

6 FRIENDS

OBJECTIVES

FUNCTIONS: helping a friend; describing people

GRAMMAR: *have* (affirmative, negative, and questions); count and noncount nouns

VOCABULARY: parts of the body; describing people

READING

- 1 Match the things in the list with the photos. Write 1–6 in the boxes.

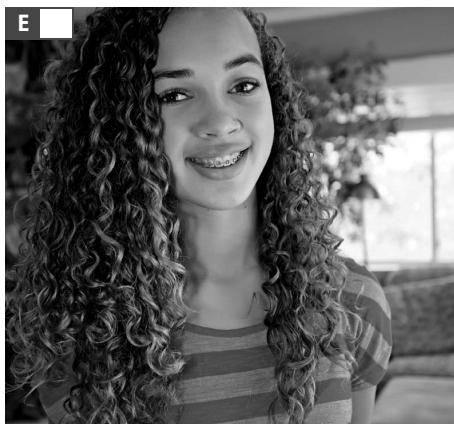
- 1 a woman with a child | 2 a shaved head
3 short black hair | 4 green eyes
5 a doctor and a nurse | 6 long curly hair

- 2 **SPEAKING** Work in pairs. Complete the sentences. Tell your partner.

My eyes are _____.
My hair is _____.
My best friend's eyes are _____.
My mom's hair is _____.

My eyes are brown.

- 3 1.61 Read and listen to the article. What's wrong with Delaney?



6 FRIENDS

READING

1 Display the photos on the IWB or ask students to look at the photos in their books and cover the rest of the page. Elicit a description of each person from a different student, using their own words. This lead-in activity is meant to activate the language students already know, so don't worry if they cannot describe all the details right now. You can leave presenting new language for later. Students match the descriptive phrases with the photos. They then compare ideas in pairs before you check answers with the class. As you do, practice the pronunciation of the phrases by reading them aloud and asking the class to repeat them, first together and then two or three students individually. Pay special attention to the participle *-ed* ending in *shaved* /ʃəvd/ and the vowel sound in *eyes* /aɪz/ and *curly* /'kɜːli/.

Answers

1 F 2 D 3 B 4 C 5 A 6 E

2 **SPEAKING** Write two headings on the board: *eye color* and *hair color*. Elicit words for each category, for example: *black, brown, blue, and green* for eyes, and *black, brown, red, gray, and blond* for hair. Focus attention on yourself. Model the task by describing your own eyes and hair. Put students in pairs to complete their descriptions. Ask them to correct each other's mistakes. Monitor the correct use of the new language.

3 **1.61** Read the question. Elicit its meaning through a paraphrase or translation. Play the audio for students to listen, read the article for general understanding, and answer the question. Remind them not to try to understand every word. Ask them to compare ideas in pairs before you check the answer with the class. Check comprehension of *sick* and *cancer*. Be sensitive to any students who may have cancer sufferers in their families – this is a delicate subject for many, so treat it with empathy, and make sure the class does, too.

Answer

She is very sick. She has cancer. She doesn't have any hair. /
She has a shaved head.

4 Ask students to read the sentence halves. Elicit or explain any unfamiliar vocabulary, which may include *for months*, *shaves her head*, *illness*, and *strong*. Pay attention to the pronunciation of *months* /mənθs/, especially the ending – the two consonant sounds are difficult to pronounce together, and many learners feel the need to insert a schwa or /i/ sound. Ask students to identify the key words in each sentence half – the ones that carry important information. This will help them find the links between ideas and locate the relevant information in the text. Do the example item and, if necessary, one more sentence together as a class. Suggest that students start matching the sentence halves with the easier ones and then move on to the more challenging ones later. Remind them to check that the two parts fit together logically as well as grammatically – and that the completed sentence matches the information in the article. Students compare their ideas in pairs before you check answers with the class. Ask students to quote the information from the article that matches each sentence. Make sure students notice that the completed sentences make up a short summary of the story.

Answers

1 a 2 f 3 c 4 b 5 d

Optional activity

Write the following phrases on the board: *smile, very active, looks / feels different, look like, without, both*. Ask students to find the phrases and figure out their meaning from context. Students compare their ideas in pairs before they look up the phrases in a dictionary or online. When you check answers, ask students to quote the information from the article that helped them figure out the meanings.

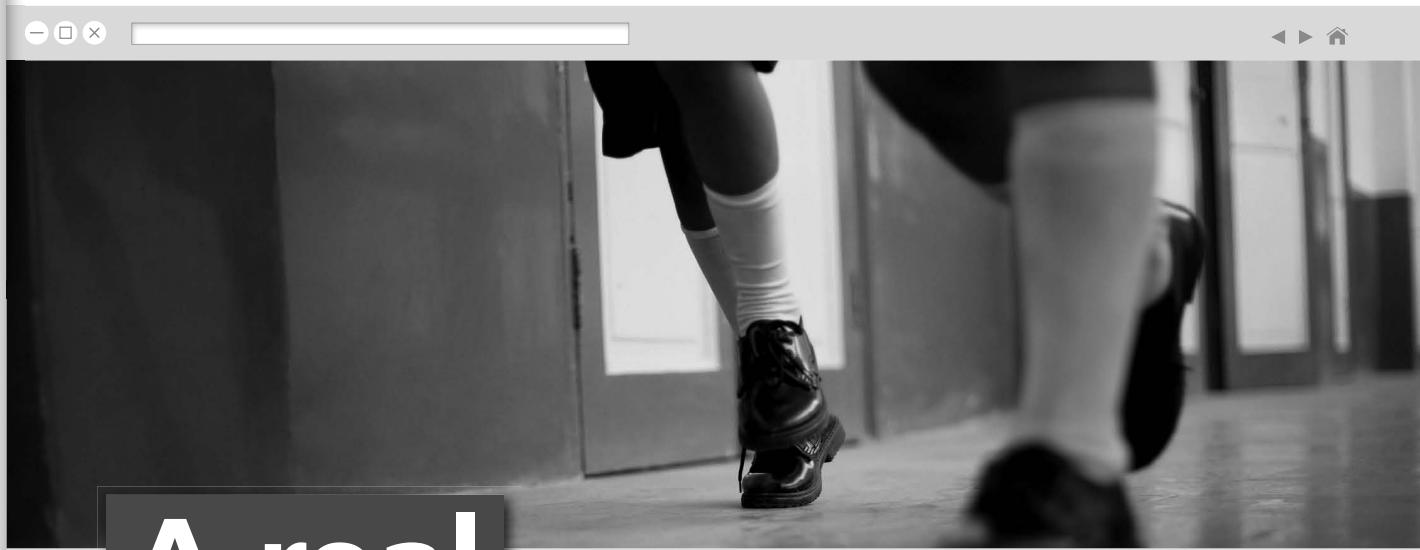
THiNK VALUES

Helping a friend

SPEAKING Ask students to look through situations 1–5. Check comprehension. Elicit or explain *get a bad grade* (*on a test*) and *broken*. Read through the list of suggested solutions and elicit or explain *help somebody do something*, *lend* (but there is no need to explain how this differs from *borrow* at this point), and *give somebody a hug*. Give them a minute or so to consider each problem and think of possible courses of action. Put them in pairs to discuss their ideas. Encourage them to add their own suggestions wherever appropriate. Ask them to make at least two suggestions for each situation and then decide which one is better. Elicit some suggestions for each situation from volunteers and ask the rest of the class to say if they agree or disagree.

Optional activity

Ask students in small groups to consider what other kinds of problem situations they, their friends, or young people like them are likely to find themselves in. They can think of school issues, family issues, or health problems, for example. Monitor and help with any unfamiliar language, or provide dictionaries or allow the use of the Internet for looking things up. Ask each group to make a list of five or six typical problems and write these up as headings on a large (A3) sheet of paper, leaving ample space under each heading. Collect the sheets and redistribute them to another group. Give them three or four minutes to consider suggestions for how a friend or someone else (parents, teachers, and so on) can help. Again, provide help with unfamiliar language. They should write their best suggestion for each situation under the headings. Collect the sheets again and give them to another group – and so on, until all the sheets are filled with suggestions. Display the posters and ask students to walk around, read the situations and proposed solutions, and, under each heading, indicate the best suggestion (just one for each problem) with a star in colored ink. At the end, read the most popular suggestions for the situations mentioned aloud and elicit additional comments from the class.



A real friend



Delaney Clements is 11. She has a big smile and beautiful hair. She's a very active girl, and she loves sports. Delaney is very popular with her classmates. Her best friend is a girl named Kamryn. She's in Delaney's class.

One day Delaney is very tired and feels bad. Her mom and dad take her to the hospital. The doctors check the girl. They say that Delaney is very sick. She has cancer. Her parents are very worried.

Delaney is in the hospital for months. It's a very difficult time for her, but she often smiles. The doctors and nurses like her a lot. She's a very strong girl.

Delaney looks very different now. She doesn't have any hair. Delaney feels very different from her classmates. But she has a real friend, Kamryn. Kamryn talks to her parents. She wants to help Delaney. She wants to look like Delaney. Kamryn shaves her head. When Delaney sees her friend without hair, she's very happy. Now both girls don't have any hair. Now Delaney isn't alone. She has a wonderful friend.

But there is a terrible surprise for Kamryn the next day at school. Her teachers say it isn't OK to have a shaved head. They don't want Kamryn to go to school with a shaved head.

A lot of people don't understand the teachers, and they tell the school what they think. The newspapers have lots of stories about the two girls.

In the end, the teachers say it's OK. Kamryn goes back to school.



THiNK VALUES

Helping a friend

SPEAKING How can you help a friend in these situations? Work in pairs. Use the suggestions in the list and your own ideas.

I help him/her study. | I talk to him/her.
I make him/her a sandwich. | I lend him/her my tablet.
I give him/her a hug.

- 1 My friend is sad.
- 2 My friend gets a bad grade on his/her math test.
- 3 My friend is hungry and doesn't have anything to eat.
- 4 My friend's computer is broken.
- 5 My friend has a problem at school.

GRAMMAR

have (affirmative and negative)

- 1 Look at the article on page 57. Choose the correct form of *have* in the sentences. Then complete the rule and the table.

- 1 She *have / has* a big smile.
- 2 Now both girls *don't have / doesn't have* any hair.
- 3 The newspapers *has / have* lots of stories about the two girls.

RULE: We use *have* and *don't have* or *has* and *doesn't have* to talk about possession.

Affirmative	Negative
I/You/We/They 1 <u> </u> a problem.	I/You/We/They 2 <u> </u> have a problem. (do not have)
He/She/It 3 <u> </u> a problem.	He/She/It doesn't have a problem. (does not have)

- 2 Complete the sentences with the correct form of *have*.

- 0 This computer is \$700. I *don't have* the money to buy it.
- 1 My best friend Tony any sisters, but he two brothers.
- 2 I a tablet, but I really want one.
- 3 I a new smartphone. Here's my new number.
- 4 Jorge and Maria a car, but they have bikes.
- 5 Lara a big family. She three sisters and four brothers.

Workbook page 54

VOCABULARY

Parts of the body

- 1 1.62 Label the picture with the words in the list. Listen and check.

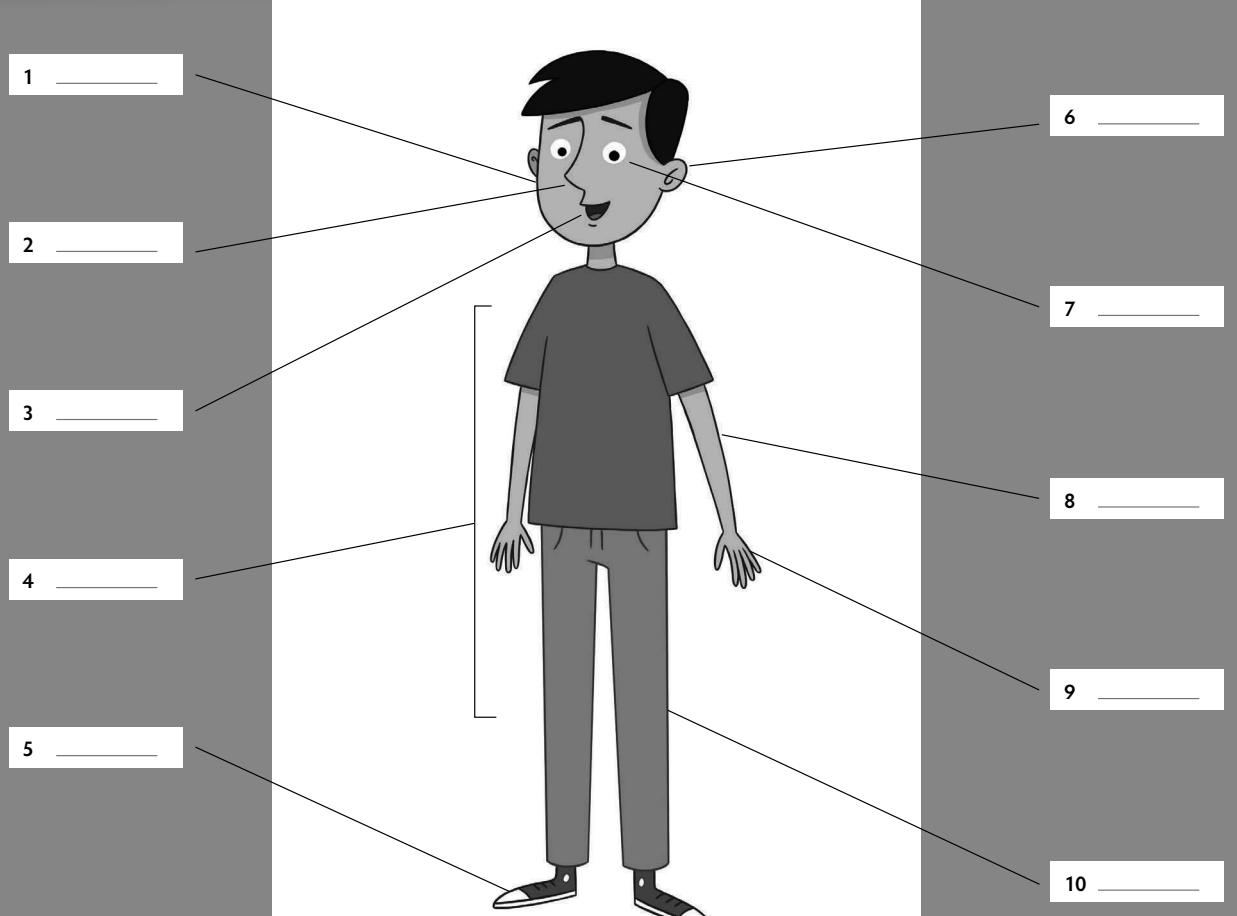
arm | body | ear | eye | face | foot | hand | leg
mouth | nose

- 2 **SPEAKING** Work in pairs. Look at the picture and labels for 30 seconds. Then cover the labels. Test your partner.

What's number 8?

It's an arm.

Workbook page 57



GRAMMAR

have (affirmative and negative)

- 1 Students try to choose the correct options from memory, compare ideas in pairs, then look back at the article on page 57 to check their answers. Then they complete the rule together. Check answers as a class. Elicit that we form the negative by adding *not* after *do*. Ask students to identify the tense as the simple present.

Answers

1 has 2 don't have 3 have

Rule

1 have 2 don't 3 has

Language note

In American English, *have* is used to express possession rather than *have got*, which is more common in British English. Although both are correct, make sure students realize the difference in usage, and avoid mixing the two forms.

- 2 Students study the examples and rules and then complete the sentences. They compare ideas in pairs before you check answers with the class. You might want to display the exercise on the IWB, invite a different student to complete each sentence onscreen, and ask the rest of the class to check and correct the answers.

Answers

1 doesn't have, has
2 don't have
3 have
4 don't have
5 has, has

Optional activity

Name a person or a group of people in the class and say the prompts – for example, *Juan, blue eyes* – and ask another student to make a true sentence using the affirmative or negative form of *have*: *Juan has / doesn't have blue eyes*. Now the person who gave the answer can name another person (or people) and select a classmate to provide the next sentence, and so on. Continue for two or three minutes.

Workbook page 54

VOCABULARY

Parts of the body

- 1 1.62 Display the picture on the IWB or ask students to look at it in their books and cover the rest of the page. Can students name any of the parts of the body shown in the picture? Students work in pairs to point to and name the body parts or, if you use the IWB, you could elicit suggestions and ask different students to label the body parts they know onscreen. Don't check or confirm answers at this point. Students uncover the exercise and match the remaining body parts. Remind them not to write in their books, but write their answers in their notebooks. Ask students to compare ideas in pairs.

Play the audio for students to check their answers. Then play it again for students to listen and repeat the words. Pay special attention to the vowel sound in *ear* /ɪər/, the short vowel sound in *foot* /fʊt/, and the pronunciation of *mouth* /maʊθ/. If you use the IWB, invite a different student to label each body part onscreen.

Answers

1 face 2 nose 3 mouth 4 body 5 foot 6 ear
7 eye 8 arm 9 hand 10 leg

- 2 **SPEAKING** Students study the picture and labels for 30 seconds, cover the labels, and test each other in pairs, taking turns asking and answering what each numbered item is. Can they remember all the words that were supposed to go in the blanks? Monitor the correct use of the new vocabulary.

Language note

When we describe a person, we normally refer to paired body parts in the plural: *hands, legs, feet, arms, eyes, ears*. For example: *My brother has small hands.* not *My brother has a small hand.* *I have big feet.* not *I have a big foot.* Note the irregular plural of *foot* → *feet* (never *feots*).

However, in English, *hair* is used in the singular to refer to both all the hair a person has on top of their heads (noncount: *hair*) or a single strand of hair (count: *a hair*).

Elicit if this is the same or different in the students' first language.

Workbook page 57

LISTENING

- Focus attention on the photo. Elicit what *friendship bands* are called in the students' language(s). Ask: *Do you like friendship bands? Do you have one?* and elicit some responses. Elicit or explain *gifts*. Students read the sentences, think about their opinions for 30 seconds, and then compare ideas in pairs. Elicit some responses from the whole class.
- Read the question together. Have students share their answers in pairs. Check answers with the class. Check comprehension of *look cool* and *think of*.

Answer

They are fun and look cool. They help us think of our friends.

- 1.63** Read the instructions and question together. Check comprehension of *interview*. Make sure students understand they are going to hear a longer dialogue between two people (Ella and her interviewer), but their task is to find out only what Ella's hobbies are. Play the audio for students to listen and write down their answer. They compare their ideas in pairs before you check them with the class. Play the audio again, up to the point where Ella lists her three hobbies.

Answer

She listens to music, she swims, and she makes friendship bands.

- 1.63** In pairs, students read the sentences, try to decide what kind of information is missing in each one, and discuss what they think might go in each blank. Clarify the meaning of *spend time doing* (elicit a translation) and *rubber bands* (point them out in the photo). Play the first part of the interview, which contains the information about the example item. Play the audio through once for students to check their predictions and identify where the information about each sentence appears in the interview. Elicit or remind students that the sentences follow the same order as the audio. Play it again, pausing as necessary, so students can complete all the sentences. Ask students to compare ideas in pairs. As you check answers together, play the audio for the final time, pausing at the passages that confirm the answers.

Answers

1 very good friends 2 twenty-five 3 an hour
4 expensive 5 colors

GRAMMAR

have (questions)

- Elicit the rules for which tense we follow when we use *have* for possession (the simple present). Ask students to quickly recap the rules for forming questions and short answers in the simple present: *Do / Does* before the subject, followed by the base form; and *Yes, subject + do / does* or *No, subject + don't / doesn't*. Students apply the rules and match the questions and answers then complete the

table. They compare ideas in pairs before you check answers with the class.

Answers

1 c 2 a 3 b

Rule

1 Does 2 does 3 doesn't

- Students read the questions about things they have and think of their answers. You could ask them to simply check the questions they answer affirmatively.
- SPEAKING** Explain the task before they begin. Students will mingle and speak to as many students as they can until they can find someone for each answer who answers yes. They could prepare a chart in their notebooks beforehand where they can write the name of the person who says yes to each question. Set a time limit of, say, six minutes, and monitor the conversations. Remind students that English must be used at all times. You might want to introduce a penalty task for those who use their first language. Also pay attention to the correct use of the question and short answer forms. Get some feedback from the class on the answers they heard. Have they found a person with a yes answer for every question?

Count and noncount nouns

- Focus attention on the list of words. Explain that, in English, some nouns can be counted, but some others can't. The nouns we can count are called *count nouns*. The ones we cannot count are called *noncount nouns*. Noncount nouns only have one form – there is no plural form. Elicit whether this exists in the students' language. First, ask students to find the words in the list that are in a plural form and write these in the middle column of the table. Ask them to decide, in pairs, if they think the remaining nouns are count or noncount. Elicit suggestions and ask the rest of the class to say if they agree or disagree. If you use an IWB, get a different student to come to the screen to write each word the same way as in the example. After checking that all the answers in the table are correct, ask students in pairs to complete the rule and then check their answers.

Answers

Count (singular): a hobby, a color
Count (plural): some apples, some chairs, some pens
Noncount: some fun, some money, some work

Rule

1 an 2 some

Language note

Note that a lot of nouns that are noncount in English may be count nouns in the students' language, for example: *information, money, hair, advice, furniture, news, weather, music, or soap*. Remind students to notice if a noun is count or noncount whenever it differs from their first language.

Workbook page 55



Be aware of common errors related to count and noncount nouns. Go to Get it right! on page 124.

LISTENING

1 Which of these sentences do you agree with?

- 1 It's good to give little gifts to your friends sometimes.
- 2 A friendship band is a great gift.
- 3 I really like friendship bands.

2 Read the text. Then answer the question.

Why do people like friendship bands?

3 1.63 Listen to an interview with 12-year-old Ella Winston. What are her hobbies?

4 1.63 Listen again and complete the sentences.

- 0 Ella has five or six friendship bands.
- 1 She has two or three _____.
- 2 In total, she has about _____ friends.
- 3 She spends about _____ a day making friendship bands.
- 4 The rubber bands are not _____.
- 5 Sometimes, she uses seven or eight different _____.



Friendship bands

David Beckham has one. The Duchess of Cambridge has one. Harry Styles from One Direction has one. And millions of other young and old people have them, too. Friendship bands are popular all over the world. They are fun and look cool. And, they help us to think of our friends.

GRAMMAR

have (questions)

1 Match the questions and answers. Complete the table.

- | | |
|---|-------|
| 1 Do you have a hobby? | _____ |
| 2 Does your sister have a smartphone? | _____ |
| 3 Do your teachers have friendship bands? | _____ |
| a Yes, she does. | _____ |
| b No, they don't. | _____ |
| c Yes, I do. | _____ |

Questions	Short answers
Do I/you/we/they have a hobby?	Yes, I/you/we/they do . No, I/you/we/they don't . (do not)
1 _____ he/she/it have a problem?	Yes, she/he/it ² _____. No, she/he/it ³ _____. (does not)

2 Answer the questions.

- 1 Do you have a TV in your bedroom?
- 2 Do you have a TV in your kitchen?
- 3 Do you have a big backyard?
- 4 Do you have a big family?
- 5 Does your best friend have a big family?
- 6 Do you have a lot of songs on your phone?

3 SPEAKING Walk around the classroom. Ask and answer the questions in Exercise 2. Find someone with the same answers as you.

Count and noncount nouns

4 Complete the table with the words in the list and *a/an* or *some*. Then complete the rule.

apples | arm | bikes | chairs | color | friend
fun | hobby | money | pens | time | work

Count (singular)	Count (plural)	Noncount
<i>an arm</i> <i>a friend</i>	<i>some bikes</i>	<i>some time</i>

RULE: You can count **count** nouns (*two friends*, *four bikes*).

With singular **count** nouns, we use *a* or ¹ _____.

You can't count **noncount** nouns (*time*, *water*).

With **noncount** nouns and plural **count** nouns, we use ² _____.

Workbook page 55 →

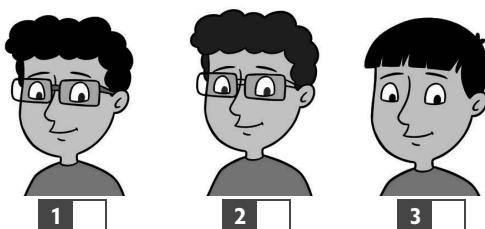
READING

- 1  1.64 Read and listen to the dialogue. What's the surprise for Olivia?



OLIVIA Hey, Chloe, how are you?
CHLOE Hi, Olivia. I'm fine, how are you?
OLIVIA I'm happy. You know my brother, Patrick, right? Well, he has a new friend. He's really cool.
CHLOE Really? Who is he? What does he look like?
OLIVIA Well, he has black hair. It's short, and it's curly.
CHLOE Is he tall or short?
OLIVIA Pretty tall, and good-looking. He has brown eyes, and he wears glasses.
CHLOE Brown eyes and glasses?
OLIVIA Umm ... yes, and he has a very nice smile. He's so friendly.
CHLOE I know.
OLIVIA You know?
CHLOE He likes soccer and tennis, and his name's Josh, right?
OLIVIA That's right, but ... but ...
CHLOE And he has a sister?
OLIVIA How do you know?
CHLOE Josh is my brother.
OLIVIA No way!

- 2 Which picture shows Josh?



VOCABULARY Describing people (1)

- 1 Look at the words in the list. Write them under the correct headings. Some words can go under more than one heading.

blue | gray | long | curly | short | black | blond
red | brown | wavy | straight | green

eye color

blue

hair color

gray

hair style

long

- 2 SPEAKING Work in pairs. Use the words in Exercise 1 to describe the people in the photos.



James Rodriguez



Pink



George Clooney



Shakira

James Rodriguez has ...

Pink has ...

Workbook page 57

Pronunciation

The /eɪ/ vowel sound

Go to page 120.



READING

- 1 1.64 Focus attention on the photo. You might want to enlarge and display it on the IWB, with books closed. Ask: *Who is in the photo? Where are they? How do they feel?* Elicit any suggestions, without confirming details. Read the question. Check comprehension of *surprise* (something that you didn't expect to happen). Ask students to listen to the audio while reading the dialogue, confirm their predictions, and answer the question. Ask them to compare ideas in pairs before you check the answer with the class.

Answer

Chloe is Josh's sister. / Josh is Chloe's brother.

- 2 Put students in pairs to choose the picture that shows Josh. Check the answer with the class. How many pairs got the right answer?

Answer

Josh is number 1.

VOCABULARY

Describing people (1)

- 1 Focus on the table headings. Ask students to look back at the description of Josh in the dialogue and find the adjectives for each heading (eye: *brown*, hair: *black*, hair style: *short, curly*). Students write the remaining words in the table. They then compare ideas in pairs before you check answers with the class. Check the meanings by pointing at someone in the class who has or doesn't have the given feature, and ask the class to confirm or reject and correct your suggestions: *Does [Anita] have wavy hair? No, she doesn't. She has straight hair.* Read the words aloud and ask the class to repeat them after you, first all together then two or three students individually. Pay special attention to the pronunciation of the *w* and *v* sounds in *wavy* /'wəvi/ and the silent *g* in *straight* /streɪt/.

Answers

eye color: blue, brown, black, green
hair color: gray, black, blond, red, brown
hair style: long, curly, short, wavy, straight

- 2 **SPEAKING** Students in pairs take turns describing the famous people in the photos. You might like to ask a stronger student to say one or two model sentences about the person of their choice before pairs begin. Monitor the correct use of the adjectives for describing people and the use of *has*. Avoid correcting errors during this fluency activity, but come back to any recurring mistakes with the class at the end. Put the incorrect forms you noted on the board and elicit corrections from the class.

Optional activity

To make Exercise 2 more involving, you could ask students to take turns choosing one of the four people, without telling their partner, and describing them without using the name. Their partner must try to guess the identity of the person. Encourage students to make the guessing task as challenging as they can. How many sentences does their partner need to hear before they guess correctly? Monitor as before.

Workbook page 57

Pronunciation 1.65 1.66

To practice pronunciation of the /eɪ/ vowel sound, go to page 120.

Describing people (2)

- 3 1.67 Display the pictures on the IWB, or ask students to look at them in their books and cover the word bank above them. Some of the words should already be familiar, so elicit these from the students. If using the IWB, get some students to label the pictures onscreen. Ask students to reveal the words and match the remaining ones with the pictures. They then compare ideas in pairs before you check answers with the class. Read the words aloud, and practice pronunciation by asking the class to repeat them after you, first together and then two or three students individually. Pay special attention to the vowel sound in *beard* /bɔːrd/ and *earring* /'ɪərɪŋ/, and the pronunciation of *mustache* /'mʌstæʃ/, especially the final consonant sound (never /tʃ/).

Answers

1 A 2 C 3 D 4 B 5 G 6 F 7 E

- 4 1.68 Ask students to look back at the dialogue on page 60 and find examples of the words in Exercise 3. Ask a different student to write each example on the board: *Is he tall or short? (He's) pretty tall, and good-looking. He wears glasses. He has a very nice smile.* Elicit the meaning of *wear* through a translation or a different example. Ask students to repeat the word after you, first all together then one or two students individually. Pay special attention to the vowel sound in /wɛər/. Students order the sentences. Ask them to write the sentences in their notebooks. Play the audio for them to check their answers. Students match the sentences and pictures and then compare ideas in pairs before you check their answers with the class.

Answers

- 1 She wears glasses.
- 2 He has a mustache.
- 3 She has earrings in her ears.
- 4 She isn't short; she's very tall.

Optional activity

Students think of a famous person for each sentence from Exercise 4 and then compare ideas in pairs. Ask them to correct each other's ideas if they disagree with any of the examples. Monitor their use of *has* and *doesn't have* and *wear* and *doesn't wear*.

- 5 1.69 Ask students to read the dialogue without filling in the blanks and, in pairs, decide what kind of information is missing. Elicit or explain the meaning of *look like* and *friendly*. Students complete the dialogue with their ideas. Play the audio for students to check their answers. Then play it again, pausing after each line, for students to repeat, copying the pronunciation as well as the rhythm and intonation.

Answers

- 1 eyes
- 2 glasses
- 3 short
- 4 smile

- 6 **SPEAKING** Students practice role-playing the dialogue in pairs. Ask one or two pairs to perform the dialogue in front of the class. Ask the rest of the class to listen and write down any mistakes or omissions.

Workbook page 57

FUNCTIONS

Describing people

- 1 Students match the questions and answers in the dialogue. They then compare ideas in pairs before you check answers with the class. Elicit the difference between *What does he look like?* (physical appearance) and *What's he like?* (personality). Elicit why students think the pronoun *it* is used in answer 3. (It refers to the guessing game, not to the person himself. We use *it* when we don't know if the person we're trying to guess is male or female. Since we already know his sex, the final question and answer would also be correct with *he* instead of *it*.)

Answers

1 c 2 a 3 b

- 2 **SPEAKING** Students use the model dialogue to play a guessing game in pairs. Have pairs take turns answering two or three questions each. Monitor, providing the words for the person's occupation if necessary, but avoid correcting mistakes unless they hinder understanding.

TRAIN TO THINK

Attention to detail

- 1 **SPEAKING** Put students in pairs. Ask them to look at their own version of the picture on page 127 or 128, respectively. They should not look at each other's picture! Give them a minute or so to think about how they would describe the person. Have the pairs sit back-to-back. They describe the person in their own picture and listen to their partner's description. They are allowed to ask clarification questions or request a repetition. Set a time limit of, say, three minutes. Can they find all six differences together without looking at the pictures?

- 2 **SPEAKING** Form groups of four made up of either all A students and all B students. They should still not look at the other version of the picture! Students in each group compare the differences they have identified with their partner. Have all groups found all the six differences? Get some quick feedback from the whole class at the end to check the answers.

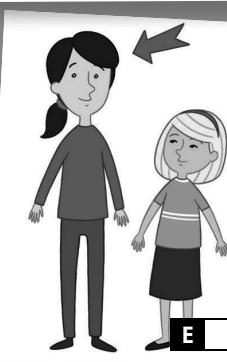
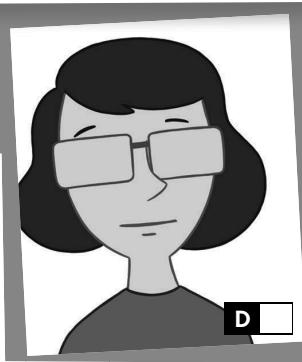
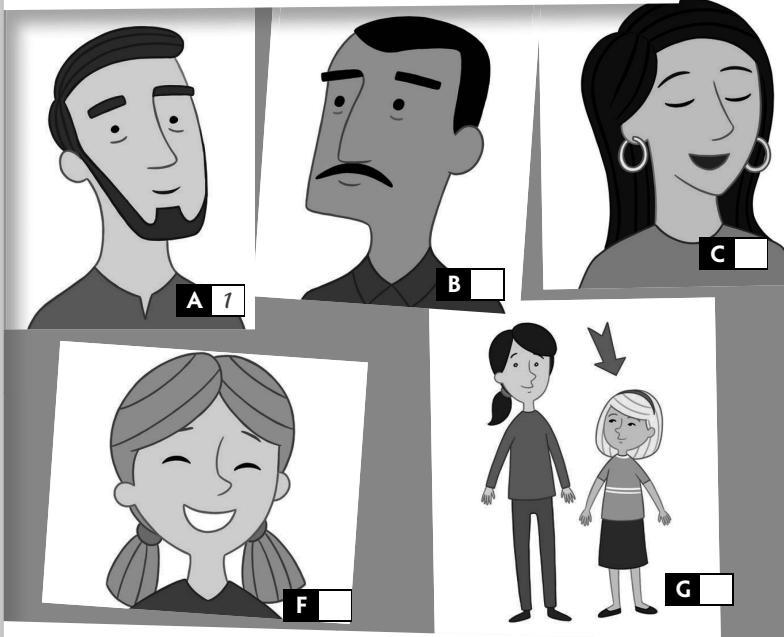
Answers

the waiter's hair is gray / brown
the waiter has a mustache / a beard
the girl's hair is blond / black
the girl wears / doesn't wear earrings
the boy wears / doesn't wear glasses
the boy / girl is very tall

Describing people (2)

- 3 1.67 Match the words in the list with the pictures. Write 1–7 in the boxes. Listen and check.

1 beard | 2 earrings | 3 glasses
4 mustache | 5 short | 6 smile | 7 tall



- 4 1.68 Put the words in the correct order to make sentences. Listen and check. Then match each sentence with a picture in Exercise 3.

0 has / smile / a / she / nice / very
She has a very nice smile.

F

1 she / glasses / wears

2 mustache / has / a / he

3 has / earrings / she / her / ears / in

4 she / isn't / short; / very tall / she's

- 5 1.69 Complete the dialogue with the missing words. Listen and check.

A I have a new friend. His name's Eric.

B What does he look like?

A He has short brown ⁰hair, blue ¹eyes, and he wears ²glasses.

B Is he tall or ³short?

A He isn't very tall.

B Is he nice?

A He's very nice and friendly. He has a nice ⁴smile.

- 6 **SPEAKING** Work in pairs. Act out the dialogue.

Workbook page 57 →

FUNCTIONS Describing people

- 1 Complete the dialogue with answers a–d.

A I'm thinking of a famous basketball player.

B What does he look like?

A ⁰ d

B What's he like?

A ¹

B Is he American?

A ²

B Is it LeBron James?

A ³

a Yes, he is.

b Yes, it is.

c He's really nice.

d He's tall and strong. He has short brown hair and sometimes a short beard, too. He has a great smile.

- 2 **SPEAKING** Work in pairs. Think of a famous person. Ask and answer questions to guess who he/she is.

I'm thinking of a famous female singer.

What color hair does she have?

TRAIN TO THiNK

Attention to detail

- 1 **SPEAKING** Work in pairs. Student A: Go to page 127. Student B: Go to page 128. Describe the people in your picture. Find the six differences.

- 2 **SPEAKING** Tell others in the class what differences you find.

In picture A, the waiter has gray hair. In picture B, ...

Culture

Welcoming people around the world

What do you do when you see someone you know? Do you smile? Do you say hello? Do you touch the other person?

Here are some ideas for travelers. They tell you how people in different countries and cultures welcome each other. Do you do different things in your country?

In many countries in Asia, people bow when they greet each other. This shows respect. In China, this is called *kowtow*. In Thailand, people put their hands together and bow. This is called the *wai*.

When people in Tibet greet each other, they stick out their tongues. This is a very old tradition. But you can still see it in Tibet today.



In Mongolia, people give a *hada* to guests who visit their home. This is a piece of silk. When you get a *hada*, hold it in both hands. This also shows respect.

The Maori people in New Zealand rub their noses together when they meet. This greeting is called the *hongi*.

In Western countries, many people shake hands when they greet each other. Sometimes they just smile and say something like "Hello!" or "Hi!"

In many countries around the world, friends greet by kissing on the cheek. In some countries they kiss on one cheek, in others they kiss both cheeks, and in some they kiss cheeks three times.

CULTURE

Welcoming people around the world

Focus attention on the photos. If possible, show them on the IWB, covering up the title and texts, with books closed. If you don't use an IWB, cover up the title together with the text in the left-hand paragraph and show the photos in your book. Ask students what they think the photos have in common. Accept any reasonable suggestions if students can explain in their own words why they think so. Reveal the title for students to check their predictions. Then ask students to try to guess which country or part of the world each photo shows. Ask the rest of the class to say if they agree or disagree, but don't confirm answers yet at this point. Point to each photo again and ask students whether each form of greeting would be acceptable or unacceptable in their own country. Would any forms of greeting be perceived as rude or inappropriate? Why?

- 1 Read the phrases aloud and have students repeat them after you to practice pronunciation. Pay special attention to the vowel sounds in *bow* /baʊ/ and *piece* /pi:s/ and the silent vowel letters in *tongue* /tʌŋ/. Although most phrases contain unfamiliar words, students should be able to use the key words they already recognize, as well as a process of elimination, to match the eight phrases with the photos. Ask them to compare ideas in pairs before you check answers with the class. Only then elicit or explain meanings. Elicit what verb photos 1, 2, and 7 have in common (*touch*) – and elicit or explain that whether you are allowed to touch another person is often a very important difference between cultures. Ask students if it is acceptable in their own culture.

Answers

- 1 touch, shake hands
- 2 touch, rub noses
- 3 a piece of silk
- 4 bow your head
- 5 put your hands together
- 6 stick out their tongues
- 7 touch, kiss

- 2 Students choose the correct answer. Elicit the meaning of *welcome*. How do people say it in the students' language? How many other languages can students say it in?

Answer

A

- 3  1.70 Ask students to find and underline the key words from Exercise 1 in the article. Then play the audio for students to listen to and read the article. Remind them not to worry about understanding every word. They should focus on finding the names of any places in the article first and then reading the text around them to see which key word they may be linked to. This will help them label the photos. Ask students to compare their ideas in pairs before you check answers with the class. If you use the IWB, invite a different student to label each photo on screen.

Answers

- 1 New Zealand
- 3 Mongolia
- 4 China / Asia
- 5 Thailand
- 6 Tibet
- 7 many countries around the world

- 4 Ask students to read the sentences. Check comprehension. Elicit or explain any unfamiliar or challenging vocabulary, for example, *tradition*, *rub*, and *hold*. You could elicit or pre-teach *each other*, *respect*, *both*, and *cheek*, which are key words that appear in the text. Suggest that students read the text on page 62, find the passages that give them information about each sentence, and then study this carefully to decide on their answers. Find the first passage together as an example. Remind students that the sentences are in the same order as the information about them in the article. Ask students

to compare ideas in pairs before you check answers with the class.

Answers

1 F 2 F 3 T 4 T 5 F 6 F 7 T

- 5 **SPEAKING** Put students in pairs or small groups to discuss the questions. Monitor their conversations, noting the most interesting ideas. Elicit some of these from the whole class, and invite comments from the rest of the class.

Optional activity

As a follow-up, ask students to prepare a short description about the different forms of greeting that are common in their country or in their region, and find suitable pictures to illustrate them on a small poster or leaflet. This could be done as a group project. Set aside a class for presenting the posters or leaflets, or set up an exhibition on the walls of the classroom. Have a vote on the best project.

WRITING

Describing a friend

- 1 Students read the model description and identify the picture of James. Ask them to compare their ideas in pairs before you check the answer with the class.

Answer

1

- 2 Students extract the key information from the text and complete the notes. They compare ideas in pairs before a whole-class check.

Answers

short, curly (and) black; glasses; popular

- 3 You might like to brainstorm some vocabulary for describing appearance and personality and write these under the headings on the board, for reference. Give students three or four minutes to make similar notes about their own best friend. Monitor their preparation and provide help with the language if necessary.

- 4 Students use the questions to add further information to their notes. Monitor, providing help as before.

- 5 Students expand their notes into a descriptive paragraph like the one in the example. You could assign this task for homework. Ask students to exchange their paragraphs with a partner and check each other's work for task **completion** (*Have they included information for all the headings and questions?*), **accuracy** (*Are there no grammar or spelling errors?*), and **vocabulary** (*Are the adjectives and nouns appropriate for describing the person?*). If you decide to collect the students' work yourself for grading, focus on the same three areas and keep your feedback short and constructive: What could the student do differently to improve the description? Keep error correction to a minimum, because a heavily corrected piece of writing can demotivate learners, especially at such an early level.

1 Look at the photos and find the actions or objects in the list.

bow | kiss | a piece of silk
put your hands together | rub noses
shake hands | stick out your tongue
touch

2 What do the photos show?

- A people saying hello
- B people helping people
- C people saying "Thank you."

3 1.70 Read and listen to the article. Write the names of the places under the photos.

4 Mark the sentences T (true) or F (false).

- 0 The kowtow is a greeting tradition in China.
- 1 In Thailand, people rub their noses to say hello.
- 2 In Tibet, it is not OK to show someone your tongue.
- 3 When you get a *hada*, don't hold it in one hand.
- 4 Maori people use the *hongi* to say hello.
- 5 In Western countries, people never shake hands.
- 6 Only Maori people greet others with a kiss.
- 7 In some countries, people kiss three times.

T

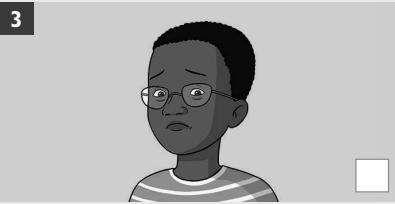
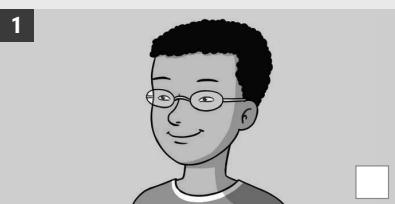
5 **SPEAKING** Discuss with a partner.

- 1 Which is your favorite way of welcoming people described in the text?
- 2 How do you welcome other people in your country?

WRITING

Describing a friend

1 Read the text. Check (✓) the correct picture of James.



My best friend is named James Webb. He's tall. He has short curly black hair, and he wears glasses. He's in my school, and he always helps me in my classes. After school we always play soccer in the park, and on weekends we often go swimming together. He's a really friendly boy, and he has a very nice smile. He's very popular and everyone likes him. But I'm his best friend!

2 Read the text again. Complete the notes about James.

● Appearance: hair – _____, _____, _____
and _____
wears _____
tall
has a nice smile

● Personality: friendly – (nice smile!)
_____ – (has lots of friends)

3 Think about your best friend. Make notes.

● Appearance:

● Personality:

4 Answer the questions about your best friend.

- 1 What's his/her name?
- 2 How do you know him/her?
- 3 Why do you like him/her?
- 4 What do you do together?

5 Use your notes from Exercises 3 and 4 to write a short description (35–50 words) about your best friend.

CAMBRIDGE ENGLISH: TOWARD Key

THINK EXAMS

READING AND WRITING

Part 4: Multiple-choice reading comprehension

1 Read the article about a school club.

For each sentence, choose the correct answer A, B, or C.

Our school has a LEGO club and it's a lot of fun. It's on Tuesday and Thursday at lunchtime, from 12 p.m. to 1 p.m. I'm a member of the club and so is my best friend, Ally.

Mr. Thomas is the club manager, and the club meets in his classroom, 3T. He has five big boxes of LEGO bricks.

Every week he spends the first 15 minutes showing us different ways to build things. We then practice this for the rest of the time. He sometimes holds contests. The prize is always a small box of LEGOs.

This month there is a contest for all schools in the state to build a LEGO classroom. The prize is a school trip to LEGOLAND. I hope our club wins!



- 0 The LEGO club is at _____.
A the library B the museum C school
- 1 The club meets ____ times a week.
A two B three C four
- 2 The meetings are for _____.
A 15 minutes B 30 minutes C 60 minutes
- 3 Mr. Thomas teaches in ____ 3T.
A school B classroom C box
- 4 Mr. Thomas shows the students how to make things with LEGOs for _____.
A 15 minutes B 30 minutes C one hour
- 5 The prize for the LEGO classroom contest is a _____.
A LEGO model B LEGO book C trip to LEGOLAND

Part 9: Guided writing

2 Read the email from your pen pal Kelly.

From: Kelly
To:

Please tell me about the things you do in your free time. What do you do after school? What do you do on the weekends?

Write an email to Kelly and answer the questions.
Write 25–35 words.

From: _____
To: _____

THiNK EXAMS

READING AND WRITING

Part 4: Multiple-choice reading comprehension

1

Answers

1 A 2 C 3 B 4 A 5 C

Part 9: Guided writing

Exam information

There are 5 marks for Part 9 [in the Cambridge English: Key examination]. Candidates at this level are not expected to produce faultless English, but to achieve 5 marks a candidate should write a cohesive message that successfully responds to the three prompts given, with only minor grammar and spelling errors. A great variety of fully acceptable answers is possible. Candidates are penalized for not writing the minimum number of words (i.e., fewer than 25). They are not penalized for writing too much, though they are advised not to do so. Candidates also need to think carefully about who the target reader is for each task, and try to write in an appropriate style. It is important to write clearly so that the answers are easy to read. However, it is not important if candidates write in cursive or in upper or lower case. (Extract from the *Cambridge English: Key Handbook for Teachers*)

TEST YOURSELF UNITS 5 & 6

VOCABULARY

1

Answers

- 1 do 2 headphones 3 arm 4 dance 5 glasses
- 6 go 7 beard 8 curly 9 eyes 10 out

GRAMMAR

2

Answers

- 1 She doesn't like shopping.
- 2 They never listen to rock music.
- 3 You don't have any songs on your phone.
- 4 She has some money.
- 5 I always get to school late.
- 6 Do you have books in English?
- 7 We are usually tired on Sunday evening.

3

Answers

- 1 go often go
- 2 don't listen not to
- 3 play plays
- 4 is are
- 5 don't doesn't do
- 6 have a work
- 7 doesn't don't

FUNCTIONAL LANGUAGE

4

Answers

- 1 like, doesn't, look
- 2 worry, are, help

TEST YOURSELF

UNITS 5 & 6

VOCABULARY

1 Complete the sentences with the words in the list. There are two extra words.

arm | beard | curly | dance | do | earrings | eyes | glasses | go | headphones | out | short

- 1 No, I can't go out. I need to _____ my homework.
- 2 I always use _____ when I listen to music at home.
- 3 She has a friendship band on her left _____.
- 4 It's OK music, but you can't _____ to it.
- 5 My eyes aren't very good. That's why I wear _____.
- 6 Let's _____ shopping tomorrow afternoon.
- 7 He has a big black _____ and mustache.
- 8 I like her hair. It's long and _____.
- 9 Many new babies have blue _____, but the color changes later.
- 10 I want to go and hang _____ with my friends this evening.

/10

GRAMMAR

2 Put the words in order to make sentences or questions.

- 1 like / shopping / She / doesn't
- 2 never / They / to / listen / rock music
- 3 any / have / on your phone / You / songs / don't
- 4 She / money / has / some
- 5 always / I / late / to school / get
- 6 in English / Do / you / have / books
- 7 usually / are / tired / on Sunday evenings / We

3 Find and correct the mistake in each sentence.

- 1 I go often to the movie theater.
- 2 They listen not to rap music.
- 3 He play computer games all the time.
- 4 There is two TVs in my bedroom.
- 5 She don't do her homework.
- 6 I have a work to do tonight.
- 7 We doesn't have any favorite movies.

/14

FUNCTIONAL LANGUAGE

4 Write the missing words.

- 1 A There's a new girl in our class.
B Oh? What's she _____?
A She's nice. But she _____ talk a lot.
B Oh. And what does she _____ like?
A She's tall and she has long black hair.
- 2 A Are you OK?
B No. I can't do this homework.
A Don't _____. I can help you.
B Oh, thanks. You _____ great!
A No problem. I'm here to _____ you.

/6

MY SCORE /30

22 – 30

10 – 21

0 – 9

65