

4 **2.25** Watch or listen. Look at photos a–g. Which photos are the people talking about?

5 **2.25** Watch or listen again. Which key phrases does Lewis use?

KEY PHRASES
Guessing answers
 I think it's ... Maybe / Perhaps it's ...
 I'm not sure. I'm sure it's ...
 I don't think it's ...

6 **USE IT!** Choose the correct words in descriptions 1–7. Then match the descriptions to photos a–g and name the famous people. Compare with a partner using the Key Phrases.

I think description 1 is ... I'm not sure. I don't think it's ...

1 As a child this singer had **straight** / **curly** hair. Now her hair sometimes looks very different!

2 This musician has short, **straight** / **curly** black hair.

3 This actor has sometimes got **sunglasses** / **a moustache** in films. In real life, he's also got glasses.

4 This actor had **long** / **short**, straight, dark brown hair in this film. She's got long hair now, too!

5 This sports coach is bald now and he has **a beard** / **glasses**.

6 This actor had long **black** / **red** hair when he was young. Now he has long hair and a beard.

7 This actor was in her first film at the age of eleven when she had long, **light** / **dark** brown hair.

Finished?
 Write a description of a friend in the class.

87

Exercise 2 2-23

Play the audio once for students to listen. Play it again, pausing after each word for them to repeat. Ask students to write two or three sentences about themselves, using words from exercise 1. Students can compare their sentences in pairs. Ask some students to tell the class which words describe them.

ANSWERS

Students' own answers.

Exercise 3 2-24

PRONUNCIATION: Diphthongs

Play the first four words and elicit which one is the odd one out. Point out that all of these sounds are diphthongs, which are made up of two vowel sounds pronounced together, although in number 3, *ear*, the two vowel sounds /ɪə/, are pronounced more noticeably as two sounds. Play the audio. Students listen and identify the odd ones out. Play the audio again to check answers, and get students to repeat some of the words with diphthongs.

ANSWERS

1 hair 2 board 3 height 4 bald

Exercise 4 2-25

Focus attention on the *Who's who?* quiz. Play the video or audio. Students watch or listen and guess which photos the people are talking about, then compare their answers in pairs. Check answers with the class.

ANSWERS

1 photo a 2 photo g 3 photo b

Exercise 5 2-25

Read through the key phrases with the class and check that students understand them all. Play the video or audio again. Students watch or listen and identify the key phrases that are used. Check answers with the class.

ANSWERS

I'm not sure. I think it's ...

Exercise 6 USE IT!

Focus attention on the *Who's who?* quiz again. Students choose the correct words in descriptions 1–7 and then match the descriptions to photos a–g. Ask students to name the famous people and see who guessed the most people correctly. Students compare their answers in pairs using the key phrases. Check answers with the class.

ANSWERS

- 1 straight, b (Lady Gaga)
- 2 straight, c (Yiruma)
- 3 a moustache, e (Johnny Depp)
- 4 long, f (Angelina Jolie)
- 5 glasses, d (Park Hang-seo)
- 6 black, a (Keanu Reeves)
- 7 light, g (Emma Watson)

Optional activity: Vocabulary

Write the vocabulary from exercise 1 in a jumbled order on the board, then ask students to close their books. Put students into small groups. Ask groups in turn to choose a word and say a true sentence about one of their classmates using the word, e.g. *Ana's got long hair*. If the sentence is correct, the group gets a point and the word is crossed off the board. Continue until all the words have been crossed off. See which group has the most points.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their descriptions and work with another fast finisher to identify the people. Alternatively, ask them to read their descriptions to the class. See if other students can guess the people.

More practice

Workbook page 48

Assessment

Five-minute test, Teacher's Resource Disk