

STARTER

What do you know?

Back to school

Vocabulary: saying hello

1 Look at the picture and complete the dialogue with the phrases in the box.

I don't know I'm fine Hi Max



2 Listen and check. Then practise the dialogue in pairs.

3 Match expressions 1–5 with expressions with a similar meaning a–e.

- | | |
|-----------------|-----------------|
| 1 Hello. | a Thanks. |
| 2 I'm fine. | b Bye. |
| 3 I don't know. | c Hi. |
| 4 Thank you. | d I'm not sure. |
| 5 Goodbye. | e I'm OK. |

Grammar: subject pronouns and possessive adjectives

4 The underlined words are subject pronouns. The words in bold are possessive adjectives. Copy and complete the table with words from the dialogue and in the box.

Hi. I'm Callum. What's **your** name?

My name's Rob. We're in the same class.

he her it their

Subject pronoun	Possessive adjective
I	1 (...)
you	2 (...)
3 (...)	his
she	4 (...)
5 (...)	its
6 (...)	our
they	7 (...)

5 Choose the correct option.

- That's Mr King. He's **we/our** new English teacher.
- Markus and Clare are new this year. **They/Their** are in our class.
- My/I** name's Mrs Clark and **my/I** 'm the headteacher.
- A:** Is this **you/your** chair?
B: No, I think **it's/its** free.
- A:** Where's Anisha?
B: **She/Her** isn't in **we/our** class this year.

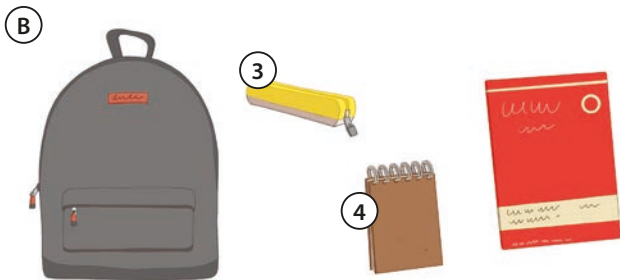


What's in your bag?

Vocabulary: personal objects

1 Look at bags A–C. Match objects 1–7 with the words in the box.

bag books keys mobile phone
money notebook pencil case



3 Copy and complete the table with two plural nouns from exercise 1.

Most nouns: add -s	animals 1 (...) 2 (...)
Nouns ending in -ch, -sh, -s, -ss or -x: add -es	buses
Nouns ending in consonant + -y: omit -y + add -ies	cities

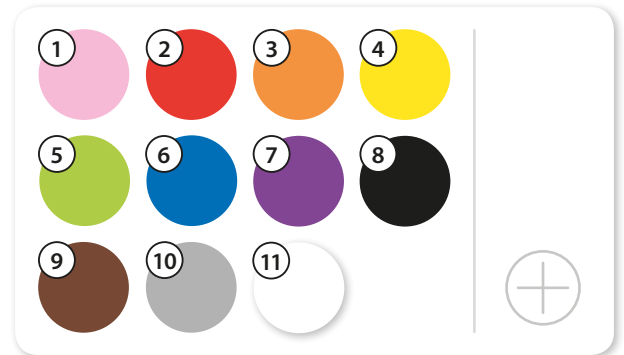
4 Make the words in the box plural and add them to the table in exercise 3.

address bag bank boy class
country monkey phone story

Vocabulary: colours

5 Match colours 1–11 with the words in the box.

black blue brown green grey orange
pink purple red white yellow



Grammar: a, an and plurals

2 Read the examples and the rules. Then write *a* or *an*.

a or *an*?

Use *a* + singular noun starting with a consonant sound.

a teacher

Use *an* + singular noun starting with a vowel sound.

an apple

- | | | | |
|---------|--------------|---------|----------|
| 1 (...) | mobile phone | 5 (...) | elephant |
| 2 (...) | pencil case | 6 (...) | school |
| 3 (...) | object | 7 (...) | email |
| 4 (...) | bag | 8 (...) | taxi |

6 Work in pairs. Point to objects in the pictures in exercise 1 and ask about the colour.

What colour's the mobile phone in bag A?

It's orange.

7 Listen to three dialogues. Which bag is each dialogue about?

8 Work in pairs. What can your partner remember about his/her bag? Ask questions. Then look and check.

What's in your bag?

A mobile phone, my keys and a book.

What colour's the book?

I think it's black.



School days

Vocabulary: days of the week

1 Look at the calendar. Write the days of the week in the correct order. What day is the first day of school?

Friday Monday Saturday Sunday
Thursday Tuesday Wednesday

2 Listen and repeat the days of the week.

3 Look at the calendar and write the day of the week for dates a–e.

a 4th b 8th c 2nd d 7th e 12th

SEPTEMBER						
M	T	W	T	F	S	S
Back to school!	1	2	3	4	5	6
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Vocabulary: the classroom

4 Look at the two classrooms. Match objects 1–8 with the words in the box.

board chair ~~clock~~ computer desk door poster window

1 clock

ABOUT NEW POSTS ARCHIVES

WHAT'S YOUR IDEAL CLASSROOM?

POSTED 12TH AUGUST

5 Which classroom from exercise 4 do you prefer? Why?

6 Complete the description with words from exercise 4.

This is my ideal classroom. These are our tables. There are four **1** (...) at each table. This **2** (...) at the front of the class is for the teacher. That's the **3** (...) for the teacher to write on. We've got two **4** (...). We use them to do projects. Those **5** (...) on the walls are our project work.



Grammar: *this, that, these, those*

7 Read the sentences. Copy and complete the table with *This is, That's, These are* or *Those are*.

This is my ideal classroom. **These are** our tables.
That's the board. **Those are** our computers.

Singular	1 <i>This is</i> a chair. 	2 (...) a chair.
Plural	3 (...) chairs. 	4 (...) chairs.

8 Work in pairs. Student A, point at something in your classroom. Student B, say what it is using *this, that, these* or *those*.

That's a clock.

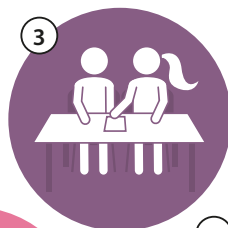
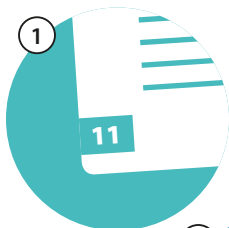
These are our desks.

Instructions

Vocabulary: classroom instructions

1 Match pictures 1–8 with instructions a–h.

- a Look at the board.
- b Listen.
- c Don't write the answer.
- d Work in pairs.
- e Open your books at page 11.
- f Don't talk.
- g Read the text.
- h Copy this into your notebook.



2 Listen and follow the instructions.

Grammar: imperatives

3 Read the examples. Match 1–3 with a–c to make rules.

Read the text. **Don't talk.**
Work in pairs. **Don't write** the answers.

- 1 We use imperatives
- 2 To make the imperative
- 3 To make the negative
- a we use *don't* + infinitive.
- b to give instructions.
- c we use the infinitive.

4 Complete the instructions with the affirmative (+) or negative (-) imperative form of the verbs in the box.

~~copy~~ listen look open read work write

- 1 *Don't copy* the questions. (-)
- 2 (...) to the audio. (+)
- 3 (...) the answers in your book. (-)
- 4 (...) your books. (-)
- 5 (...) at the pictures on page 12. (+)
- 6 (...) the text. (-)
- 7 (...) in groups. (+)

5 Work in pairs. Take turns to give instructions.

Write the day today.

Don't look at the clock.

Open your book at page 50.



International English Vocabulary: numbers 1-100

1 Put the numbers in the box in order.

eighteen eleven fifteen five seven six
thirteen three twelve twenty two

2 Write the missing numbers in exercise 1 from 1 to 20.

3 Write the numbers in the box as words.

20 30 40 50 60 70 80 90 100

20 - twenty

4 5 Listen and write the numbers as words.

5 6 Complete the information about English with the numbers from exercise 4. Then listen and check.

Vocabulary: international words

6 Add international words 1-8 to the correct category.



- Animals
- Food
- Places
- Sports
- Technology

7 Add the words in the box to the categories in exercise 6.

chocolate computer football golf
lion park phone rugby school

Vocabulary: the alphabet

8 7 Listen and repeat the letters.



9 Work in pairs. Use the alphabet code (A = 1, B = 2, C = 3, ...) to decode the words.

- 1 10.21.4.15 10 = J, 21 = U, 4 = D, 15 = O - judo
- 2 3.9.14.5.13.1
- 3 9.14.20.5.18.14.5.20
- 4 16.1.19.20.1
- 5 8.15.3.11.5.25
- 6 5.12.5.16.8.1.14.20

10 Add the words in exercise 9 to the categories in exercise 6.

1 judo - Sports

FUN FACTS



1 English is the official language in (...) countries.

2 (...) % of people in the world understand English.

3 (...) % of people in Sweden speak English.

4 (...) % of people in India speak English.








5 Only (...) % of British people speak another language.

6 (...) % of the information on computers is in English.



What's in this book?

1 In which unit do you see photos 1–9?

		
1 (...)	2 (...)	3 (...)
		
4 (...)	5 (...)	6 (...)
		
7 (...)	8 (...)	9 (...)

2 Look through the Student's Book and find sections 1–6. Write the page number(s).

- | | |
|---------------------------------|--|
| 1 a list of irregular verbs | 4 a phrasebook |
| 2 pronunciation exercises | 5 a review page about the past simple |
| 3 a project about a typical day | 6 graphic organisers for project support |

3 Work in pairs. Complete the challenge.

Classroom CHALLENGE

How quickly can you find the answers?

- 1 What's the title of Unit 6?
- 2 What's the grammar on p66?
- 3 What's the project in Unit 3?
- 4 What's the writing task in Unit 8?



- 5 What's the title of the reading text in Unit 5?
- 6 What's the WDYT? question in Unit 7?
- 7 What's the pronunciation in Unit 1?
- 8 What's the vocabulary about on p77?
- 9 What's the speaking about in Unit 4?
- 10 What's the listening subskill in Unit 2?





Our world

WDYT?
(What do you think?)

How are countries different?



Vocabulary: countries and nationality adjectives; adjectives to describe places

Grammar: *be* (affirmative, negative, questions and short answers)

Reading: informational texts about life in the Netherlands

Listening: a phone conversation about New Zealand

Speaking: meeting new people

Writing: a keypal message

Project: design a new country



Video skills p13



Real-world speaking p19



Project pp22-23

Countries and nationality adjectives

1 8 Work in pairs. Complete the quiz and compare with your partner. Then listen and check.

What about number 1?

I think it's the USA.

2 9 Write the nationality for the countries in the quiz. Then listen, check and repeat.

The USA, American

Language note

It's from Spain.

It's Spanish food.

Thank you ... for ...

These things are popular all around the world, but where do they come from?

- 1 Thank you (...) for Hollywood.
a) the UK b) the USA c) Australia
- 2 Thank you (...) for paper.
a) Mexico b) the UK c) China
- 3 Thank you (...) for tapas.
a) Spain b) Australia c) Mexico
- 4 Thank you (...) for Wi-Fi.
a) China b) the USA c) Australia
- 5 Thank you (...) Sherlock Holmes.
a) the UK b) the USA c) Mexico
- 6 Thank you (...) for chocolate.
a) China b) Mexico c) the UK



- 3 Work in pairs. Ask your partner about the things in exercise 1.

Where's paper from?

It's from China./It's Chinese.

- 4 Which continent is each country in? Which continent is missing?
- 5 Match the countries in the box to the continents in exercise 4.

Brazil India Japan the Netherlands
New Zealand Russia Turkey

- 6 Copy and complete the table with the nationality adjectives for the countries in exercise 5.

-an	-ian	-ese	-ish	Irregular
Mexican	Australian	Chinese	Spanish	6 <i>New Zealand</i>
American	1 (...)	4 (...)	British	7 <i>Dutch</i>
	2 (...)		5 (...)	
	3 (...)			

- 7 Complete the sentences with the correct country name or nationality adjective.

- 1 Sony is a brand from (...).
- 2 Ajax is a (...) football team.
- 3 Cancún is a city in (...).
- 4 Baseball is a popular (...) sport.
- 5 Moscow is the capital city of (...).
- 6 Iberia is a (...) airline.

- 8 Work in pairs. Change the underlined words in exercise 7 to make new sentences with different countries and nationalities. Then test another pair.

VIDEO SKILLS



- 9 Watch the video. What are Isabel's top three places to visit?
- 10 Work in pairs. Answer the questions.
 - 1 Why are travel videos interesting?
 - 2 What is your favourite place in the video? Why?
 - 3 What type of video are the lions in? Why?

Informational texts

1 Match words 1–5 with photos A–E.

- | | |
|------------------|-------------------|
| 1 money | 4 a popular sport |
| 2 city transport | 5 school |
| 3 food | |



Subskill: Identifying different types of text

Before you read, look at the texts to help you understand what type of information they give you. Do you see: titles? pictures? complete sentences or words and numbers?

2 Look at the four texts, but don't read them. Which text tells you ...

- general information about the Netherlands?
- unusual information about the Netherlands?
- about one Dutch teenager's life?
- about teenage life in general?

3 Read the texts quickly. Which information in exercise 1 is not in the texts?

4 10 Read and listen to the texts. Match sentence halves 1–5 with a–e.

- | | |
|------------------------------|-----------------------------------|
| 1 Amsterdam is | a is good in the Netherlands. |
| 2 Dutch people love | b are happy. |
| 3 Thomas's parents are from | c cycling. |
| 4 Most Dutch teens | d the capital of the Netherlands. |
| 5 Life at home and at school | e different countries. |

5 Are the sentences true or false? Correct the false sentences.

- Thomas is 12 years old.
- A typical Dutch person cycles 1,000 km a year.
- Most Dutch teenagers are happy at school.
- Thomas is from Zwolle.
- Dutch food is bad for you.
- 75% of the Netherlands isn't under sea level.
- It's difficult for teenagers to talk to their parents and teachers.

6 **Word work** Match the definitions to the words in bold in the text.

- very good
- everything connected with school and learning
- the food people eat
- an informal word for 'bicycle'
- the things you study in school, e.g. English, maths
- the money people use in a country, e.g. dollars

7 Work in pairs. Ask and answer the questions about you and your country.

- What's the currency?
- Name three things that are part of a good diet.
- What's your favourite school subject?
- Are bikes popular?
- How old are children when they start education?
- What's a great place to go with friends in your city?

CRITICAL THINKING



- Remember** Look at the texts. Find one thing which is similar to life in your country and one thing which is different.
- Evaluate** To be happy, what things do you think are important? Order the words:

education family free time food
health money people the weather

THE NETHERLANDS:

a good place to be a teenager



Zwolle

1 COUNTRY FACT FILE

Name: The Netherlands

Population: 17 million

Nationality: Dutch

Capital city: Amsterdam

Currency: The euro



2 MEET THOMAS

Hi, I'm Thomas. I'm 13 years old. I'm half English and half Dutch. This is me and my brother - we're from Zwolle. I think the Netherlands is a **great** place to live.

3 THE NUMBER ONE PLACE FOR HAPPY TEENAGERS IS ... THE NETHERLANDS.

95% of Dutch teenagers say their life is good. Here are some of the reasons:

People:

People are open. It isn't difficult for Dutch teenagers to talk to their parents and teachers.

Food:

The Dutch **diet** is good for you.

Education:

Dutch schools are good. Most students are happy at school. It's easy to change **subjects** or repeat a year.



4 QUICK FUN FACTS



86% of Dutch people speak English as a second language.



25% of the country is under the sea! The top place in the Netherlands is just 323 m high.



The Dutch are **bike** crazy! A typical person cycles **900 km** a year.

be: affirmative

- 1** Read the examples. Copy and complete the table with the words in blue.

I'm 13 years old. **We're** from Zwolle.
The Dutch **are** bike crazy. 25% of the Netherlands **is** under the sea.

Full form			Contracted form	
I	am		from Turkey.	3 (...)
You		You're		
We	1 (...)	4 (...)		
They		They're		
He		He's		
She	2 (...)	She's		
It		It's		


- 2** Rewrite the dialogue with contracted forms.

Hi! I am Claudia and this is my friend, Jorge.
He is 14. We are from Natal. It is a city in Brazil.

Hi Claudia. I am Berta and these are my friends, Lola and Julia. They are from Barcelona. I am from Valencia.

- 3** Rewrite the sentences with subject pronouns, contracted forms and nationality adjectives.

- Daniel is from Mexico. *He's Mexican.*
- Sara and María are from Spain.
- Joe and I are from the USA.
- Tatiana is from Russia.
- I am from the UK.

- 4**  **11** Choose the correct option. Listen and check. What's the answer to the final clue?

Quiz: Where am I?



A: Ready? **1 I'm/I's** in a big city. **2 It're/It's** hot. I can see pyramids.

B: **3 You's/You're** in Cairo in Egypt.

A: OK, this time **4 we's/we're** in a city in Europe. I can see a big metal tower ...

B: The Eiffel Tower! **5 We're/We'm** in Paris!

A: Fantastic. Now, I can see nine big letters: H-O-L-L-Y ...

B: Hollywood – **6 it's/it are** in Los Angeles. **7 You'are/You're** in the USA!

A: Congratulations! This time I **8 're/'m** in a football stadium in a capital city in Europe. The players **9 is/are** in red and white. Atlético de ...

be: negative

- 5** Read the examples. Copy and complete the table with the words in blue.

It **isn't** difficult to talk to parents and teachers.
Students **aren't** under a lot of pressure.

Subject	be (+ not)	
I	'm not (am not)	Dutch.
You/We/They	1 (...) (are not)	
He/She/It	2 (...) (is not)	

- 6** Change the sentences from affirmative to negative or negative to affirmative.

- Cem is from Istanbul. **3** I'm Indian.
- We aren't from Miami. **4** Elena isn't from Brazil.
- 5** You're from Tokyo.

- 7** Correct the sentences.

- Washington is the capital of the Netherlands.
Washington isn't the capital of the Netherlands. It's the capital of the USA.
- China and India are in Europe. **4** We're in a maths class.
- Thomas is from Spain. **5** I'm British.

- 8** Complete the text with the correct contracted forms of *be*.

Today we **1 (...)** (+) at the United Nations, but we **2 (...)** (-) in New York. We're in Madrid and the people here **3 (...)** (-) adults, they're teenagers. Welcome to the SEK Model United Nations. It **4 (...)** (+) an event for students in high school. I **5 (...)** (+) with some students from the USA. It's their first time in Madrid, but they **6 (...)** (-) here to visit the Santiago Bernabéu Stadium. They **7 (...)** (+) here to discuss important questions and understand other countries better.

- 9** Answer the question to solve the Brain teaser.

BRAIN TEASER

The first letter of each answer spells a country.

- People from the UK are *British: B*
- St Petersburg is in this country.
- The capital of Turkey is (...).
- Zambia and (...)imbabwe are in Africa.
- New Delhi is the capital of this country.
- The capital of the UK is (...).

What is the country?

Adjectives to describe places

1 Look at the tourist information. Is New Zealand a good place to visit? Why?

Places to go
Things to do
Plan your trip
Q

New Zealand:

a beautiful country!



Auckland is a **modern** city. It's **clean** and it's **safe** for tourists.



It's **quiet**, but with lots of things to do. It's never **boring**!

The beaches aren't **crowded**, even in **hot** weather!



2 Match the words in yellow in exercise 1 with their opposites in the box.

cold dangerous dirty empty
interesting noisy old ~~ugly~~

beautiful – ugly

Adjectives

Adjectives come before a noun or after the verb *be*. They are never plural.

Auckland is a modern city ✓ ~~a city modern X~~
The beaches aren't crowded ✓ ~~crowdeds X~~

3 Work in pairs. Complete the sentences about your town/city.

- 1 My town/city is (...) and (...).
- 2 It's a/an (...) place to visit.
- 3 The centre is (...) and (...).
- 4 In summer it's (...) and in winter it's (...).
- 5 My favourite place in the town/city is (...) because it's (...) and (...).

A phone conversation

► **Subskill: Using visual clues**

Titles, photos and maps all give information about a listening. Look at these before you listen.

4 Look at the photos. What do they tell you about New Zealand?



5 Listen to a conversation and choose the correct option.

- 1 New Zealand **is/isn't** a small country.
- 2 Auckland **is/isn't** the capital city.
- 3 Maori **is/isn't** the only language.

6 Listen again. Are the sentences true or false?

- 1 New Zealand and the UK are about the same size.
- 2 Most people live on the South Island.
- 3 Wellington is a big city.
- 4 New Zealand is English with Maori words.
- 5 For Chloe, New Zealand is a boring place.
- 6 Sports are popular in New Zealand.

7 Complete the notes.

Population	1 (...) million
Capital city	2 (...)
Weather	3 (...) in summer 4 (...) in winter on the South Island
Official languages	5 (...) and Maori
National sport	6 (...)

8 Work in pairs. Is New Zealand similar to or different from your country? Why?

It's different because it's a small country, and we live in a big country.



A person from New Zealand is a 'Kiwi.' A kiwi is a type of bird from the country (not the fruit!).

be: questions and short answers

1 Read the questions and short answers. Copy and complete the table.

Is New Zealand a big country? No, it **isn't**.
 Are the winters cold? No, they **aren't**.
 Are you happy there? Yes, I **am**.

Question	Short answers
Am I from New Zealand?	Yes, I 1 (...). / No, I'm not.
2 (...) you happy there?	Yes, you are . / No, you aren't .
Is New Zealand a big country?	Yes, it is . / No, it 3 (...).
Are we Kiwis?	Yes, we are . / No, we aren't .
4 (...) the winters cold?	Yes, they are . / No, they 5 (...).

Short answers: contracted forms

We don't use contracted forms in affirmative short answers.

Yes, I am. ✓ Yes, I'm. ✗

Yes, it is. ✓ Yes, it's. ✗

But we use contracted forms in negative short answers.

No, I'm not. No, it isn't.

2 Order the words to make questions.


- is / big / your city ?
- happy / are / you and your classmates ?
- from the USA / is / your teacher ?
- you / are / from / Japan ?
- summers in your country / hot / are ?

3 Match the questions in exercise 2 with answers a–e.

- Yes, she is.
- No, they aren't.
- Yes, I am.
- No, it isn't.
- Yes, we are.

4  13 Complete the dialogue, then listen and check.

- Lily:** 1 (...) you from New Zealand?
Erin: No, I 2 (...). I'm from the USA.
Lily: 3 (...) your parents from the USA?
Erin: No, they 4 (...). They're from Shanghai in China.
Lily: 5 (...) Shanghai a small city?
Erin: No, it 6 (...). It's very big! The population is about 26 million.
Lily: 7 (...) you and your family happy in the USA?
Erin: Yes, we 8 (...). Very happy!

5  14 Listen to the questions and write true answers for you.

6 Choose the correct option.

GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

MESSAGEBOARD

Log in

All flags **1 is/are** different, but most flags are red, blue or white.



Is the colour of a flag important?

 2  12  41



Yes, **2 they are/it is**. The Japanese flag is white with a red circle. The circle is a symbol of the Sun.

 2  6  24



3 You are/Are you from Japan?

 4  20  18



No, I **4 isn't/'m not**. I'm from New Zealand.

 4  20  18



Is the New Zealand flag the same as the Australian flag?

 0  8  16



No, it **5 is/isn't**. The New Zealand flag has got four stars, and the Australian flag has got six stars.

 2  5  36



Are all flags rectangles?

 8  2  74



No, they **6 isn't/aren't**. For example, the flag from Nepal **7 is/are** the only one with five sides.

 1  63  92

Research

Choose a country and find the flag. Describe it to your classmates.



Meeting new people

- 1 Watch the video. Are the girls friends?
- 2 Watch again. Which Key phrases do you hear?
- 3 Complete the dialogue with the Key phrases. Watch again and check.

Elena

Hi there! Are you new here?

Amy

Hi. Yes, I am. This is my first day.

Elena

Welcome to Bedford High!
1 (...) name?

Amy

2 (...) Amy.

Elena

I'm Elena. Where 3 (...), Amy?
Are you Australian?

Amy

No, 4 (...) Portland, in the USA.

Elena

Is that a big city?

Amy

No, it isn't. It's small and quiet.
5 (...) you, Elena?

Elena

6 (...) 12.

Amy

Me too.

Elena

Oh, here's Mr West. He's our French teacher. See you later!

Amy

OK. See you!

STUDENT



School: Bedford High
Name: Amy Jones
Age: 12
Nationality: American



- 4 Create your own dialogue. Follow the steps in the Skills boost.

THINK

Work individually. Invent a new identity and make notes.

- Name
- Country/Nationality
- Age
- City

PREPARE

In pairs, prepare a dialogue. You meet a new student in your school. Use the information from your new identities. Remember to use Key phrases for meeting new people.

Hi there! Are you new here?

Yes, I am.

PRACTISE

Practise your dialogue.

PERFORM

Act out your dialogue for the class.

- 5 **Peer review** Listen to your classmates and answer the questions.

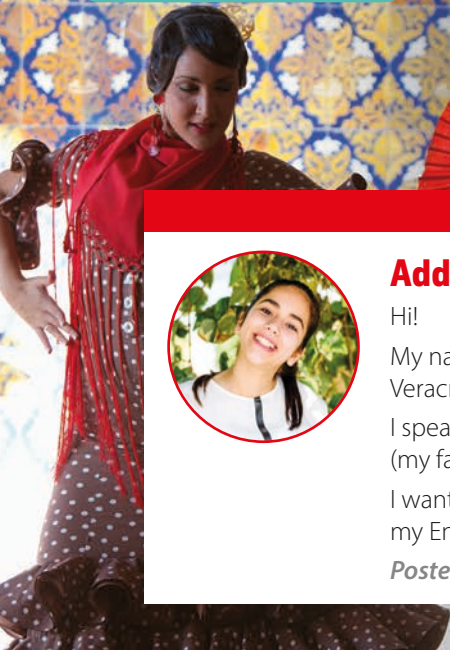
- 1 Are the Key phrases correct?
- 2 Where are the new students from?

Key phrases

What's your name? My name's ... / I'm ...
 Good/Nice to meet you. You too!
 Where are you from? I'm from ...
 How old are you? I'm (12/13).

Real-world grammar

Are you new here? Yes, I am.
 I'm from Portland, in the USA.
 Is that a big city? No, it isn't. It's small and quiet.

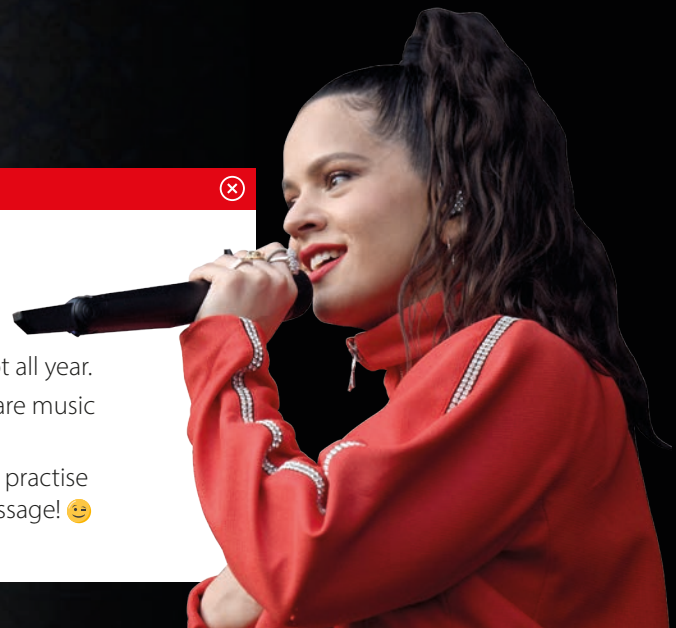
**Addie7878**

Hi!

My name's Adriana. I'm 12 years old. I'm from Veracruz, in Mexico. It's beautiful here and it's hot all year.

I speak Spanish and a little English. My hobbies are music (my favourite singer is Rosalia) and dancing.

I want to meet people from other countries and practise my English. Where are you from? Send me a message! 😊

Posted: Monday**Ken_TYO**

Hi there!

My name's Kenji. I'm Japanese. I'm from Tokyo, the capital city of Japan. It's a big, BIG city on the island of Honshu.

I'm 11 years old. My hobbies are sports and manga. My favourite sports are judo and baseball. I speak Japanese and English.

I want to make friends in other countries. Write to me!

Posted: Friday**A keypal message**

- 1 Read the two keypal messages. Choose the message you prefer. Why?
- 2 Read the messages again. Copy and complete the profiles.

Profile application	
A	B
Name:	Name:
Age:	Age:
Country:	Country:
Nationality:	Nationality:
City:	City:
Languages:	Languages:
Hobbies:	Hobbies:

Subskill: Capital letters

In English, some words have a capital letter. These include the first letter of a sentence, the pronoun *I*, countries and nationalities, and days of the week.

- 3 Find two examples for each rule in the messages. We use capital letters for ...
 - 1 the pronoun *I*
 - 2 countries and nationalities
 - 3 cities
 - 4 languages
 - 5 days of the week
 - 6 the first word in a sentence or question
 - 7 names

4 Rewrite the sentences with capital letters where necessary.

- 1 i'm from india.
- 2 i speak portuguese and french.
- 3 istanbul is a big, beautiful city in turkey.
- 4 i'm half dutch and half german.
- 5 my favourite day of the week is saturday.
- 6 i live in moscow, the capital city of russia.

5 Find expressions in the messages to ...

- 1 start a message
- 2 say why you want a keypal
- 3 ask people to write to you

6 Write a message to ask for a keypal. Follow the steps in the Skills boost.

SKILLS BOOST

THINK

Look at the profile information in exercise 2. Make notes about you.

PREPARE

Make notes to describe your city. Make notes about your favourite singer, sport, day of the week, etc.

WRITE

Write your keypal message. Remember to include an expression to:

- start your message
- say why you want a keypal
- ask people to write to you

CHECK

Check your work. Pay attention to:

- the present simple of *be*
- capital letters

7 Peer review Exchange your keypal message with other students. Answer the questions.

- 1 Is *be* correct?
- 2 Are the capital letters correct?
- 3 Choose one person to be your keypal. Say why.

Grammar

be

Affirmative

I am	I'm
He/She/It is	He/She/It's
We/You/They are	We/You/They're
<i>I'm (am) from Turkey.</i>	
<i>He's (is) 12 years old.</i>	

Negative

I am not	I'm not
He/She/It is not	He/She/It isn't
We/You/They are not	We/You/They aren't
<i>I'm not from Spain.</i>	
<i>He isn't 14 years old.</i>	

Questions and short answers

Am I ... ?	Yes, I am . / No, I'm not .
Is he/she/it ... ?	Yes, he/she/it is . No, he/she/it isn't .
Are we/you/they ... ?	Yes, we are . / No, we aren't .
<i>Are you from Japan?</i>	<i>No, I'm not.</i>
<i>Is he Dutch?</i>	<i>Yes, he is.</i>

Contracted forms

We don't use contracted forms in affirmative short answers, but we use contracted forms in negative short answers.

<i>Yes, I am.</i>	<i>Yes, it is.</i>
<i>No, I'm not.</i>	<i>No, it isn't.</i>

Vocabulary

15 Countries and nationality adjectives

Australia – Australian	Brazil – Brazilian
China – Chinese	India – Indian
Japan – Japanese	Mexico – Mexican
New Zealand – New Zealand	Russia – Russian
Spain – Spanish	the Netherlands – Dutch
the UK – British	the USA – American
Turkey – Turkish	

16 Adjectives to describe places

beautiful/ugly, clean/dirty, empty/crowded, hot/cold, interesting/boring, modern/old, quiet/noisy, safe/dangerous

1

Project

WDYT?
(What do you think?)


How are countries different?

TASK: Design a new country and make a poster to introduce your country.

Learning outcomes

- 1 I can design and present a poster about a country.
- 2 I can use creativity and my imagination.
- 3 I can use appropriate language from the unit.

Graphic organiser → Project planner p118

- 1  Watch a video of students presenting their poster. Where is Calobia?



STEP 1: THINK

- 2 Look at the poster about a country in the Model project. What information does it include?

- language
- currency
- information about the flag
- a description
- important cities
- family life
- famous people
- food
- sports and hobbies
- school life
- population
- where the country is
- popular music
- unusual information

- 3 Now think about how the poster looks. Which things are in the poster?

- a title
- section headings
- drawings
- photos
- graphs and tables
- a map
- different fonts or styles of letters
- one big text
- several small texts

STEP 2: PLAN

- 4 Work in groups of three. Read the tips in the Super skills box and practise saying the Key phrases with your group.

CREATIVITY



Using your imagination

Tips

Be original.

Think about your real country (name, currency, national sport, etc.). Then think about how to change them for your new country.

Don't choose the first idea. Think about other options too.

Key phrases

What's a good name/flag/national sport?

I like that/your/Sara's idea.

What about (Calobia)?

That's a good idea!

That's great!

No, that's not very original.

- 5 In your groups, choose five sections for your poster. Use the ideas in the Model project, or your own. Use the tips and Key phrases in the Super skills box.

- 6 Discuss each section and write some notes.

FLAG red – white – green (red = sun, ...)

- 7 Choose a person to prepare each section.

Student 1 – the flag, Fun Facts ...

Student 2 – map, important cities ...

Student 3 – language, currency ...

Model project

COUNTRY FACT FILE

Nationality: Calobian
Languages: English and Calob
Capital city: Beachtown
Population: 25,000
Currency: Calobian dollar
Continent: Oceania



DESCRIPTION

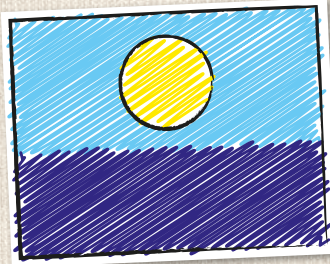
Calobia is a small island in the Pacific Ocean.
It's about 3,000 km from New Zealand.
It's very beautiful and it's hot all year.
The capital is Beachtown. It's a quiet place, but it isn't boring.
Life in Calobia is very good.



Calobia

WHAT'S POPULAR IN CALOBIA?

National sport: Surfing
Popular food: Fish and pineapples
Famous people:
Luke Wobda (actor)
Maggie Filfo (surfer, rapper)



FUN FACTS

The president of Calobia is only 19 years old.
In Calobia you go to school on Saturday and Sunday and the weekend is Monday to Friday.
The octopus is a popular pet!



FLAG

The Calobian flag is dark blue, light blue and yellow.
Dark blue is for the sea, light blue is for the sky.
Yellow is for the sun.



STEP 3: CREATE

- 8 Prepare the texts and visuals for your poster.
- 9 Read the *How to ...* tips on p118. Then work together to organise your materials and create your poster.

STEP 4: PRESENT

- 10 **Peer review** Show and explain your poster to another group. As you listen, answer the questions.
 - 1 How is the new country different from your real country?
 - 2 Do you want to visit this country? Why/Why not?

1 FINAL REFLECTION

1 The task

Do you have a clear and attractive poster with information about your country?



2 Super skill

Do you use your imagination to find original ideas? Give examples.



3 Language

Do you use language from the unit? Give examples.

