


# Level 2 - Scope and sequence

		GRAMMAR	VOCABULARY	PRONUNCIATION		READING	LISTENING	WRITING	COMMUNICATION SKILL	CRITICAL THINKING	USEFUL LANGUAGE
1	Who am I? <i>Pages 10–21</i>		simple present <i>be</i> ; articles <i>an</i> and <i>a</i> ; questions with <i>be</i>	countries and nationalities	saying /tʃ/ and /dʒ/; saying /tʃ/ and /ʃ/	an infographic about jobs; thinking about the topic	an interview with an explorer; listening for specific information	an online form; checking what you write	tips for making English your own	fact or opinion?	talking about photos; talking about my English; saying email addresses
2	People in my life <i>Pages 22–33</i>		object pronouns; simple present; demonstratives	things people wear	saying /nt/ and /znt/; saying /r/ and /l/	online posts about friends and social media; finding meaning (1): using word parts	a conversation describing photos; understanding how people feel	a social media post and comment; using a variety of adjectives	active listening	identifying reasons	listening to understand
3	Free time <i>Pages 34–45</i>		simple present questions and answers; adverbs of frequency; expressions of frequency	activities	saying /t/ and /d/; saying /ɔ:/ and /ɜ:(r)/	an article about free-time activities; understanding reference words	a podcast about what makes us happy; predicting the content	an email asking for information; structuring an email	five tips for messaging	reflecting	asking for information in an email
4	Homes <i>Pages 46–57</i>		present continuous; <i>there is / there are</i>	things in a house	stressing <i>be</i> in the present continuous; saying /h/ and /r/	an article about animal homes and highways; recognizing the main idea of a paragraph	an explorer describes her home; activating vocabulary	an advertisement for a vacation home; giving useful information	avoiding misunderstandings	why is it important?	avoiding misunderstandings; explaining why something is useful or important
5	Then and now <i>Pages 58–69</i>		simple past <i>be</i> ; <i>there was / there were</i>	describing a place	stressing syllables; understanding sentence stress	city guides about special days; understanding numbers	a description of a city; finding meaning (2): content words	an informal email invitation; ending with a request for action	understanding other people's views	analyzing similarities and differences	giving possible reasons; invitations
6	People and places <i>Pages 70–81</i>		likes, dislikes, and preferences; <i>can</i> and <i>can't</i> for possibility	vacation collocations	saying /pr/, /tr/, /dr/, /fr/; stressing <i>can</i> and <i>can't</i>	an article about people and places; scanning	explorers talk about vacations; recognizing synonyms	a city guide; connecting ideas	influencing styles	inferring meaning	making recommendations; push and pull influencing; giving examples

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<b>7</b> Things <i>Pages 82–93</i>		possession; countable and uncountable nouns	everyday items	saying consonants together; saying /s/ and /z/	an infographic about smartphones; scanning for numbers	an interview about everyday items; learning the stress patterns of new words	a product description; providing details in descriptions	understanding different gestures	drawing conclusions	talking about how much/many; describing things; understanding gestures; describing a product
<b>8</b> Stories <i>Pages 94–105</i>		simple past; simple past negative and questions	past time expressions	saying simple past regular verb endings; understanding connected speech: <i>did you</i> ; stressing important words	an article about stories; skimming for the topic of a paragraph	an explorer talks about an important life event; listening for key points	a movie or book review; organizing an online review	signposting your story	understanding diagrams	signposting in stories; reviewing a movie/book
<b>9</b> Getting around <i>Pages 106–117</i>		comparative adjectives; polite offers and requests with <i>can</i>	taking a train	saying /p/ and /b/; saying /k/ and /g/	an article about traveling; finding meaning (3): using context	travel announcements; listening for important information	an informal email to a friend; using imperatives in an email	dealing with impolite behavior	analyzing problems and solutions	describing what you see; asking for ticket information; giving ticket information; giving directions
<b>10</b> Skills and experiences <i>Pages 118–129</i>		present perfect; present perfect or simple past?	life skills	understanding weak <i>have</i> ; saying /ɪ/ and /i:/	an article about important experiences; understanding cause and effect	people talking about life skills; understanding sequence	a job application email; starting formal emails	making small talk	bringing information together	starting small talk; talking about skills
<b>11</b> Extremes <i>Pages 130–141</i>		superlative adjectives; <i>have to</i> / <i>don't have to</i>	weather	saying /st/; saying /b/ and /v/	a quiz about world records; finding meaning (4): using a dictionary	weather reports; preparing for listening	a restaurant review; information to include in a review	understanding different Englishes	evaluating sources	asking people to repeat and explain; describing a restaurant experience
<b>12</b> The future <i>Pages 142–153</i>		<i>going to</i> ; <i>will</i> for predictions	future time expressions	understanding contractions (1): <i>gonna</i> and <i>wanna</i> ; understanding contractions (2): <i>will</i>	an infographic about cities in the future; summarizing (1): short notes	explorers talk about the future; summarizing (2): a mind map	a blog post; getting your readers' attention	having difficult conversations	predicting how likely something is	having difficult conversations; talking about the future





A father and son spend time together in Belo Horizonte, Brazil.

# 2

## People in my life

### GOALS

- Find word meaning in online posts
- Talk about important people in your life
- Describe clothing items
- Understand how people feel in a conversation
- Learn to be an active listener
- Write a social media post and comments

### 1 Work in pairs. Discuss the questions.

- 1 Look at the photo. What is the relationship between these two people?
- 2 Where do you think they are?
- 3 What do you think they are doing?

### WATCH

### 2 2.1 Watch the video. Answer the questions in pairs.



- 1 Who does Nora talk about?
- 2 What does that person do?
- 3 Why is that person important in Nora's life?

### 3 Make connections. Do you know someone who is similar to Nora's important person? How are they similar?

*I work with Ben, at my office. We have lunch together every day.*



# 2A

## Real friends?

### READING

#### 1 Work in groups. Discuss the questions.

- Do you use social media? If so, which do you use?
- Read Rana's question on page 25. What do you think?

#### 2 Match the words in bold (1–3) with the definitions (a–c).

- I **post** photos online every day. \_\_\_\_\_
  - I enjoy seeing my friends' **selfies**. \_\_\_\_\_
  - All of my social media **contacts** are friends. \_\_\_\_\_
- a photos you take of yourself  
b people you know  
c to put photos or information on a website

#### 3 Work in pairs. Which sentences in Exercise 2 are true for you?

#### 4 Read the posts on page 25. Which two people answer *no* to Rana's question?

- Adam and Coco
- Adam and Yasuyuki

#### 5 Read the posts again. Are these sentences about Adam (A), Coco (C), or Yasuyuki (Y)?

- This person says that online friendships are too easy. \_\_\_\_\_
- This person posts only good or happy things online. \_\_\_\_\_
- This person meets people online who are interested in the same things. \_\_\_\_\_

#### 6 Look at the Critical Thinking Skill box and Adam's sentence. Which option (a or b) gives Adam's reason for what he believes?

### CRITICAL THINKING SKILL

#### Identifying reasons

Writers use the word *because* to introduce a reason and *that's why* to talk about a result. Recognizing reasons helps you understand a writer's message.



### LESSON GOALS

- Understand online posts about friends and social media
- Identify reasons
- Find meaning by using word parts

Adam: "My online 'friends' aren't real friends."

- They post happy selfies only.
- They don't know the real me.

#### 7 Find these sentences in the posts. What reasons do the writers give? Underline them.

- Coco: "[Real friends] know about the things you love—and the things you hate."
- Yasuyuki: "That's why we become real friends."

#### 8 Look at the Reading Skill box and the example from Coco's post. Then complete sentences 1–3.

### READING SKILL

#### Finding meaning (1): using word parts

Often when we read, we don't understand every word. Sometimes, we can guess the meaning of words. Ask:

- What part of speech is the word? Verb, noun, adjective, etc.?
- Do I know any part of the word?



Coco: "On social media, we become 'friends' when we click 'Follow' or 'Add friend.' But when we **unfollow** or **unfriend** someone, the **friendship** stops. It's all too easy!"

- Write the part of speech: *Unfollow* and *unfriend* are \_\_\_\_\_.
- Write the part of speech: *Friendship* is a(n) \_\_\_\_\_.
- If I *unfollow* or *unfriend* someone, we stop being \_\_\_\_\_.

### SPEAKING

#### 9 Work in pairs. Discuss the questions.

- Which writer do you agree with the most: Adam, Coco, or Yasuyuki? Why?
- Do you post photos on social media? What of?

### EXPLORE MORE!

Search online for "Are social media friends real friends?" What other ideas do people have?



People take photos at The Bund in Shanghai, China.



posted by Rana A.

## Are social media friends *real* friends?

ANSWERS: 3

Answer

...

▲ 6  
▼ 0



Adam N.  
February 25,  
5:15 p.m.

Of course not. People on social media see only a small part of my life. I post happy selfies, photos of my friends and family, photos of my lunch, and stories about my amazing weekend. But that isn't the real me. When I'm sad, I don't post. When I look bad in a photo, of course I don't post it. I enjoy social media, but my online "friends" aren't real friends because they don't know the real me.

▲ 1  
▼ 0  
💬 1



Coco S.  
February 26,  
5:30 p.m.

I agree with Adam. Real friends are with you in good times and bad times. They know about the things you love—and the things you hate. This is because you have a history together. It takes time to become a real friend. On social media, we become "friends" when we click "Follow" or "Add friend." But when we unfollow or unfriend someone, the friendship stops. It's all too easy!

▲ 1  
▼ 0  
💬 0



Yasuyuki K.  
February 27,  
7:24 a.m.

I do have real friends on social media. We chat about things we love. I meet people online who like my favorite bands—and music is super important to me. That's why we become real friends. And sometimes, we see each other at concerts—so online friends can become "real" friends. Not all of my social media contacts are friends, but I have made real friends online.

▲ 2  
▼ 0  
💬 1



# 2B

## You're amazing!

### READING AND GRAMMAR

#### 1 Work in pairs. Discuss the questions.

- Who are the important people in your life?
- Why are they important to you?

#### NATIONAL GEOGRAPHIC EXPLORER

#### 2 Read archeologist Nora Shawki's two thank-you messages. In pairs, answer the questions.

- Who are the messages about?
- Why are these people important to Nora?



Seif, you are my support system and a fantastic partner. You help me work hard and focus. You always check that I'm OK when I'm digging, and you make sure I eat and rest. You listen to my problems and you take care of me. Thank you for looking after me. Thank you for all that you do. Thank you for being my rock.

### LESSON GOALS

- Understand thank-you messages
- Practice object pronouns
- Practice the simple present
- Practice the sounds /nt/ and /znt/



Nora Shawki



I have some incredible workers on my team. Two of them—Saeed and Abdulaziz—started working with me a long time ago, and they are very close to me. They know everything about digging. They understand the ground and the history of the place. I learn from them every day, and they are always so proud to work with me. I want to thank them for teaching me so much.

#### 3 Read the Grammar box. Then read Nora's two thank-you messages again and underline all the object pronouns.

##### GRAMMAR Object pronouns

Nora uses *me* to refer to herself.

*You help **me** work hard and focus.*

Nora uses *them* to mean Saeed and Abdulaziz.

*I learn from **them** every day ...*

Go to page 167 for the Grammar reference.

#### 4 Look at these sentences taken from someone's thank-you message. Complete the sentences with the correct object pronouns.

- I want to thank my uncle.  
I want to thank him.
- He cooks for my parents and me.  
He cooks for \_\_\_\_\_.
- He plays with my children.  
He plays with \_\_\_\_\_.
- He repairs my car.  
He repairs \_\_\_\_\_.
- He takes care of my grandmother.  
He takes care of \_\_\_\_\_.

#### 5 Read the Grammar box. Then circle five other examples of simple present verbs in Nora's thank-you messages.

##### GRAMMAR Simple present

Use the simple present to ...

- talk about things that happen all the time.

*You **listen** to my problems.*

- talk about general truths.

*I **have** some incredible workers on my team.*

Go to page 167 for the Grammar reference.

#### 6 Complete the paragraph with the simple present positive form of these verbs.

attend	come	finish	make
sell	study	wake	work

My aunt Salma is a great woman. She

<sup>1</sup> \_\_\_\_\_ up at 4 a.m. every morning

and <sup>2</sup> \_\_\_\_\_ fruit at the market.

She <sup>3</sup> \_\_\_\_\_ work at 12 p.m.,

then she <sup>4</sup> \_\_\_\_\_ to my house and

<sup>5</sup> \_\_\_\_\_ lunch for my children because I

<sup>6</sup> \_\_\_\_\_ in an office in the afternoon. In

the evenings, she <sup>7</sup> \_\_\_\_\_ night school

and <sup>8</sup> \_\_\_\_\_ English. What an amazing

woman!

### EXPLORE MORE!

Nora Shawki is an important person in the area of Egyptian archeology. Search online for "Nora Shawki" to find out more about Nora and her work.

#### 7 Rewrite these sentences in the negative form.

- I live with my parents.  
\_\_\_\_\_
- My father makes dinner for me every day.  
\_\_\_\_\_
- My mother gives me fashion advice.  
\_\_\_\_\_
- My grandparents live near me.  
\_\_\_\_\_
- I see my cousins a lot.  
\_\_\_\_\_

### PRONUNCIATION

#### 8 Look at the Clear Voice box. Listen and repeat.

##### CLEAR VOICE

Saying /nt/ and /znt/

When two or more consonants appear next to each other, they can be difficult to pronounce.

The consonants at the end of *don't* and *doesn't* are important. They show that a sentence is negative.

/nt/ *don't*

/znt/ *doesn't*

#### 9 Work in pairs. Make the sentences in Exercise 7 true for you.

*I live with my parents.*

*My father doesn't make dinner for me every day.*

### SPEAKING

#### 10 Work in groups. Discuss the questions.

- How do you thank the important people in your life?
  - by buying them a gift
  - by giving them a thank-you card or letter
  - by thanking them on social media
  - by saying "thank you" to them in person
  - by doing things to help them
- What do you thank them for?



# 2C

## Look at these gloves


### LESSON GOALS

- Describe what people wear
- Understand how people feel in a conversation
- Learn to use demonstratives

### VOCABULARY

1 Work in pairs. Discuss the questions.

- Can you name the different clothing items you are wearing now?
- Look at the photo on page 29. Can you describe the clothes the people are wearing?  
*The man on the left is wearing ...*


2  22 Match the photos (1–7) with the words (a–g). Then listen to check.

- |   |                       |                                  |
|---|-----------------------|----------------------------------|
| 1    | <input type="radio"/> | <input type="radio"/> a sweater  |
| 2    | <input type="radio"/> | <input type="radio"/> b gloves   |
| 3    | <input type="radio"/> | <input type="radio"/> c socks    |
| 4  | <input type="radio"/> | <input type="radio"/> d scarf    |
| 5  | <input type="radio"/> | <input type="radio"/> e cap      |
| 6  | <input type="radio"/> | <input type="radio"/> f glasses  |
| 7  | <input type="radio"/> | <input type="radio"/> g necklace |

Go to page 160 for the Vocabulary reference.

3 Work in pairs. Look at the vocabulary in Exercise 2 again. Which words go with a pair of? Why?

### LISTENING

4  23 Listen to the conversation. What is Matteo showing Petra? Tell a partner.



5 Look at the Listening Skill box. In pairs, answer questions 1–3.

#### LISTENING SKILL

##### Understanding how people feel

We can hear how people feel by listening to their voice. For example, do they feel happy, excited, bored, or upset? Sometimes, people say “That’s great,” but they mean the opposite of what they say.



- How do you say “That’s great!” when you’re excited?
  - How do you say “That’s great!” when you’re bored?
  - How do you say “That’s great!” when you’re upset?
- 6  23 Listen again and pay attention to the speakers’ voices. Circle the correct option to complete each sentence.
- Petra feels *bored* / *excited* at the beginning of the conversation.
  - Petra feels *bored* / *excited* at the end.
  - Matteo *knows* / *doesn’t know* how Petra feels.
- 7  23 Listen again for the vocabulary in Exercise 2. Match these clothing items (1–4) with the people wearing them (a–d).
- |              |                       |  |
|--------------|-----------------------|--|
| 1 scarf      | <input type="radio"/> | <input type="radio"/> a Luca                 |
| 2 glasses    | <input type="radio"/> | <input type="radio"/> b Luana                |
| 3 sweater    | <input type="radio"/> | <input type="radio"/> c Harry                |
| 4 baby socks | <input type="radio"/> | <input type="radio"/> d Matteo’s grandmother |

### GRAMMAR

8 Read the Grammar box. Circle the correct options to complete sentences 1 and 2.

#### GRAMMAR Demonstratives

##### This and these

Use *this* + singular noun or *these* + plural noun to talk about people or things that are near.

*Is **this** baby Luca?*

*Who are **these** people?*

##### That and those

Use *that* + singular noun or *those* + plural noun to talk about people or things that are not near.

***That’s** my grandmother.*

***Those** girls are his children.*

Go to page 167 for the Grammar reference.

- We use *this* / *that* and *these* / *those* to talk about things that are near the speaker.
- We use *this* / *these* and *that* / *those* with plural nouns.

9 Circle the correct words to complete this conversation.

- Elif: What can I wear for my team photo tomorrow?
- Li Jing: Wear <sup>1</sup> *these* / *this* yellow sweater. It’s nice and bright.
- Elif: With <sup>2</sup> *these* / *that* pink glasses?
- Li Jing: Yes, why not? Try <sup>3</sup> *that* / *those* pink necklace, too. And <sup>4</sup> *those* / *that* pink gloves!
- Elif: Do you think that’s too much pink?
- Li Jing: Not at all! <sup>5</sup> *This* / *These* clothes are perfect for your photo.

### SPEAKING

10 Work in pairs.

**Student A:** Look at the photo on page 179.

**Student B:** Look at the photo on page 181.

Tell your partner about your photo. Talk about who’s in the photo and what clothes they’re wearing.

*I see a boy in the photo. He has gloves ...*

A group of friends run down a sand dune in Namibia.





# 2D

## Being a good listener

### LESSON GOALS

- Recognize difficulties in interactions
- Learn how to be an active listener
- Practice active listening
- Practice the sounds /r/ and /l/



Two men chatting in Nepal

### SPEAKING AND LISTENING

- 1 Work in pairs. Do you know someone who is a good listener? What makes them a good listener?
- 2 2.4 Listen to Josh talking to his father Evan about his college plans. In pairs, discuss these questions.
  - 1 Is Evan a good listener? How do you know this?
  - 2 How do you think Josh feels after this conversation?

- 3 2.4 Listen again. Are these sentences true (T) or false (F)?

- |   |   |   |
|---|---|---|
| 1 Josh has only had two months to think about what he wants to study. | T | F |
| 2 Evan thinks studying drama is a good idea.                          | T | F |
| 3 Evan thinks studying math and business is a good idea.              | T | F |
| 4 Josh wants to study math and history.                               | T | F |

### MY VOICE

- 4 2.2 Watch the video about listening skills. In pairs, answer the questions.
  - 1 What are the two types of listeners?
  - 2 Chia says many of us are like Evan. Why?
  - 3 Why does Chia say listening is important?
- 5 Look at the Communication Skill box. Which of these things are easy for you to do? Which are difficult? Discuss with a partner and give reasons for your answers.

### COMMUNICATION SKILL

#### Active listening

Three tips for listening actively:

- 1 Listen to understand. You can give your answers or opinions later.
- 2 Don't interrupt. Show that you're listening by nodding or looking at the speaker.
- 3 Ask questions when you don't understand.



- 6 Look at the Useful Language box. In pairs, discuss questions 1 and 2.

### Useful Language Listening to understand

#### Asking questions when you don't understand

What do you mean?  
Do you mean ... ?  
Are you saying ... ?  
Can you explain further?  
Can you tell me more about ... ?  
Why's that?

#### Showing you're listening

I see. Really?  
Right. I'm listening.  
That's interesting.

- 1 What do you say in your first language to show you're listening?
- 2 When you listen to someone in English, do you sometimes keep quiet when you don't understand? Why or why not?

### EXPLORE MORE!

What other ways can we show we are listening? Search online for "active listening + infographic" for more tips.

- 7 Cover the Useful Language box and complete this conversation.

Josh: Dad, I need to talk to you about my college plans.

Evan: I'm <sup>1</sup>\_\_\_\_\_.

Josh: Well, I want to try and get into our city college. I really like the drama club there.

Evan: Can you <sup>2</sup>\_\_\_\_\_ me more about the drama club?

Josh: They're very good. They won lots of awards last year.

Evan: I <sup>3</sup>\_\_\_\_\_.

Josh: The thing is ... I love drama, but I don't want to only study drama.

Evan: Why's <sup>4</sup>\_\_\_\_\_?

Josh: I don't want to become a full-time actor. I want to study math and history, too.

Evan: OK, that's <sup>5</sup>\_\_\_\_\_.

### PRONUNCIATION AND SPEAKING

- 8 2.5 Look at the Clear Voice box. Listen and repeat.

### CLEAR VOICE

#### Saying /r/ and /l/

Sometimes, words starting with /r/ or /l/ can be difficult to say.

/r/ *right, really, wrong*

/l/ *light, listen, long*



- 9 **OWN IT!** Work in groups of three. Take turns with roles A, B, and C.

**Student A:** Tell Student B about someone you know who is a good or bad listener. Talk about who they are, how you know them, and what makes them a good or bad listener.

**Student B:** Listen to Student A. Use the tips from the Communication Skill box and the Useful Language.

**Student C:** Watch how Student B listens. At the end of the activity, talk to Student B about how well they listened. Did they ...

- listen to understand?
- show they were listening?
- ask questions?



# 2E

## You look great!

### LESSON GOALS

- Describe things using a variety of adjectives
- Write a social media post
- Comment on social media posts

### READING FOR WRITING

1 Read the three social media posts on this page. Match the hashtags below (1–3) with the correct person's post (a–c).

- 1 #goodfood    ○            ○ a Ahmed  
2 #happyselfie    ○            ○ b Lieve  
3 #driving    ○            ○ c Carla

2 Read the posts again. Match each comment below (1–6) with Ahmed's post (A), Lieve's post (L), or Carla's post (C).

- 1 Mmm. It looks sweet!!! \_\_\_\_\_  
2 You don't look tired! You look great! \_\_\_\_\_  
3 I love this photo. The desert is beautiful. \_\_\_\_\_  
4 Your hat looks cute! Is it new? \_\_\_\_\_  
5 I can't see Khaled! Is he OK? \_\_\_\_\_  
6 Fantastic! Is that your lunch? \_\_\_\_\_



**Ahmed A.**  
2 hours ago

At Al Ain, United Arab Emirates with [Khaled](#). The desert is awesome, but we're lost! Our map shows a road, but it's under the sand! [#lost](#)



❤️ 12 🍷 10 🧐 6 😊 3 💬 1

[Comment ...](#)



**Leah G.** Don't worry. Khaled is an excellent driver! 😊😊😊



**Lieve M.**  
3 hours ago

At [Eu Amo Doces café](#). The bolo de rolo here is amazing! [#Brazil](#)



❤️ 6 🍷 5 💬 1

[Comment ...](#)



**Binh P.** This looks delicious. Can I have some, please?



**Carla W.**  
4 hours ago

I'm at Rocky Point today. Perfect vacation. I walk 25 km every day! These are my new sunglasses. [#ilovewalking](#)



❤️ 16 🍷 12 💬 1

[Comment ...](#)



**Lucy K.** Nice sunglasses! Amazing photo! Go Carla!

3 Look at the Writing Skill box. Then read the comments in Exercise 2 again and circle the adjectives.

### WRITING SKILL

#### Using a variety of adjectives

The writers use *look* + adjective to describe things and to show their reaction: *It looks sweet. You look great.*



4 Look at Ahmed's, Lieve's, and Carla's posts again, as well as the comments by Leah, Binh, and Lucy. What adjectives do they use to describe these things?

- 1 Food: \_\_\_\_\_, \_\_\_\_\_  
2 The desert: \_\_\_\_\_  
3 People, photos of people: \_\_\_\_\_, \_\_\_\_\_  
4 Things people wear: \_\_\_\_\_, \_\_\_\_\_

5 Circle the best options to complete the social media post below and the comments.

I'm at the park with my sister Sayuri, her husband Oscar, and their son Kenji. The weather is <sup>1</sup> *lovely / worried*, and Sayuri is <sup>2</sup> *new / happy* because it's her day off work!



[Comment ...](#)

I can't see Oscar. Is he <sup>3</sup> *OK / excellent*?

Kenji's shirt <sup>4</sup> *doesn't look tired / looks cute!*  
Is it <sup>5</sup> *new / sweet*?

I love this photo. Sayuri looks <sup>6</sup> *great / delicious!*

### WRITING TASK

6 Choose a photo from your phone. The photo should show yourself with a few other people. Answer these questions and make some notes.

- 1 Where is it?  
\_\_\_\_\_  
\_\_\_\_\_  
2 Who is in the photo?  
\_\_\_\_\_  
\_\_\_\_\_  
3 What adjectives describe the place, the activity, the people, or how the people feel?  
\_\_\_\_\_  
\_\_\_\_\_

7 **WRITE** Write a social media post about the photo you chose in Exercise 6. Use the posts on pages 32–33 as models.

8 **CHECK** Use the checklist. Your post ...

- ☐ says where you are.  
☐ says who you are with.  
☐ has a description of the person or activity.  
☐ uses a variety of adjectives.

9 **REVIEW** Work in small groups. Exchange posts with your group members and write a comment for each person's post. Use the comments on pages 32–33 as models.

Go to page 154 for the Reflect and review.