some ... on (website).
- I usually order ... from (website).

- Ask students if they were satisfied with the products they bought. Have them explain their answers.

Language tips

- I was (not) satisfied with ...
- I was (not) happy about ...
- It was ... to use.
- It was cheaper/more expensive to buy it online.

- Have students talk about which beauty or health products they buy regularly and what they consider when they choose which products to buy.

Language tips

- I frequently buy ...
- ... is the most important thing for me.
- When choosing a product to buy, the first thing I look at is ...
- The next important thing is ...
- Things considered when buying a product:
 - the price/quality/design/packaging
 - the brand (what company it was made by)
 - what country it was made in

Answers

- Yes, I bought an electric razor online. I also buy vitamins online.
- I was not satisfied with the razor. It was a little painful to use and it stopped working after a couple of months.
I was satisfied with the vitamins though. It's the same product I usually buy, but it's much cheaper to buy it online!
- I frequently buy shampoo and cologne. The price is the most important thing for me when considering which product to buy. The next most important thing is the quality of the product.

More ideas

- If time permits, split students up into pairs or small groups and have them discuss the questions first, and then come together as a class to share their ideas.
- Survey students to find out which products the students buy the most online or regularly.
- Have students discuss what they think the most common reason is for deciding to buy a product.

Practical English

Talking about similarities and differences

1 READING

A Cathy is talking about the similarities and differences between herself and her mom. Read and answer the questions.

My mom and I have many things in common. We both have curly brown hair, and we are both short. We are also adventurous. We like to try new things. Finally, we both love romantic comedies. So we often go to the movies together.

There are some differences between us too. She has brown eyes, but I don't. I've got my dad's blue eyes. Our personalities are different too. My mom is talkative, but I'm not. In fact, I'm pretty quiet. Lastly, she loves plants and gardening, but I don't. I like taking care of animals.



Talking about Similarities

- How are Cathy and her mom similar in appearance?
- How does Cathy look different from her mom?
- How are their personalities similar?
- How are their personalities different?
- What do both of them like?



Talking about Differences

B Read the first paragraph. Find and circle the word "both." Discuss where it is placed.

C Look at the sentences below. Put the word "both" in each sentence. Mark where it would go.

- 1 We have dark skin.
- 2 We are tall.
- 3 We like taking pictures.
- 4 We are quiet and shy.
- 5 We wear glasses.

D Find similarities between yourself and your partner. Make sentences using "both."

We both have brown hair.

E Read the second paragraph. Find and underline "but I don't" and "but I'm not." Discuss when each is used.

F Look at the sentences below. Write "but I don't" or "but I'm not" in each blank.

- 1 My professor has gray hair, but I don't.
- 2 My parents are rich, _____.
- 3 My mom loves computer games, _____.
- 4 My sister likes to swim, _____.
- 5 My brother's very lazy, _____.

G Practice using "but I don't" and "but I'm not." Make sentences about people you know.

My mom likes pasta, but I don't.

2 WRITING

A Think about your family members. Complete the sentences.

- 1 _____ and I both have _____ hair.
- 2 _____ and I are both **talkative / quiet**.
- 3 _____ and I both like _____.
- 4 _____ has _____ hair, but I don't. I have _____ hair.
- 5 _____ is **shy / outgoing**, but I'm not. I'm _____.
- 6 _____ likes _____, but I don't. I like _____.

B Pick one of your family members. Compare yourself to that person. Write the ways in which you are similar and different.

| Family Member | Looks | Think of ... |
|---------------|--|---|
| (Name) | similarity → We _____ difference → He/She _____, but I _____ | • eyes • hair • height • body type |
| | Personality similarity → We _____ difference → He/She _____, but I _____ | • talkative/quiet • outgoing/shy • careful/careless • hardworking/lazy |
| | Likes similarity → We _____ difference → He/She _____, but I _____ | • food • movies • travel • hobbies |

C Write about yourself and the person above. Compare your looks, personalities, and likes. Add any details you want.

| SIMILARITIES | |
|--------------|--|
| looks | • We _____ and I have many things in common. |
| personality | • We (are) also _____ |
| likes | • Finally, we _____ |
| DIFFERENCES | |
| looks | There are some differences between us too. • He/She _____ |
| personality | • Our personalities are different too. He/She _____ |
| likes | • Lastly, he/she _____ |

D Share your writing with a partner. Ask about other family members.

My dad and I are both tall and slim.
No, she isn't. She's ...
How about your mom? Is she tall and slim too?



Student Book pages 22-23

Lesson objectives

- To discuss similarities and differences between people
- To talk about people's appearance, personalities, and interests

Vocabulary

similarities differences in common adventurous
romantic comedy often gardening both finally
lastly body type careful careless

Writing

describing similarities and differences

Warm up

1. Review vocabulary related to describing people's personalities and appearance by having the students brainstorm some adjectives from previous lessons. Ask questions to aid students in brainstorming.

Sample questions

Do you remember some personality adjectives we learned in previous lessons?

What word do you use to describe people who don't think about others and only think about themselves?

What is the opposite of 'outgoing'?

Can you think of adjectives used to describe someone's hair?

What adjectives are used to describe someone's height?

2. Introduce the topic of today's lesson: writing about similarities and differences.

1 READING

A

1. Discuss similarities and differences between family members. Ask some questions to prepare them for the reading.

Sample questions

What do you have in common with your parents? What's different between you and your parents?

Who in your family do you get along with well? Who has a lot in common with you?

Who has the most similar personality to you in your family? What about among your friends?

Who has the least in common with you? Do you still get along with them? Why or why not?

- Have students read through the passage silently and identify any words they don't know. Review and explain the words that students are not familiar with.
- Read the passage together. Discuss the questions in 1-A as a class.

Answers

- They both have curly brown hair, and they are both short.
- Cathy's mom has brown eyes, but Cathy has blue eyes.
- They are both adventurous.
- Cathy's mom is talkative, but Cathy is pretty quiet.
- They both like romantic comedies.

Comprehension questions for reading

How does Cathy look like her mom? (They both have curly brown hair, and they are both short.)

How are Cathy and her mother similar in personality? (They are adventurous and like to try new things.)

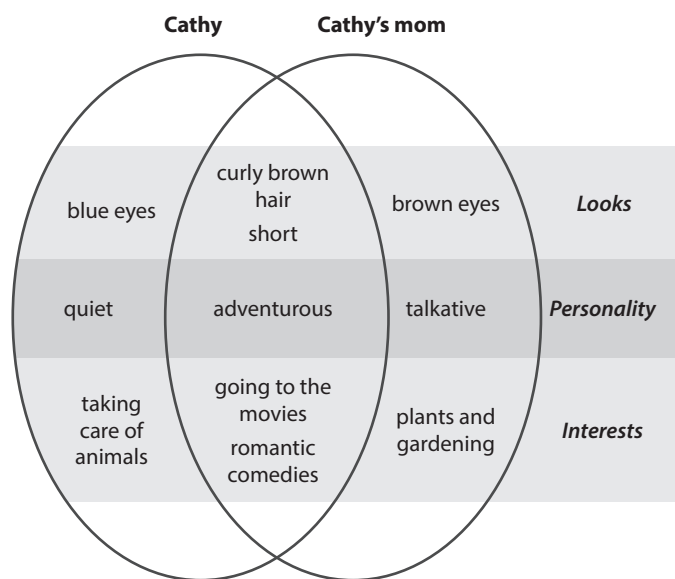
What activities do Cathy and her mom both like? (They like going to the movies and watching romantic comedies.)

How are Cathy and her mother different in appearance? (Cathy has blue eyes, but her mom has brown eyes.)

How are Cathy and her mother different in personality? (Cathy is quiet, but her mom is talkative.)

What hobbies are different between Cathy and her mom? (Cathy likes taking care of animals, but her mom likes taking care of plants.)

Graphic organizer



B

- Have students read the first paragraph again and circle the word *both*. Have students split up into pairs and discuss where the word *both* is placed in the sentences.
- Check the answers as a class.

Answers

- My mom and I have many things in common. We both have curly brown hair, and we are both short. We are also adventurous. We like to try new things. Finally, we both love romantic comedies. So we often go to the movies together.
- The word "both" is placed before verbs, but after *be* verbs.

C

- Have students add the word *both* in the correct places in the sentences in 1-C. Direct students to use the sample answer for the first sentence as a guide.
- Check the answers as a class.

Answers

- We are both tall.
- We both like taking pictures.
- We are both quiet and shy.
- We both wear glasses.

D

- Split students up into pairs. Tell them to find three to five things they have in common with their partners and write sentences about them. Direct students to use the sample sentence in 1-D as a guide.
- Have the pairs share their sentences with the class.

E

- Have students reread the second paragraph and underline the phrases *but I don't* and *but I'm not*. Have students split up into pairs and discuss when you use *but I'm not* and when you use *but I don't*.
- Check the answers as a class.

Answers

- There are some differences between us too. She has brown eyes, but I don't. I've got my dad's blue eyes. Our personalities are different too. My mom is talkative, but I'm not. In fact, I'm pretty quiet. Lastly, she loves plants and gardening, but I don't. I like taking care of animals.
- We use "but I'm not" after a *be* verb. We use "but I don't" after other verbs.

F

- Have students look at the clauses in 1-F and have them finish the sentences with "but I don't" or "but I'm not". Direct students to use the sample answer for the first sentence as a guide.
- Check the answers as a class.

Answers

- but I'm not
- but I don't
- but I don't
- but I'm not

G

1. Split students up into pairs. Have students make sentences about people they know that are different from them considering their looks, personality, or hobbies. Direct students to refer to the sample sentence in 1-G.

2 WRITING

A

1. Tell students to think about the people in their family. Instruct them to complete the sentences in 2-A based on their family members.

Sample answers

1. My brother and I both have brown hair.
2. My mom and I are both quiet.
3. My sister and I both like shopping.
4. My dad has straight hair, but I don't. I have curly hair.
5. My grandma is outgoing, but I'm not. I'm shy.
6. My brother likes reading books, but I don't. I like watching TV.

+ More ideas

If time permits, review the answers students chose together as a class. You can ask some of the following questions to elicit answers from the students.

Sample questions

Who has the same color, length, or style of hair as you?

Are you talkative or quiet? Who in your family is talkative or quiet like you?

Who in your family likes the same things you like? What do you both like?

Who in your family has different hair from you? What do they look like?

Are you shy or outgoing? Who in your family is shy or outgoing, unlike you?

Who in your family likes something different from you do? What do they like?

B

1. Have students choose one family member to write about and complete the charts in 2-B. Have students refer to the ideas in the blue boxes on the right in order to help them fill in the chart.

Sample answers

• Family member

My brother Trent

• Looks

We are both tall and thin.

He has short hair, but I have long hair.

• Personality

We are both hardworking.

He is talkative, but I am shy.

• Likes

We both like eating out at restaurants.

He likes playing sports, but I like watching sports on TV.

C

1. Have students fill out the writing portion in 2-C. Encourage them to write in complete sentences and use the phrases they learned from the reading activity on page 22.

Sample answers

SIMILARITIES

- Trent and I have many things in common.
- We are both tall and thin, and we both have brown hair.
- We are also hardworking. We go to school and have part-time jobs.
- Finally, we both like eating out. We really like Japanese food.

DIFFERENCES

- There are some differences between us too.
- He has short hair, but I don't. I have long brown hair.
- Our personalities are different too. He is talkative, but I'm not. I'm quite shy.
- Lastly, he likes playing sports. He's really good at tennis. But I don't really like playing sports. I just like watching sports on TV.

D

1. Have students split up into pairs and share their writing with their partners.
2. Instruct them to ask their partners about other members in their family. Encourage students to find and discuss more similarities and differences between their partners and their family members.
3. If time permits, have students share their writings with the class.

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from our academic staff.

