

Get INVOLVED!

Intro

ม.1

Student's Book

COMMON EUROPEAN FRAMEWORK

A1

A2

B1

B2

หนังสือเรียนรายวิชาพื้นฐาน ภาษาอังกฤษ

ชั้นมัธยมศึกษาปีที่ 1

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ
ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

ผู้เรียบเรียง

Gill Holley
Kate Pickering

ผู้ตรวจ

นางดารณี แซ่มชมดาว
นางพัสวีย์ ไพศาลธนสุข
นางวิมลศรี มณีกาญจน์

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Gill Holley Kate Pickering



Collaborative projects

Collaborate with your classmates to develop your problem-solving skills in the WDYT? projects. Become an expert on a topic and get involved with others in your class.

WDYT?
(What do you think?)

Social and emotional learning

Get Involved! helps you develop strategies to deal with social situations and gives you the vocabulary you need to discuss emotions that you or others experience.

Tips for using **social media** carefully

- 1 Only post good things. ____
- 2 Think before you post or share. ____
- 3 Think before you join a social media group. ____
- 4 Don't post when you are angry. ____

Real-world content

Learn about culture while you learn English. *Get Involved!* is full of real-world content, so go online and learn more about the people, events and places in the book.

Media-rich content

Get Involved! videos help you with critical thinking, communication and project presentations and improve your video literacy skills.

Super skills

Get Involved! helps develop your critical thinking, collaboration, creativity and communication skills, which are essential for life in the 21st century.

COLLABORATION



CRITICAL THINKING



COMMUNICATION

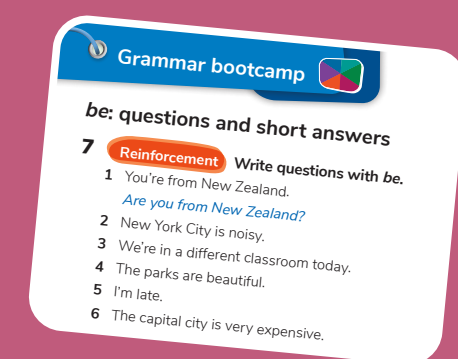


CREATIVITY



Inclusive classroom

Show your strengths and talents by putting your investigative skills and logic to the test with *Get Involved!* Brain teasers. Learn at your own pace with reinforcement and challenge activities in the Grammar bootcamp and graded Workbook activities.



UNIT	VOCABULARY	GRAMMAR	READING AND CRITICAL THINKING
<div>STARTER</div> <div>What do you know?</div> <div>Page 6</div>	Vocabulary: saying hello, personal objects, colors, days of the week, the classroom, classroom instructions, numbers 1–100, international words, the alphabet		
<div>1</div> <div>Our world</div> <div>WDYT? How are countries different?</div> <div>Page 12</div>	Countries and nationality adjectives Adjectives to describe places 📺 Top three places in the world	be: affirmative and negative be: questions and short answers	Informational texts <i>The Netherlands: a good place to be a teenager</i> Subskill: Identifying different types of text
<div>2</div> <div>Family</div> <div>WDYT? What is a family?</div> <div>Page 24</div>	Family Describing people Parts of the body and face Describing hair 📺 Me and my family	have got: affirmative and negative Possessive 's have got: questions and short answers	A TV guide <i>Meet the Putmans</i> Subskill: Predicting what a text is about
<div>3</div> <div>Eat well</div> <div>WDYT? What's the ideal meal?</div> <div>Page 36</div>	Food and drinks The shopping center 📺 Farmers' market	Countable and uncountable nouns some, any, a lot of there is/are	A news story <i>Meatless Mondays</i> Subskill: Understanding the general idea
<div>4</div> <div>My time</div> <div>WDYT? Why is it a good idea to organize your time?</div> <div>Page 48</div>	The time Daily routines Free-time activities 📺 Sloth calendar	Simple present: affirmative and negative Simple present: Yes/No questions and short answers Simple present: Wh- questions love/like/don't like/hate + noun Object pronouns	An online article <i>Life in a K-pop academy</i> Subskill: Reading for detail
<div>5</div> <div>Tech life</div> <div>WDYT? Does technology make the world better? How?</div> <div>Page 60</div>	Abilities Technology nouns Adjectives 📺 Smartphone gadget crafts	can and can't can: questions and short answers Comparative adjectives Possessive pronouns	A web page <i>Amazing robots!</i> Subskill: Reading for specific information
<div>6</div> <div>The world is art</div> <div>WDYT? What is art?</div> <div>Page 72</div>	Rooms and furniture Prepositions Clothes and accessories 📺 Fairy tale house	Present progressive: affirmative and negative Present progressive: Yes/No questions and short answers Present progressive: Wh- questions	An entertainment guide <i>The great escape!</i> Subskill: Answering true or false questions
<div>7</div> <div>Famous lives</div> <div>WDYT? What does it mean to be famous?</div> <div>Page 84</div>	Jobs Dates Adjectives to describe feelings 📺 This day in history	Simple past of be: affirmative, negative, Yes/No questions and short answers, Wh- questions Simple past of regular and irregular verbs: affirmative	An article <i>Celebrities past and present</i> Subskill: Reading in different ways
<div>8</div> <div>From A to B</div> <div>WDYT? What's the best way to travel, and why?</div> <div>Page 96</div>	Transportation Transportation collocations 📺 Nadiya's journey	Simple past: negative Simple past: questions and short answers Superlative adjectives	A magazine article and Q & A interview <i>Scooters in the 21st century</i> Subskill: Asking questions before you read
<div>REVIEW</div> <div>Look what you know!</div> <div>Page 108</div>	Vocabulary and Grammar review		Reading: review of subskills
Grammar bootcamp p116Pronunciation p128			

LISTENING	REAL-WORLD SPEAKING	WRITING	PRONUNCIATION	PROJECT
Grammar: subject pronouns and possessive adjectives, a/an and plurals, this/that/these/those, imperatives				
A phone conversation about New Zealand Subskill: Using visual clues	 Meeting new people	A keypal message Subskill: Capital letters	Word stress	 Design a new country and make a poster to introduce your country.  Creativity Using your imagination
A radio show about unusual twins Subskill: Using what you know	 Talking about photos	An email Subskill: Apostrophes	/ə/	 Make a circle map of important people in your life.  Critical thinking Thinking about things in different ways
A street interview about shopping centers Subskill: Taking notes while you listen	 Ordering food	A blog post about food Subskill: and and but	Silent letters	 Plan your ideal meal.  Collaboration Working well together
A conversation about a phone app Subskill: Listening to complete sentences	 Making plans	Notes and messages Subskill: because	Pronouncing -es /ɪz/	 Make a digital poster about a typical day.  Communication Asking for help and giving suggestions
A talk about technology Subskill: Completing a table	 Giving instructions	An ad Subskill: Spelling	Spelling the sound /i/	 Design a robot to solve a problem.  Creativity Finding new solutions to problems
A radio program from an art workshop Subskill: Using photo captions to help you understand	 Asking for information	Text messages Subskill: so	/e/ and /ɜ/	 Make a video guide for a photo exhibit.  Communication Communicating clearly
A news report about teens and social media Subskill: Matching speakers with what they say	 Talking about last weekend	A description of a fictional character Subskill: also	was: weak and strong form	 Make a comic about an unknown hero.  Critical thinking Researching information and deciding what to include
A radio show about Bike to School Week Subskill: Listening to choose the best summary	 Buying a ticket	A story Subskill: before and after	Contracted forms	 Do a class survey about transportation and present the results.  Collaboration Deciding on roles in groupwork
Listening: review of subskills		Speaking: review of Key phrases		Writing: review of subskills
Project planner p130 Irregular verbs p134				



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 1 Listen and check. Then practice 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. 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 Circle the correct option.

- 1 That's Mr. King. He's **we/our** new teacher.
2 Mark and Co are new. **They/Their** are in our class.
3 **My/I** name's Mrs. Clark and **my/I** 'm the headteacher.
4 **A:** Is this **you/your** chair?
B: No, I think **it's/its** free.
5 **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 book cell phone keys
money notebook pencil case



Grammar: a, an and plurals

- 2 Read 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 ___ cell phone | 5 ___ elephant |
| 2 ___ pencil case | 6 ___ school |
| 3 ___ object | 7 ___ email |
| 4 ___ bag | 8 ___ taxi |

- 3 Complete the table with a plural noun from exercise 1.

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

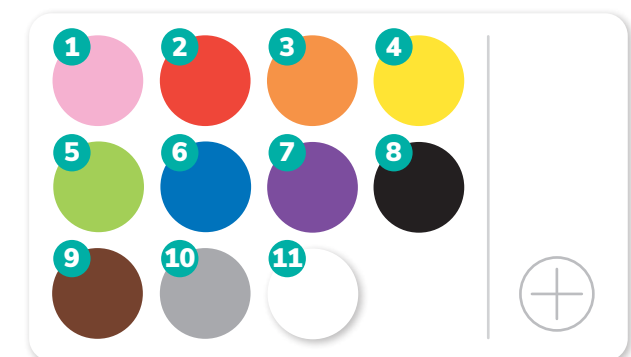
- 4 Make the words in the box plural and add them to the table in exercise 3.

address bag bank boy class
country monkey phone story

Vocabulary: colors

- 5 Match colors 1–11 with the words in the box.

black blue brown green gray orange
pink purple red white yellow



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

What color's the pencil case in Bag B?

It's yellow.

- 7 2 Listen to three dialogues. Which bag in exercise 1 is each dialogue about?

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



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



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. 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 <u>This is</u> 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 + base form.
 - b to give instructions.
 - c we use the base form.

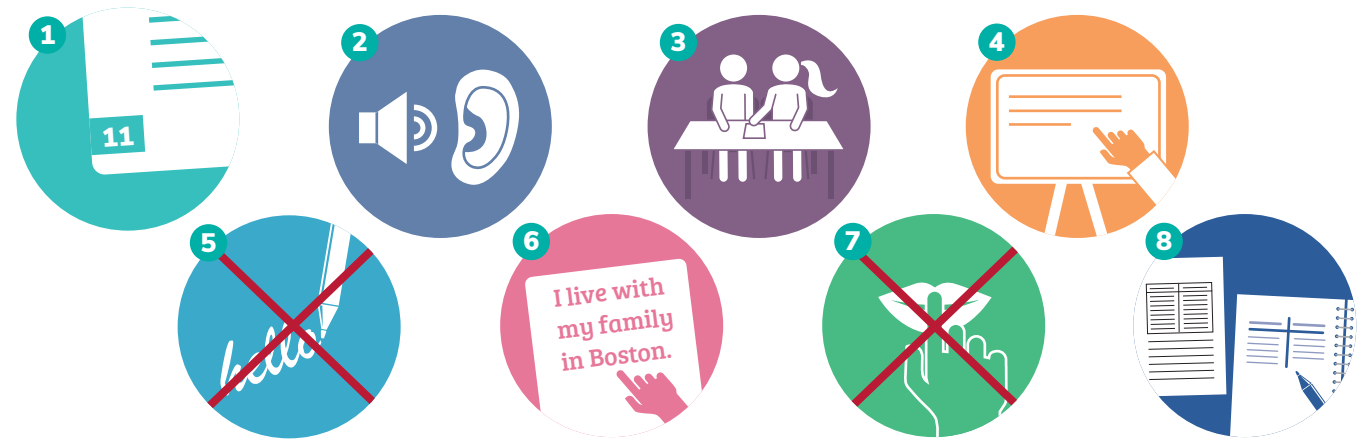
4 Complete the instructions with the affirmative (+) or negative (-) imperative form of the verbs in the box.

copy listen look open read work write

- 1 _____ 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 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.

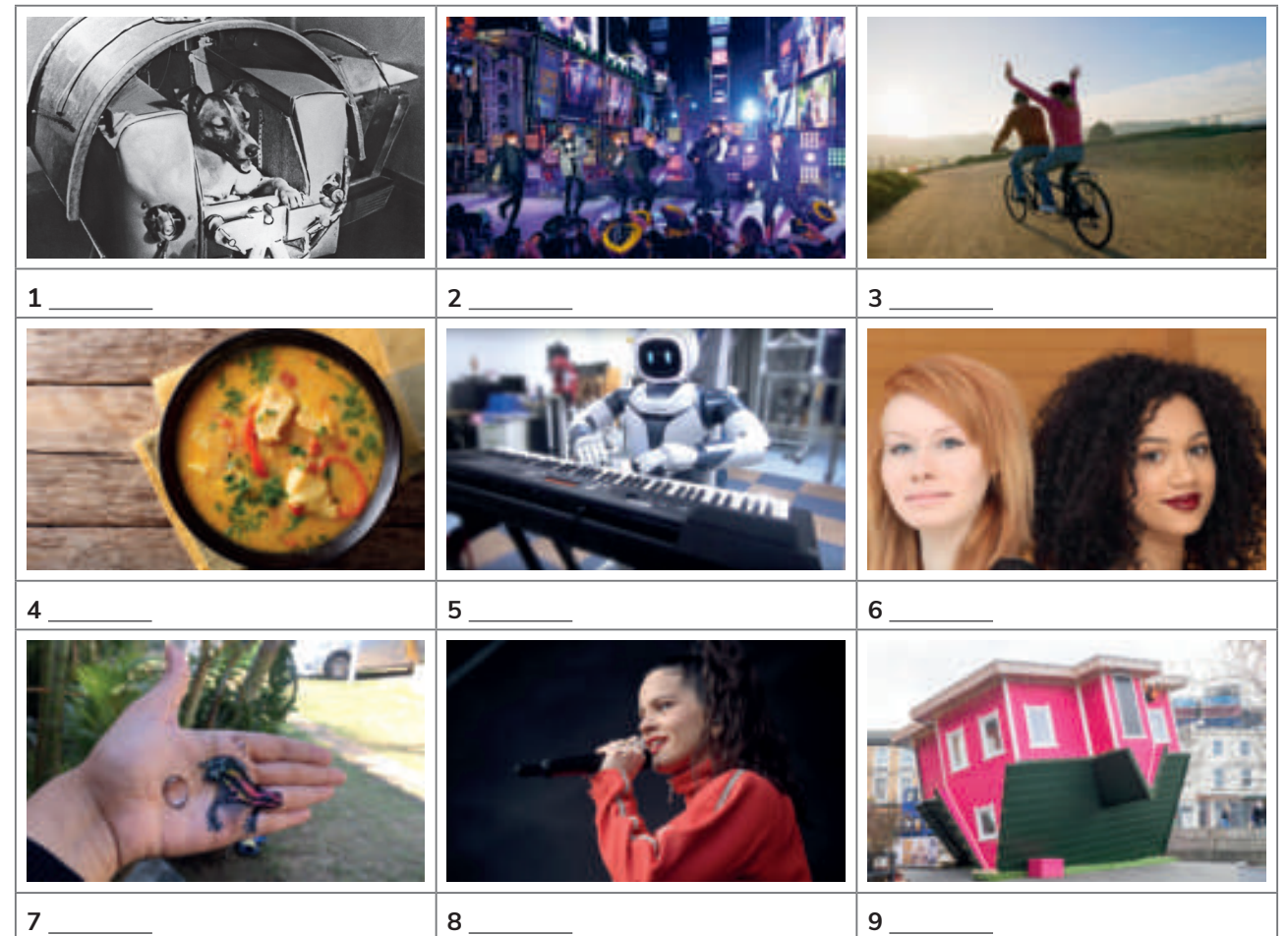
- 10.21.4.15 10 = J, 21 = U, 4 = D, 15 = O – judo
- 8.15.21.19.5
- 9.14.20.5.18.14.5.20
- 16.1.19.20.1
- 8.15.3.11.5.25
- 5.12.5.16.8.1.14.20

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

1 judo – Sports

What's in this book?

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



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 grammar bootcamp |
| 2 pronunciation exercises | 5 a review page about the simple past |
| 3 a project about a typical day | 6 graphic organizers 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?

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.



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

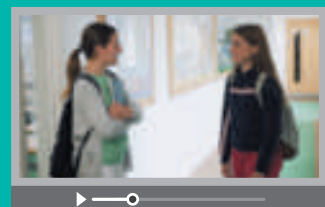
Speaking: meeting new people

Writing: a keypal message

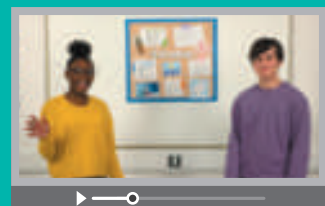
Project: design a new country



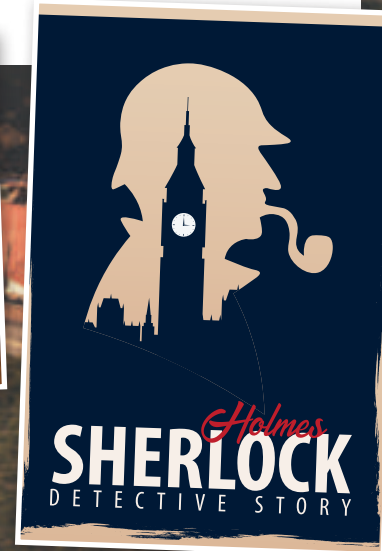
Video skills p13



Real-world speaking p19



Project pp22–23



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 __ for Sherlock Holmes.
a) the UK b) the USA c) Mexico
- 6 Thank you __ for chocolate.
a) China b) Mexico c) the UK

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.

- 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? Complete the table. Which continent is missing?

The Americas	
Asia	
Europe	
Oceania	

- 5 Match the countries in the box to the continents in exercise 4.

Brazil India Japan the Netherlands
New Zealand Russia Turkey

- 6 Complete the table with the nationality adjectives for the countries in exercise 5.

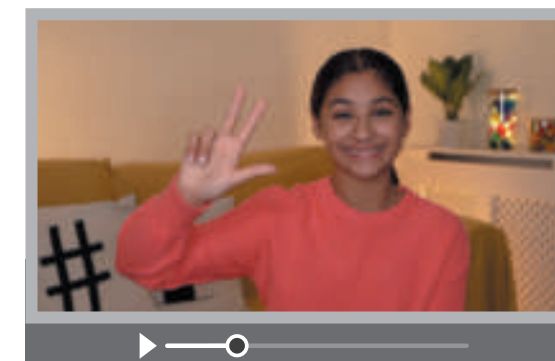
-an	-ian	-ese	-ish	Irregular
Mexican	Australian	Chinese	Spanish	6 <i>New Zealand</i>
American	1	4	British	7 <i>Dutch</i>
	2		5	
	3			

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

- 1 Sony is a brand from _____.
- 2 Ajax is a _____ soccer 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. Discuss the questions.

- 1 Why are travel videos interesting?
- 2 What is your favorite 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 transportation | 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 ... ?

- a general information about the Netherlands
- b unusual information about the Netherlands
- c about one Dutch teenager's life
- d 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 biking. |
| 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.

- 1 Thomas is 12 years old.
- 2 A typical Dutch person bikes 1,000 km a year.
- 3 Most Dutch teenagers are happy at school.
- 4 Thomas is from Zwolle.
- 5 Dutch food is bad for you.
- 6 75% of the Netherlands isn't under sea level.
- 7 It's difficult for teenagers to talk to their parents.

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

- 1 very good _____
- 2 everything connected with school and learning _____
- 3 the food people eat _____
- 4 an informal word for 'bicycle' _____
- 5 the things you study in school, e.g. English, math _____
- 6 the money people use in a country, e.g. dollars _____

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

- 1 What's the currency?
- 2 Name three things that are part of a good diet.
- 3 What's your favorite school subject?
- 4 Are bikes popular?
- 5 How old are children when they start school education?
- 6 What's a great place to go in your city?

CRITICAL THINKING

SUPER SKILLS

1 **Remember** Look at the texts. Find one thing which is similar to life in your country and one thing which is different.

2 **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



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 rides **900 km** a year.



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.



be: affirmative

- 1 Read the examples. 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	3	12 years old.
You	1	You're	
We		4	
They		They're	
He	2	He's	
She		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! I am Ana and these are my friends, Lola and Julia. They are from Puebla. I am from León.

- 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 Circle 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're/You're in the USA!
A: Congratulations! This time I 8 're/'m in a soccer stadium in a capital city in Europe. The players 9 is/are in red and white. Atlético de _____

be: negative

- 5 Read the examples. 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 İzmir. 4 Eli isn't from Brazil.
- We aren't from Miami. 5 You're from Tokyo.
- I'm Indian.

- 7 Correct the sentences.

- Washington D.C. is the capital of China.
Washington D.C. isn't the capital of China. It's the capital of the USA.
- China and India are in Europe. 4 We're in a math class.
- Thomas is Spanish. 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. I 5 _____ (+) with some students from the USA. It's their first time in Madrid, but they 6 _____ (–) on vacation. They 7 _____ (+) here to discuss important questions and understand other countries.

- 9 Answer the question to solve the Brain teaser.

B R A I N

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

New Zealand:

a beautiful country!

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

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

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

- 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

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

- My town/city is _____.
- It's a/an _____ place to visit.
- The center is _____ and _____.
- In the summer it's _____ and in the winter it's _____.
- My favorite place in the town/city is _____ because it's _____ and _____.

CELEBRITY CORNER

Lorde is a singer from New Zealand. Find out her real name and the city she's from.

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 12 Listen to a conversation and circle the correct option.

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

- 6 Listen again. Are the sentences true or false?

- New Zealand and the UK are about the same size.
- Most people live on the South Island.
- Wellington is a big city.
- New Zild is English with Maori words.
- For Chloe, New Zealand is a boring place.
- 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.

be: questions and short answers

- 1 Read the questions and short answers. 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**.

Questions	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 _____.

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 ? _____
- 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–d.

- a Yes, she is. c Yes, I am.
b No, they aren't. d No, it isn't.

- 4 13 Complete the dialogue. 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 Circle 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 color of a flag important?



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?



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?



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

2 5 36



Are all flags rectangles?



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

- Watch the video. Are the girls friends?
- Watch again. Which Key phrases do you hear?
- 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?

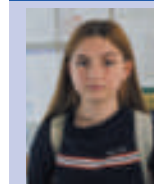
Elena: **6** _____ 12.

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.

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.

PRACTICE

Practice your dialogue.

PERFORM

Act out your dialogue for the class.

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

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

Key phrases

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



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 favorite singer is Rosalia) and dancing. I want to meet people from other countries and practice 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 favorite 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. Complete the profiles.

Profile application

A

Name:

Age:

Country:

Nationality:

City:

Languages:

Hobbies:

B

Name:

Age:

Country:

Nationality:

City:

Languages:

Hobbies:

Subskill: Capital letters

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

- 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 favorite 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.

THINK

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

PREPARE

Write notes to describe your city.
Write notes about your favorite 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:

- 1 the simple present of be
- 2 capital letters

☐

☐

7 Peer review Exchange your keypal message with other students. Choose one person to be your keypal. Say why.

Quick review

Grammar

be

Affirmative

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

I'm
He/She/It's
We/You/They're

Negative

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

I'm not
He/She/It isn't
We/You/They aren't

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**.

Are you from Japan?

No, I'm **not**.

Is he Dutch?

Yes, he **is**.

Contracted forms

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

Yes, I **am**.

Yes, it **is**.

No, I'm **not**.

No, it **isn't**.

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	interesting/boring
clean/dirty	modern/old
empty/crowded	quiet/noisy
hot/cold	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 organizer → Project planner p130

- 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 practice 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.

SUPER SKILLS



- 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 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

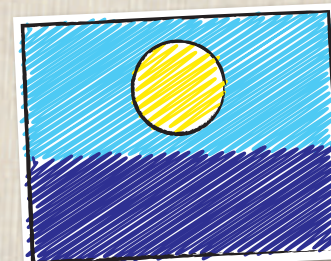
Calobia is a small island in the Pacific Ocean. It's about 3,000 km from New Zealand. It's very beautiful and it's hot all year. The capital is Beachtown. It's a quiet place, but it isn't boring. Life in Calobia is very good.



Calobia

WHAT'S POPULAR IN CALOBIA?

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

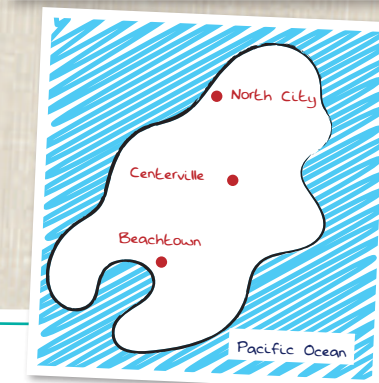


FLAG

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.

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 through Friday.
The octopus is a popular pet!



STEP 3: CREATE

- 8** Prepare the texts and visuals for your poster.
- 9** Read the *How to ...* tips on p130. Then work together to organize 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.

