



# WHAT DO YOU THINK?

## LEARNING GOALS

In this unit, you

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



## GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a team meeting. What do you see?
- C** Now read Eric's message. What does Eric mean when he says that he's "excited, but a little nervous?"



**ERIC PARK**

@EricP

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

# LESSON 1

# DESCRIBE TWO SIMILAR THINGS



ERIC PARK

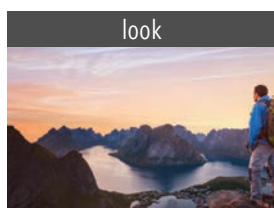
@EricP

First meeting about my new project today. Hope it goes well!

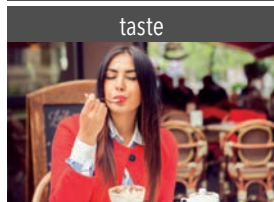


## 1 VOCABULARY Sensory verbs

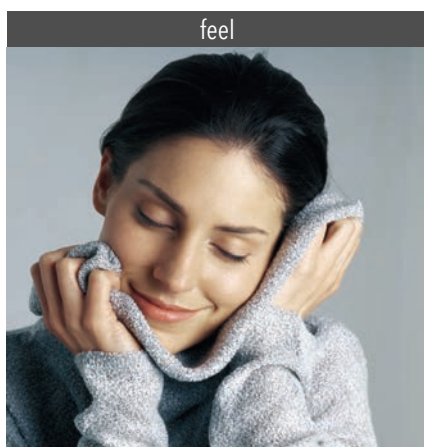
**A** ▶02-01 Listen. Then listen and repeat.



The view **looks** beautiful.



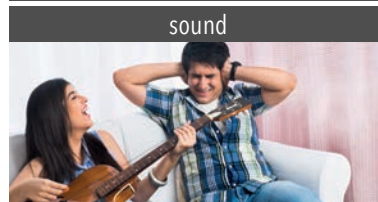
The dessert **tastes** sweet.



The sweater **feels** soft.



The sneaker **smells** bad.



The music **sounds** terrible.

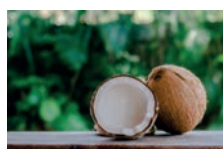
**B** Look at the pictures. Complete the sentences with sensory verbs from 1A.



silk



butter



a coconut



a fire alarm



a movie star

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



## 2 GRAMMAR Sensory verbs + like

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

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

### Notes

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

>> FOR PRACTICE, GO TO PAGE 128





### 3 PRONUNCIATION

#### The letter s

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

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

/s/ soft    looks    /z/ easy    feels

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

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

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

### 4 CONVERSATION



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

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



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



Eric: How would you describe the shampoo?

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

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

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

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

Lucas: Good idea!

#### CONVERSATION SKILL Express disagreement

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

**A:** This tastes like chicken.

**B:** I disagree.

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

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

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

candy    peaches    rock star    model

### 5 TRY IT YOURSELF

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

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

**B:** Is it a...?

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

■ I CAN DESCRIBE TWO SIMILAR THINGS.

