

Unit summary

Vocabulary

Free time: animals, art, chatting online, films, cooking, cycling, meeting friends, music, photography, reading, shopping, skateboarding, sport, video games, watching TV

Prepositions and everyday objects: bag, board, chair, clock, coat, desk, dictionary, drawer, laptop, mobile phone, notebook, pen, poster, shelf, speaker, table; between, in, near, next to, on, opposite, under

Basic adjectives: bad, big, boring, cheap, expensive, fast, good, horrible, interesting, new, nice, old, popular, slow, small, unpopular

Countries and nationalities: Australia, Australian, Brazil, Brazilian, Morocco, Moroccan, Egypt, Egyptian, India, Indian, Italian, Italy, Japan, Japanese, Mexican, Mexico, Spain, Spanish, the UK, British, the USA, American, Canada, Canadian

Language focus

be: affirmative and negative

Subject pronouns and possessive adjectives

Possessive 's

be: questions

Possessive pronouns

this, that, these, those

have got

Question words: Where ... ?, What ... ?, Who ... ?

Conjunctions: and, or, but

Vocabulary • Free time

Aim

Talk about your hobbies and interests.

Warm-up

Ask: What do you like doing in your free time? Explain the meaning of free time, if necessary. Elicit answers from individual students and write useful vocabulary on the board, e.g. play football, go shopping.

Exercise 1 1.02

Students work in pairs to match the words with the pictures. Play the audio for students to listen and check their answers. Ask students which of these activities they like doing.

ANSWERS

- 1 chatting online 2 reading
- 3 meeting friends 4 art
- 5 photography 6 cycling 7 sport
- 8 animals 9 music 10 video games
- 11 watching TV 12 films
- 13 skateboarding 14 cooking
- 15 shopping

Starter unit

VOCABULARY • Free time

I can talk about my hobbies and interests.

- 1 1.02 Match the words in the box with pictures 1–15. Then listen and check.

video games music art reading
watching TV films animals cooking
skateboarding cycling photography sport
shopping chatting online meeting friends



- 2 1.03 Read and complete the text with the words in the box. Then read, listen and check your answers.

photography skateboarding cooking sport
reading music video games chatting

Hi! I'm Kate. I'm twelve and I'm from Oxford in the UK. I'm into sport and I'm good at basketball. Apart from sport, I like 1 and 2 online. I'm not interested in shopping. This is my brother Jack. Jack isn't into sport. He's into 3 and his favourites are football games. Jack isn't on his computer twenty-four hours a day – he and his friends like 4 , but they aren't very good! Our parents, Jen and Ed, like books and they're into 5 My mum is interested in and her photos are really good. Our mum and dad are good at 7 Italian food is their favourite. And you and your family? What are your hobbies and interests?

6 Starter unit



Exercise 2 1.03

Students read the text and complete it with the words in the box. Play the audio for students to check their answers.

ANSWERS

- 1 music 2 chatting 3 video games
- 4 skateboarding 5 reading
- 6 photography 7 cooking

Exercise 3 1.04

Read through the key phrases with the class and make sure students understand them all. Play the audio. Students listen and complete the phrases. Play the audio again, if necessary, pausing to allow students time to write. Check answers with the class and ask students which of the sentences are true for them.

ANSWERS

- 1 music 2 cycling
- 3 films and watching TV 4 reading
- 5 shopping and meeting friends
- 6 chatting online 7 skateboarding
- 8 art 9 animals, dogs

Exercise 4

Students write six sentences about their interests. Encourage them to use a range of different key phrases.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Students work in pairs to compare their interests from exercise 4. Ask some students to tell the class about their interests.

ANSWERS

Students' own answers.

More practice

Workbook page 4

S

LANGUAGE FOCUS • *be*: affirmative and negative

- Subject pronouns and possessive adjectives
- Object pronouns

I can use the verb *be* and introduce people.



be: affirmative and negative

- 1 Complete the table with the words in the box. Then check your answers in the text on page 6.

isn't aren't they he not



Affirmative	
I'm	from Oxford.
You're	twelve.
1's / She's / It's	into video games.
We're / You're / 2're	

Negative	
I'm 3	interested in shopping.
You aren't	very good.
He / She / It 4	into sport.
We / You / They 5	

- 2 Write true sentences. Use affirmative and negative forms of the verb *be*.

Kate is interested in sport.

1 Zebras animals.

2 Oxford in Brazil.

3 My friends twelve.

4 The name of this book Friends Plus.

5 I interested in video games.

6 I from Đà Nẵng.

Subject pronouns and possessive adjectives

- 3 Complete the table with the words in blue in the text on page 6.

Singular		Plural	
Subject pronoun	Possessive adjective	Subject pronoun	Possessive adjective
I	my	we	4
you	1	you	5
he	2	they	6
she	3		
it	its		

- 4 Replace the words in blue with subject pronouns.

Marc is from Paris. He is from Paris.

1 This book is good.

2 Jen and Ed are from the UK.

3 Anya and I are friends.

4 You and Mick are brothers.

Object pronouns

- 5 Match the object pronouns in the box with the subject pronouns.

it me them us you him her you

I—me you—¹..... it—²..... he—³.....
she—⁴..... we—⁵..... you—⁶.....
they—⁷.....

Pronunciation: Word stress

- 6 Circle the word that differs from the other three in the position of primary stress.

- | | | | |
|-----------------|--------------|---------------|--------------|
| 1 a. arrive | b. begin | c. answer | d. machine |
| 2 a. visit | b. enter | c. under | d. about |
| 3 a. along | b. papaya | c. across | d. into |
| 4 a. Brazil | b. Japan | c. China | d. Korea |
| 5 a. happen | b. final | c. living | d. alive |
| 6 a. alarm | b. college | c. mistake | d. cartoon |
| 7 a. again | b. above | c. really | d. alike |
| 8 a. computer | b. beautiful | c. continuous | d. deliver |
| 9 a. Vietnamese | b. Japanese | c. Cambodia | d. Indonesia |

- 7 **USE IT!** Work in pairs. Talk about you and your interests. Use ideas from exercise 1, page 6. Then change pairs and say something about your first partner.

I'm eleven. I'm into cycling with my brother. I'm not very good at art.

Nam is eleven. He's into cycling with his brother. He isn't very good at art.



Starter unit 7

Language focus • *be*: affirmative and negative • Subject pronouns and possessive adjectives • Object pronouns

Aim

Use the verb *be* and introduce people.

Warm-up

With books closed, write these sentences on the board: I ____ into music. Ana ____ good at art. Elicit the missing words (*am*, *is*) and elicit that these are both forms of the verb *be*.

be: affirmative and negative

Exercise 1

Students work in pairs to complete the table then check their answers in the text

on page 6. Check answers with the class. With **weaker classes**, work through this exercise with the whole class, eliciting the missing words.

ANSWERS

1 He 2 They 3 not 4 isn't 5 aren't

Language note

The verb *be* is irregular and not like any other verbs in English. Students need to learn all the different forms. The contracted forms ('m, 's, isn't, aren't, etc.) are much more common than the full forms, especially in spoken English.

Exercise 2

Check that students understand *zebras*. Students complete the sentences with the correct forms so that they are true. Check answers with the class. With **stronger classes**, students could write one or two more true sentences using different forms of *be*.

ANSWERS

1 are 2 isn't 3 are / aren't 4 is
5 'm / 'm not 6 'm / 'm not

Subject pronouns and possessive adjectives

Exercise 3

Hold up a book and say: *I'm a teacher. It's my book*. Point to a student and say: *You're a student. It's your book*. Students work in pairs to complete the table with the correct words. Check answers with the class. With **weaker classes**, work through this exercise with the whole class, eliciting the missing words.

ANSWERS

1 your 2 his 3 her 4 our 5 your
6 their

Language note

The possessive adjective *their* is often confused with the adverb *there* and the verb form *they're* (= *they are*). The possessive adjective *its* can be confused with the verb form *it's* (*it is*). Students need to learn the difference between these words and the different spellings.

Exercise 4

Read out the example. Students replace the blue words with the correct pronouns. Check answers with the class.

ANSWERS

1 It 2 They 3 We 4 You

Exercise 5

Students match the object pronouns with the subject pronouns. Check answers with the class.

ANSWERS

1 you 2 it 3 him 4 her 5 us
6 you 7 them

Exercise 6

Allow students time to read the introduction. Model pronunciation of *answer* and *machine*, where the primary stress is on different syllables. Make students pay attention to the fact that in English most two-syllable nouns have the first stress but some have the second stress.

ANSWERS

1-c 2-d 3-d 4-c 5-d 6-b 7-c 8-b 9-c

Exercise 7 USE IT!

Ask two confident students to read out the example dialogue. Students work in pairs to tell each other about themselves and their interests using the structures in the table in exercise 1. Then they change pairs and tell their new partner something about their first partner.

ANSWERS

Students' own answers.

More practice

Workbook page 5

Vocabulary

• Prepositions and everyday objects

Aim

Use prepositions to say where things are.

Warm-up

Pick up a book and elicit the word *book*. Point to a student's bag and elicit the word *bag*. Put students into pairs and give them one minute to write down as many words as they can for things they can see in the classroom. Bring students' ideas together on the board and check that they understand all the words. See which pair wrote the most words.

Exercise 1 ① 1.05

Students work in pairs to match the words with the pictures. Play the audio for students to listen and check their answers. Ask students which of these things they can see in their classroom.

ANSWERS

- 1 poster
- 2 speaker
- 3 laptop
- 4 table
- 5 drawer
- 6 mobile phone
- 7 clock
- 8 board
- 9 dictionaries
- 10 shelf
- 11 pen
- 12 notebook
- 13 desk
- 14 coat
- 15 chair
- 16 bag

Exercise 2 ① 1.06

Focus on the pictures. Read out each preposition in turn and elicit the meaning in the students' own language. Read out the first gapped sentence and refer students back to the pictures in exercise 1. Elicit the correct preposition (*on*). Students work in pairs to complete the rest of the sentences with the prepositions. Play the audio for them to check their answers. Check answers with the class.

ANSWERS

- 1 on
- 2 in
- 3 between
- 4 under
- 5 next to
- 6 on
- 7 under
- 8 near
- 9 opposite
- 10 on

Optional activity: Vocabulary

Refer students to the pictures again and say: *The laptop is under the desk*. Ask if the sentence is true or false (false). Tell students they are going to write three false sentences about the objects in the pictures. They then work in pairs to read their sentences to each other and correct them. With **stronger classes**, students could do this with books closed. With **weaker classes**, students could do it with books open.

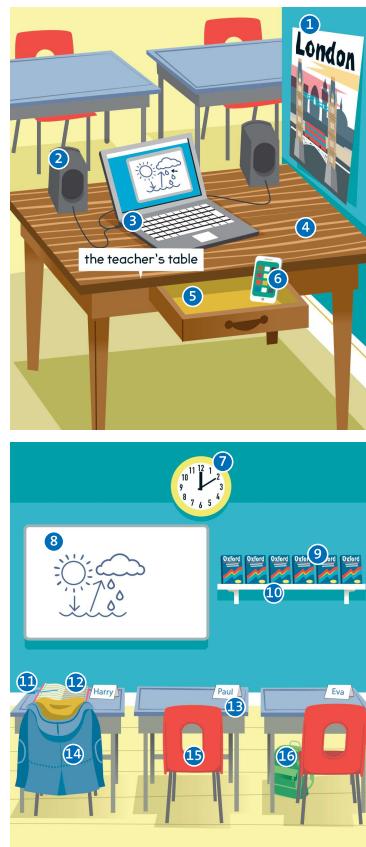


VOCABULARY • Prepositions and everyday objects

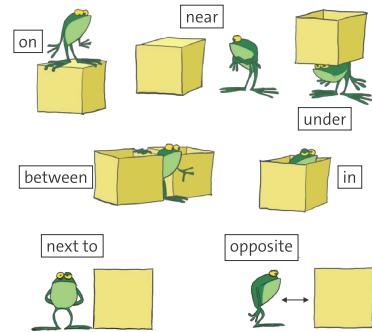
I can say where things are.

- 1 ① 1.05 Match the words in the box with 1–16 in the pictures. Then listen and check.

table drawer mobile phone poster
laptop speaker desk coat bag
chair notebook pen shelf board
dictionaries clock



- 2 ① 1.06 Study the prepositions. Then complete the sentences with the prepositions. Listen and check.



- 1 The dictionaries arethe shelf.
- 2 The teacher's mobile isthe drawer.
- 3 The laptop isthe speakers.
- 4 The students' chairs aretheir desks.
- 5 The poster isthe teacher's table.
- 6 Harry's coat ishis chair.
- 7 Eva's bag isher desk.
- 8 The clock isthe board.
- 9 The board isthe students' desks.
- 10 Harry's pen ishis notebook.

- 3 Draw a desk and four other objects. Write sentences about your picture.

In my picture, a laptop is on the desk. A bag is next to the laptop ...

- 4 USE IT! Work in pairs. Read your sentences in exercise 3 to your partner. Listen and draw your partner's picture.

In my picture, a laptop is on the desk.
A bag is next to the laptop ...

8 Starter unit

Exercise 3

Students work individually to draw a picture and write sentences about it. Monitor and help while they are working, and make sure that their sentences are correct.

ANSWERS

Students' own answers.

Exercise 4 USE IT!

Put students into pairs. They take turns reading their descriptions to each other and draw their partner's desk from the description. They can check their drawings against the originals. See who managed to draw their partner's desk accurately.

ANSWERS

Students' own answers.

More practice

Workbook page 6

S

LANGUAGE FOCUS • Possessive 's • be: questions • Possessive pronouns

I can ask questions about where people and things are.

Possessive 's

- 1 Look at the examples and complete the Rules with **singular** and **plural**.

the teacher's mobile
Harry's bag
the students' chairs

RULES

- 1 We use 's for possession with words.
2 we use s' for possession with words.

be: questions

- 2 1.07 Read and listen to the text. Choose the correct answers.

- 1 Charlie's mum is at home / at work.
2 Her laptop is in the drawer / on the TV.
3 Her speakers are in Charlie's room / her room.

Mum Hi, Charlie.
Charlie Oh, hi, Mum.
Are you at work?
Mum No, I'm not.
I'm at home.
Where are you?
Charlie I'm at school.
Mum! It's 12 p.m.
Mum Oh, yes. OK. Are you in class?
Charlie No, why? Are you OK?
Mum Yes, I'm fine. But Charlie –
where is my laptop?
Charlie Ah ... yes. Look in the drawer
under the TV. Is it there?
Mum Yes, it is. And the speakers?
Where are the speakers, Charlie?
Charlie Mmm. Good question. Erm ... are
they in the drawer?
Mum No, they aren't.
Charlie Erm ... OK. Are they in my room?
Mum MY speakers in YOUR room ... ?
Yes, they are. Charlie ... !
Charlie OK, Mum. Bye!



- 3 Read the dialogue again and complete the table.

Questions		Short answers
Am I		Yes, I am. / No, I'm not.
1 he / she / it	in class? at home?	Yes, it's / No, it isn't.
2 you / we / they		Yes, they are. / No, they're not.

Possessive pronouns

- 4 Match the possessive pronouns in the box with the possessive adjectives.

ours his theirs hers yours

Possessive adjective	Possessive pronoun
my	mine
his	1
her	2
our	3
your	4
their	5

- 5 Write phrases with possessive pronouns.

- 1 This is my pen. This is mine.
2 This is his book.
3 This is her desk.
4 This is our table.
5 This is your bag.
6 This is their dictionary.

- 6 USE IT! Work in pairs. Look at the table below. Choose a person, a city and a place. Then ask questions to find out your partner's information.

Are you with Lionel Messi?
No, I'm not.

Person	City	Place
Lionel Messi	Rio	at school
Taylor Swift	New York	in town
Kristen Stewart	London	at home
Robert Downey Jr.	Cairo	at the shops

Starter unit 9

Language focus

• Possessive 's • be: questions • Possessive pronouns

Aim

Ask questions with *be* about where people and things are.

Warm-up

With books closed, ask a student to hold up his/her pen. Ask: *Is that my pen?* Elicit the answer *No, it's (Ana's) pen*. Repeat the process with another student and his/her notebook or bag.

Possessive 's

Exercise 1

Ask students to read the examples and note the position of the possessive 's. Read through the rules with the class and elicit the correct answers.

ANSWERS

- 1 singular 2 plural

Language note

In spoken English, there is no difference between *the student's books* and *the students' books*. When doing listening exercises, students should therefore always think about the number of people being referred to.

be: questions

Exercise 2 1.07

Allow students time to read through the three sentences. Play the audio. Students read and listen and choose the correct answers. Check answers with the class.

ANSWERS

- 1 at home
2 in the drawer
3 Charlie's room

Exercise 3

Students read the dialogue again then work in pairs to complete the table. Check answers with the class.

ANSWERS

- 1 Is 2 Are 3 I'm not 4 is 5 aren't

Language note

To form questions, we put *be* before the subject: *Are you at home?* (NOT *You are at home?*)

Exercise 4

Students complete the table with the correct possessive pronouns from the box. Check answers by reading out the possessive adjective and asking volunteers to say the corresponding pronoun.

If asked, you can say that the possessive pronoun for *it* is *its*, but this isn't often used in natural conversation.

ANSWERS

- 1 his 2 hers 3 ours 4 yours
5 theirs

Exercise 5

Students practise using the possessive pronouns in sentences. Check that they understand that the pronoun replaces the object as well as showing who it belongs to.

ANSWERS

- 2 This is his. 3 This is hers.
4 This is ours. 5 This is yours.
6 This is theirs.

Exercise 6 USE IT!

Tell students you are with a famous person in one of the cities in the table, in one of the places. Encourage them to ask you questions to guess who you are with, which city you are in, and which place you are in. Put students into pairs to ask questions and guess their partner's information. You could make the activity competitive by telling students to count how many questions they take to guess the answer. The student who uses the fewest questions wins.

ANSWERS

Students' own answers.

More practice

Workbook page 7

Vocabulary

• Basic adjectives

Aim

Use basic adjectives to describe things.

Warm-up

With books closed, write on the board *Mini* and *Ferrari*. Elicit that they are both cars. Ask: *What's the difference between them?* Elicit a few ideas and elicit adjectives such as *big*, *small*, *fast*, *slow*. Write these on the board and explain that they are adjectives, and we use them to describe things.

Exercise 1 1.08

Students read the text and match the adjectives in blue with their opposites in the box. Allow students to compare their answers in pairs then play the audio. Students listen and check their answers. Check answers with the class, and check that students understand all the adjectives.

ANSWERS

niche – horrible, old – new, slow – fast,
good – bad, expensive – cheap,
small – big, popular – unpopular,
interesting – boring

Exercise 2

Students read the text again and choose the correct answers. Check answers with the class. Point out the position of adjectives before the noun, e.g. *a good camera* (NOT *a camera good*).

ANSWERS

1 b 2 a 3 a

Exercise 3

Read through the key phrases with the class. Point out the difference in meaning between the different adverbs of degree. You could get students to translate the phrases into their own language to check understanding. Focus on the table and read out the example answer. Elicit one or two more examples about TV programmes, people, games or films. Students then write their sentences individually. Ask one or two students to read their sentences to the class. Correct any errors.

ANSWERS

Students' own answers.

Exercise 4 USE IT!

Students work in pairs to compare their sentences from exercise 3. Ask students if any of their sentences were the same.

ANSWERS

Students' own answers.

S VOCABULARY • Basic adjectives

I can describe things.

- 1 1.08 Read the text. Match the words in blue with their opposites in the box. Then listen and check.

unpopular bad new cheap
horrible boring fast big

- 2 Read the text again and choose the correct answers.

- 1 Has Paul's mobile got a good camera?
a. Yes, it has. b. No, it hasn't.
2 Have Ben's cousins got a parrot?
a. Yes, they have. b. No, they haven't.
3 Has Maria got a present for her dad?
a. Yes, she has. b. No, she hasn't.

- 3 Study the Key Phrases. Write eight sentences about the things in the table. Use your ideas and the Key Phrases.

Mexico City is a really big place.

TV programme	Place	Person	Game or film
popular boring good	big horrible old	nice popular interesting	expensive fast new

KEY PHRASES

Adverbs of degree

It isn't very expensive. It's quite expensive.



It's very expensive. It's really expensive.



- 4 USE IT! Work in pairs. Compare your sentences in exercise 3.

Mexico City is a really big place.

My city is really old.

10 Starter unit

Optional activity: Vocabulary

Refer students back to the text in exercise 1. Ask them to look in their school bags and write three sentences describing what is in their bag, using *I've got* and an adjective from exercise 1, e.g. *I've got a small book*.

Students can read their sentences to each other in pairs, omitting the adjectives. Their partner must guess the missing adjectives. See who managed to guess all three of their partner's adjectives.

More practice

Workbook page 8

S

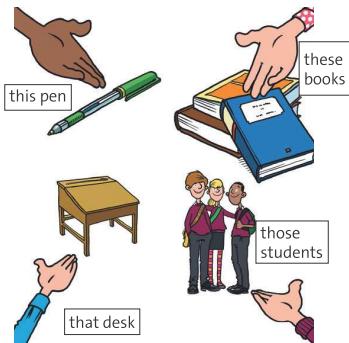
LANGUAGE FOCUS • this, that, these, those • have got

I can ask and answer questions about presents with **have got**.



this, that, these, those

- 1 Study the pictures. What is the difference between *this / that* and *these / those*?



- 2 Choose the correct words.

- 1 That / These cousins are in Australia now.
- 2 Is this / those your pen under the teacher's chair?
- 3 This / These present is nice.
- 4 These / That is Maria's dad, Bill.
- 5 Is this / Are those books on my desk yours?

have got

- 3 Look at the text and exercise 2 on page 10 again. Complete the table.

Affirmative					
I / You / We / They	'1.....	got	a mobile.		
He / She / It	's.....		a pet.		
Negative					
I / You / We / They	'2.....	got	a mobile.		
He / She / It	'3.....		a pet.		
Questions					
Have	'4.....	1 / you / we / they he / she / it	got	a mobile? a pet?	
Short answers					
Yes, I / you / we / they have.	'5.....	No, I / you / we / they he / she / it has.		No, he / she / it hasn't.	

- 4 1.09 Complete the dialogue with the correct forms of *have got*. Then listen and check.

Ben It's Father's Day tomorrow.you got a present for Dad?
 Maria Yes, I I've got this book about cooking.
 Ben Oh, that's nice. I got a present.
 Maria No? That's OK—we got an hour in town. Dad got a good pen?
 Ben Yes, he
 Maria Erm...OK, I got an idea. Look—these mobile phone covers aren't very expensive.
 Ben Mmm. Dad hasn't got a mobile cover.
 Maria They got really nice ones in this shop.
 Ben Thanks, Maria. That's a really good idea.

- 5 USE IT! Work in pairs. Look at the mini-dialogue. Prepare and practise new dialogues. Use your friends' names and the ideas in the pictures.

A Have you got a present for ...?
 B No, I haven't.
 A Has he / she got a ...?
 B Yes, he / she has. OR No, he / she hasn't.
 A Look, they've got a really nice one in this shop.
 B Thanks! That's a really good idea.



Starter unit 11

Language focus

- **this, that, these, those**
- **have got**

Aim

Use *have got* to ask and answer questions about presents.

Warm-up

With books closed, hold up a pen and say: *This pen is (blue)*. Ask a student at the back of the class to hold up a pen. Say: *That pen is (black)*. Elicit the meanings of *this* and *that*.

this, that, these, those

Exercise 1

Ask students to look at the pictures and translate the phrases into their own language. Demonstrate the meanings of *this, that, these* and *those* further by pointing to things near you or at a distance in the classroom.

ANSWERS

We use *this* and *these* when the object(s) is near. We use *that* and *those* when the object(s) is far away.

Exercise 2

Students choose the correct words to complete the sentences. Check answers with the class.

ANSWERS

- 1 These
- 2 this
- 3 This
- 4 That
- 5 Are those

have got

Exercise 3

Ask students to look back at the text and exercise 2 on page 10 and find examples of *have got*. Read through the table with the class and elicit the correct words to complete it.

ANSWERS

- 1 've
- 2 haven't
- 3 hasn't
- 4 Has
- 5 haven't

Language note

We use *has*, not *have*, with *he, she* and *it* forms: *She's got a camera.* (NOT *She have got a camera.*)

In questions, we put *have / has* before the subject: *Have you got a book?* (NOT *You have got a book?*)

Exercise 4

Students read the dialogue and complete it with the correct words. Allow students to compare their answers in pairs then play the audio for them to listen and check. Check answers with the class.

ANSWERS

- 1 Have
- 2 have
- 3 haven't
- 4 've
- 5 Has
- 6 has
- 7 've
- 8 've

Exercise 5 USE IT!

Allow students time to read through the mini-dialogue. Focus on the pictures and make sure students know the words for all the items. Demonstrate the task with a confident student, adding in a name and a possible present. Put students into pairs to prepare and practise new dialogues. Encourage them to swap roles each time, so that they practise both roles. Ask some pairs to perform one of their dialogues for the class.

ANSWERS

Students' own answers.

More practice

Workbook page 9

Vocabulary • Countries and nationalities

Aim

Talk about where people and things are from.

Warm-up

Write the word *country* on the board and elicit the meaning. Elicit the names of one or two countries, e.g. *England*, *Turkey*, then put students into pairs and give them one minute to write as many countries in English as they can. Bring students' ideas together on the board and check that they understand all the country names. See which pair wrote the most countries correctly.

Exercise 1 ① 1-10

Students work in pairs to match the countries with the continents. Play the audio for students to check their answers. Check answers with the class and that students understand all the country names. Model and drill pronunciation of country names your students might find difficult e.g. *Egypt*.

ANSWERS

Africa:	Egypt, Morocco
America:	Canada, the USA
Asia:	Japan, Thailand, the Philippines, Việt Nam
Australasia:	New Zealand
Europe:	Italy, Spain, the UK

Exercise 2

Students use their dictionaries to check the meanings of the blue words. Check that they understand all the blue words, then ask them to read the sentences and choose the correct answers. Check answers with the class. See who got all the correct answers.

ANSWERS

- 1 British 2 Vietnamese 3 Spanish
4 Egyptian 5 Thai 6 Australian

Exercise 3

Students work in pairs and refer to the words in the quiz to write nationalities for the countries in exercise 1. Check answers with the class. Model pronunciation of the nationalities and point out that sometimes the pronunciation of the country and nationality is slightly different, e.g. *Spain /speɪn/*, *Spanish /'spæniʃ/*, *Japan /dʒə'pæn/*, *Japanese /dʒæpə'ni:z/*.

ANSWERS

1 The USA	American
2 Canada	Canadian
3 Egypt	Egyptian
4 Italy	Italian
5 Japan	Japanese
6 Morocco	Moroccan

S VOCABULARY • Countries and nationalities

I can talk about where people and things are from.

1 ① 1.10 Match the countries with the continents.

COUNTRIES		CONTINENTS	
1 Canada		Africa	
2 Egypt		America	
3 Italy		Asia	
4 Japan		Australasia	
5 Morocco			
6 New Zealand			
7 Spain			
8 Thailand			
9 The Philippines			
10 The UK			
11 The USA			
12 Việt Nam			

2 Check the meanings of the words in blue. Then choose the correct words in the quiz.



1 People from the UK are British / American.



3 Rafael Nadal is a Spanish / Canadian sports star.



5 Tom Yum is Thai / Italian food.



4 Cairo is the Egyptian / Moroccan capital.



2 The Vietnamese / Japanese flag is red and yellow.



6 The dollar is the British / Australian currency.

12 Starter unit

7 New Zealand	New Zealander
8 Spain	Spanish
9 Thailand	Thai
10 The Philippines	Filipino
11 The UK	British
12 Việt Nam	Vietnamese

Exercise 4

Read out the examples and make sure students understand the task. Students work individually to write their sentences. Ask some students to read their sentences to the class. Correct any errors.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Ask two confident students to read out the examples. Put students into pairs to compare their sentences and decide if their partner's sentences are true or false. See who guessed all the answers correctly.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

To extend the vocabulary set, ask students to work in pairs and use their dictionaries to find more names of countries and nationalities. Point out that some dictionaries might include country names in the main A-Z text, but others might have a separate list of countries and nationalities at the back. Bring students' ideas together on the board and check that they understand all the countries and nationalities.

More practice

Workbook page 12

S

LANGUAGE FOCUS • Question words: **Where ... ?, What ... ?, Who ... ?**

• Conjunctions: **and, or, but**

I can ask questions and write an email about myself.

Question words: **Where ... ?, What ... ?, Who ... ?**

Who ... ?

- 1 Check the meanings of the bold words in examples 1–3. Then answer the questions. Compare with a partner.

- 1 Where's Neymar Junior from?
- 2 What's a taco?
- 3 Who's Usain Bolt?



- 2 **1.11** Listen to two people talking about the questions in exercise 1. Are their answers right or wrong?

- 3 **1.11** Listen again and complete the Key Phrases. Use the words in the box.

know sure right you think

KEY PHRASES

Thinking of answers

- 1 I he / she / it's ...
- 2 And ?
- 3 I'm not
- 4 Yes, that's
- 5 I don't

Conjunctions: **and, or, but**

- 4 Read the email and answer the questions.

- 1 Is Beth from Spain?
- 2 What are her interests?
- 3 Which words in the email have got capital letters? Why?
- 4 What are the meanings of the words in blue?

International friends

Hi. My name's Beth. I'm eleven years old and I'm from Boston in the USA. I've got two brothers and a sister and we're students at Cranville High School in Boston. I'm into music and sport, especially basketball. My favourite team is the Boston Celtics. I'm interested in cooking. What are your hobbies and interests? Email or message me in English or Spanish, please. I speak a little Italian, but I'm not very good at it. Bye for now! Beth

- 5 Complete the sentences with **and, or** and **but**.

- 1 Is her name Beth Bess?
- 2 I speak English Japanese.
- 3 I've got a laptop, I haven't got any speakers.
- 4 Are you from the UK the USA?

- 6 **USE IT!** Write an email for the *International friends* website. Write about you and your family, your interests and the languages you speak. Use the Key Phrases and the model text.

KEY PHRASES

Writing about yourself

I'm a student at ...
I'm into ..., especially ...
Email or message me in ...
I speak / study ...
Bye for now!

Starter unit 13

Language focus

- **Question words:**
Where ... ?, What ... ?, Who ... ?
- **Conjunctions: and, or, but**

Aim

Ask questions and use conjunctions to write an email about yourself.

Warm-up

With books closed, write on the board: ____ is the capital of Egypt? ____ is Paris? ____ is Brad Pitt?

Elicit the question words to complete the questions and check that students understand them. Elicit answers to the questions (*Cairo, in France, an American actor*).

Question words: **Where ... ?, What ... ?, Who ... ?**

Exercise 1

Discuss the meanings of the bold words with the class. Students answer the questions then compare their answers with a partner. Check answers with the class. See who got all the answers right.

ANSWERS

- 1 Brazil
- 2 A Mexican food
- 3 A sports star

Exercise 2 **1.11**

Play the audio. Students listen and decide if the people's answers are right or wrong. Check answers with the class.

ANSWERS

For the first question, the woman is wrong and the man is right. For the second and the third questions, the woman is right and the man is wrong.

Exercise 3 **1.11**

Put students into pairs and ask them to try to complete the key phrases from memory. Play the audio again for them to check and complete their answers. Check answers with the class and that students understand all the key phrases.

ANSWERS

- 1 think 2 you 3 sure 4 right
5 know

Conjunctions: **and, or, but**

Exercise 4

Students read the email and answer the questions. Check answers with the class.

ANSWERS

- 1 No, she's from the USA.
- 2 She's into music, sport and cooking.
- 3 Hi, My, Beth, I'm, Boston, USA, I've, Cranville High School, Boston, Boston Celtics, What, Email, English, Spanish, I, Italian, Bye, Beth. We use capital letters for the names of people, countries / cities, teams, languages / nationalities and the first word of a sentence.
- 4 Students' own answers.

Exercise 5

Students complete the sentences with the correct conjunctions. Check the answers.

ANSWERS

- 1 or 2 and 3 but 4 or

Exercise 6 USE IT!

Refer students back to the email in exercise 5. Read through the key phrases with the class and check that students understand them all. Remind students that they should also use *and, or* and *but* in their email.

ANSWERS

Students' own answers.

More practice

Workbook page 11